celebrating excellence, embracing the future

NYUSilver
Silver School of Social Work

50 Years
Thank you to the supporters of the Silver School of Social Work’s 50th Anniversary Celebration, including the spectacular gala on November 10, 2010. That program began with a “Conversation” among a panel of luminaries—African-American cultural expert Henry Louis “Skip” Gates, our own NYU President John Sexton, and the renowned feminist scholar Carol Gilligan. Following the Conversation, we honored Silver’s own leaders: Elly Korman, former dean and long-time faculty member, and Judy Tobias Davis, the fundraiser who helped turn around the School’s fortunes in the 1970s. It was a warm and celebratory evening, and we thank our many donors who made it possible.

The year was filled with special events commemorating the anniversary. We invited leading scholars such as Nan Lin (Duke University), Catharine Stimpson (New York University), and Fariyal Ross-Sheriff (Howard University) to talk about wide-ranging topics, including social capital and the exit from poverty, engaged scholarship, and the role of Muslim women in reducing the trauma effects of war. We hosted the Silver Search, a mobile-based scavenger hunt that acquainted students, faculty, staff, and alumni with the geography and history of Greenwich Village and NYU. We are finalizing a special issue of the *Clinical Social Work Journal*, entitled, “Fifty Years of Clinical Social Work at the Silver School of Social Work.”

This anniversary commemorates the launch of an independent School of Social Work in 1960. This publication captures more than five decades of the Silver School’s extraordinary history. It weaves together the enduring issues for the School and its programs—the political and social justice activism of the 1960s and ’70s; the development of a signature clinical practice identity in the late 1970s and ’80s; and the incredible opportunity provided by the Silver gift. The School was able to integrate the themes of clinical social work, research for building knowledge, and social and economic justice for everyone in our society.

The trajectory of the Silver School is upward, with a bright future and new strategic plan to guide the School. The plan entails investment in the School’s distinctive clinical programs while building research capacity and productivity, bringing serious attention to social justice and human diversity, and engaging with our local and global communities. The Silver School of Social Work looks forward to its future as one of the world’s leading schools of social work.

Sincerely,

Lynn Videka
Our Mission

The mission of the Silver School of Social Work at New York University is to educate professionals for social work practice with individuals, families, groups, and local and international communities and to provide leadership in the development of knowledge relevant to social work practice in a complex urban environment.

The School seeks to fulfill its mission by building and transmitting knowledge that will help to alleviate human suffering, enhance the vitality and caring capacity of communities, and promote the ideals of a humane and just world.

The School is committed to the core social work values of: belief in the dignity and worth of all individuals; the centrality and power of caring human relationships; a commitment to social and economic justice that includes freedom from all forms of oppression and access to social goods; and a dedication to practicing with integrity and the highest level of competence.

The Bachelor of Science in Social Work provides students with the knowledge, skills, and ethical standards necessary for beginning social work practice. The BS program is a liberal arts program emphasizing human rights, social justice, and advocacy, which establishes the foundation graduates need to effectively address the social problems of today's world.

The Master in Social Work educates professionals for the pursuit of social justice with an emphasis on direct social work practice that aims to improve bio-psycho-social functioning through helping relationships. Dedicated to excellence in integrating teaching and learning in both classroom and community contexts, the MSW program prepares its graduates to apply critical thinking, research-based knowledge, and practice wisdom to restore, maintain, and enhance the functioning and well-being of individuals, families, and communities, and promote effective and equitable social policies and social services.

The Doctor of Philosophy in Clinical Social Work prepares its graduates to be the intellectual leaders of the social work profession. Students in the PhD program learn to engage in practice-based research and the development of theories relevant to practice, to disseminate new knowledge through professional writing and speaking, and to educate future generations of social workers.

The School is committed to the education of its students in collaboration with community partners and the advancement of the social work profession through the scholarly contributions of its faculty.

At a Glance 50 Years of NYU Silver

- Size of 1961 graduating class: 35 (MSW)
- Size of 2010 graduating class: 556 (37 BS, 508 MSW, 11 PhD) at four campuses
- Size of 2010 faculty: 46 full-time, 152 adjunct
- Number of field work agencies in 2010: 650
- Tuition and fees for average student in the 2010-2011 year: MSW and PhD program: $34,173, BS program: $40,082
- Scholarships awarded in 2010: Nearly $8 million to 90 percent of students
- Average student age: 26
- Number of alumni: Over 13,000 worldwide
- Alumni have obtained positions in many fields, including clinical practice, research, teaching, community organizing, advocacy, and policy analysis and development.
“We believe in payback,” said Constance Silver, BS ’78, MSW ’79. “It’s just the right thing to do.”

In 2007, New York University received the largest private donation to a school of social work in the United States when alumnae Constance and Martin Silver pledged $50 million.

With the gift the School has been able to strengthen its focus on poverty, its consequences, and research-based clinical practice, and provide financial aid to a diverse group of students. The funds established the McSilver Institute on Poverty Policy and Research and two professorships: the Institute director and a junior faculty chair.

Both Martin and Constance grew up poor—Martin in the Bronx and Constance in rural Maine. “We were lucky and smart enough,” she said. “Many people helped us on the way up.”

On October 24, 2007, the School was officially renamed at a ceremony with School faculty and administrators, NYU trustees, and alumni. Said Constance, “It is one of the great pleasures of my life to help the School of Social Work.”
An Unexpected Career with Most Satisfying Results

When Olivia Coleman Banks, MSW ’61, was contemplating graduate school, she never considered a social work degree.

Her heart had been set on attending medical school in Washington, DC, where she lived with her mother and two young children after her first husband’s death.

“I liked to help people and make their lives the best they can be,” she explained. “Doctors get a chance to do this with their patients.”

Banks was not accepted to the two medical schools to which she applied and “was in tears.” But she soon learned about social work from a faculty member at a local college, and knew right away she had found her true calling. She moved to Queens with her children, sister-in-law, and mother-in-law and started at New York University in 1959.

“I think those were some of the happiest years of my life,” said Banks. Among her best memories were her classmates, who came from “all walks of life.” Through group study sessions, they supported each other and became a family. Additionally, Banks met her second husband, Hugh, a doctoral student in psychology. Following his 1962 graduation, he returned to NYU as a faculty member in 1965 and was appointed assistant chancellor in 1969.

Banks’ passion for education was a driving force throughout her career. While at NYU, she served as the New York state representative at the 1960 White House Conference on Children and Youth.

In the early 1990s she founded the nonprofit organization New Yorkers for Inclusive Educational Curriculum (NYIEC) with the goal of incorporating African Americans’ history and accomplishments into the New York State school curricula. Banks organized trips to Albany for students; their families; and members of churches, educational agencies, and community centers to meet with state legislators and the Board of Regents. While they were initially met with skepticism at the state’s capital, in nine years Banks and NYIEC achieved their goal.

Banks held several other positions during her 40-year social work career, including helping revise and rebuild the social work program at Pilgrim State Hospital (in Brentwood, NY)—the largest psychiatric hospital at the time of its construction. She had a private practice for nine years before retiring in 2000.

“It wasn’t work,” said Banks without hesitation. She felt like she was enabling people to their full potential. “I don’t think people are lazy. I think they are brought up to feel like they are worthless and if someone can help them see their positive inner selves, it gives them the drive to get back up.”

Banks’ initial love of helping people translated into a rewarding career she could not have anticipated. She believes there is still a misconception about what social workers actually do. She would urge schools to reach out to the community and teach potential students about the field—particularly using churches to connect with African Americans. “Without the degree, I couldn’t have done all that I’ve done.”

In the first half of the twentieth century, the United States and New York City grew exponentially. Millions of immigrants arrived in New York, known for its port of entry and as the nation’s manufacturing, financial, and cultural centers. The new Queensboro and Manhattan bridges opened in 1909, linking Manhattan to neighboring boroughs. The monumental Grand Central Terminal and Pennsylvania Stations opened for business, and the Empire State Building rose 102 stories over the fast-changing metropolis.
New York University (founded in 1831) followed in step. It opened several new schools from the turn of the century through the 1930s at its Washington Square Park campus—the heart of today’s University. Following World War II, student enrollment soared with waves of veterans benefitting from the GI Bill. NYU received the largest numbers of returning service-men in the nation, and overall enrollment rose back to levels experienced before the war.

NYU offered its first social work courses in 1934 through the Division of General Education in partnership with the New York City Home Relief Bureau and the New York State Temporary Emergency Relief Administration to create an educated workforce for New Deal programs. The Graduate Division for Training in Public Service was founded in 1938, and would be the future home of the Department of Social Work.

In conjunction with the Lavanburg Corner House—a philanthropic foundation devoted to eradicating juvenile delinquency—NYU formed a graduate education program in 1949. It combined classroom work with service at Youth House, a temporary, city-operated shelter for juvenile delinquents. The Graduate Division of Public Service and the Graduate School of Arts and Sciences’ Sociology Department offered four graduate courses to students. An additional 10-year, $400,000 commitment by the Lavanburg Corner House helped establish a Department of Social Work in the renamed Graduate School of Public Administration and Social Service in 1953. Two years later, NYU granted 34 Master’s in Social Service degrees—the first of their kind at the University.

An initial draft of a 1959 plan for an independent School of Social Service proposed education to concentrate on the “training of the whole citizenry in social service” and to “educate the more active citizens, businessmen, and professional workers to leadership in social welfare.” The School of Social Service would also focus on prevention social work and group methods instead of the case work approach. The School would draw upon other University disciplines through faculty appointments, and research would tie into community work and student training.

The proposal also stated: “New York University, the world’s largest private university, is situated in the world’s largest complex of social welfare problems and material and human resources. It possesses the ideal setting for a dynamic and new approach to social welfare.”

NYU’s location would indeed prove vital to the education and training of social work students in the coming decades.

**1960s**

The NYU Graduate School of Social Work became a reality, with 86 full-time students enrolled, in September 1960. John F. Kennedy’s New Frontier had placed a premium on alleviating poverty, a cause which lies at the core of the social work profession. The University recognized that a school of social work had a uniquely important role to play.

The home for the new School was 3 Washington Square North, a Greek revival-row house built in 1833 across from Washington Square Park. The building has an interesting history of its own. Dozens of artists and writers had lived in Number 3, including novelist John Dos Passos, writer and social commentator Edmund Wilson, and, its longest resident, painter Edward Hopper. The building was also home of the New York Foundling Hospital in the early 1870s—a meaningful connection to the new School of Social Work.

The School was founded on a commitment to social justice at a time of great unrest—stirred by the Civil Rights movement, the Vietnam War, and concerns about poverty and women’s rights. In New York, activists organized protests, such as rent strikes and anti-war marches, and set up free health clinics across the city, demanding services for the poor. New York, Los Angeles, and other cities began experiencing a dramatic increase in race riots and gang warfare. Alex Rosen, the School’s first dean, went to Los Angeles’ Watts section just after the 1965 riots and co-wrote the groundbreaking book, *A Manual of Intergroup Relations*. In 1966, the New York City Police Department asked the young school to begin a training program for officers working to control New York City violence.

The School’s curriculum reflected the changing times, incorporating an activist program of community organization and group work while continuing social work’s historical casework focus. All students learned group work, as pictured on page 10 with instructor Irving Karp. This emphasis on work with groups continues in the curriculum to this day. There were “methods” or majors at the School, in which students could focus their studies, including community organizing, group work, and research. The School’s mission in social work education emerged from problems in urban society. Programs in poverty reduction, delinquency prevention, and outreach to disconnected youth were very much a part of both the curriculum and field training. In fact, the School was one of the major institutions involved in the establishment of the first
significant anti-poverty program in the country, Mobilization for Youth, founded in 1961 on Manhattan’s Lower East Side. The School’s organization benefitted from the central involvement of several key faculty, among them: Rosen, Oscar Rosenfeld, Herman Piven, Katherine Guyler, and Marjorie Buckholtz.

From the start, poverty served as a focus of research at the School. In the 1960s, the School housed the Center for the Study of Unemployed Youth with Stanley Sadofsky directing the Center. Working with some of the most at-risk populations, the Center actively engaged in research, curriculum development for trainings and workshops, and technical assistance for agency staff. In 1965, the School received the first research grant awarded by the U.S. Office of Economic Opportunity to study the progress of disadvantaged, unemployed men—aged 16 to 21—entering the Neighborhood Youth Corps in New York City.

Like today, a social work education was not complete without work in the field. In the 1960s, the School placed 200 students annually in field assignments. In 1962, the School received a $240,000 four-year grant from the National Institute of Mental Health to establish training units for field instruction in psychiatric social work at two local hospitals.

Students were very much engaged in the push for change during the intense social activism of the time. Students invited Saul Alinsky, famed Chicago-based community organizer, to speak at the School. In a student body of 200, one-third concentrated in community organization. Students organized school-wide strikes for several years in a row. In 1969, on the one-year anniversary of Dr. Martin Luther King Jr.’s assassination, students held a two-day conference to examine and correct the ways racism had affected past School practices. The conference ultimately altered admissions policies to encourage African-American and Puerto Rican students to attend the School.

As the decade came to a close, the turmoil and activism of the 1960s showed no sign of letting up and indicated that many challenges lay ahead.
Research percolating during this decade included work by Professor Trudy Festinger examining the city’s child welfare system. One of the first scholars of child welfare, Festinger remains one of the subject’s most influential scholars of the past generation. Her research findings have directly shaped national and state policies on adoption, independent living, and stable judicial review to promote permanency for children in the child welfare system. Still an influential member of the Silver School’s faculty, Festinger is the recipient of the 2011 Council on Social Work Education Significant Lifetime Achievement in Social Work Education Award.

The School also established the Center for Studies in Income Maintenance Policy in September 1972 under the leadership of Schorr, which focused on policies related to income, including work, social security, and taxation. The Center’s work culminated with the 1977 book Jubilee for Our Times (edited by Schorr), which set forth a program for reducing income inequality. This engagement of research with important public policy issues of the times helped make a name for the School.

During this decade, the School’s emphasis shifted to combine social justice with direct practice. In 1970-71, a new curriculum for first-year students was developed, eliminating the detailed training in casework, group work, and community...
organization methods. In the common curriculum, faculty integrated specific practice methods into a new, coherent social work practice framework. A social policy sequence would emerge.

The School continued to expand its offering of strong clinical programs, carving its niche as the leader in the clinical education of social workers. In September 1973, a one-year residence MSW program—a part-time program for practicing social workers and people in related fields—and an undergraduate program were established. The founding of the bachelor’s program, with Professor Aaron Schmais as its first director, marked a change in the School’s name. The word “graduate” was removed in 1973, and the School became the NYU School of Social Work.

The School started summer intensives—15-hour classes compressed into one week—during this decade to meet continuing-education needs of MSW graduates. In September 1976, under Dean Hyman J. Weiner—who became dean in 1975 following Goldberg’s death—the School created its MSW extended program, which allows a combination for full-time and part-time study. Earl Davis, assistant dean for admissions and student affairs, helped build the School and increase its presence in the University during this era.

After its first decade, alumni numbers were growing and many began to make names for themselves, particularly at a time of such unrest in the city. One such alum, Cenie J. Williams, MSW ’68, worked in community organization and fighting injustice and racism. From 1970 to 1974, he served as the first-elected president of the National Association of Black Social Workers, and went on to be executive director from 1974 to 1982. Williams was recognized with an NYU Silver Distinguished Alumnus Award in 2010.


September 1974: NYU appoints Shirley M. Ehrenkranz acting dean, following the death of Dean Goldberg.

March 1975: NYU appoints Hyman J. Weiner dean.

September 1976: The School creates the MSW extended program, allowing a combination of full-time and part-time study.

March 1978: NYU appoints Shirley M. Ehrenkranz dean.

The decade closed with the appointment of Shirley M. Ehrenkranz as dean in March 1978. Ehrenkranz’s history with the School started in 1966, when she joined as an assistant professor. Besides her role as a faculty member throughout tenure, she held the position of associate dean and served three times as acting dean. She would hold the deanship until her death in 1994, the longest-serving dean. She would leave an indelible mark on the School, which carried her name from 1994 to 2007. With her strong vision, the School became known for its clinical excellence.

Focus on:

Jane Eisner Bram, MSW ’79, PhD ’00

NYU Trustee
Dean’s Council Member

Jane Eisner Bram graduated from NYU’s undergraduate program with a dual degree in psychology and sociology. She returned for her MSW in 1977, when her three children were teenagers. After graduating, she started a successful private practice, where she treated individuals and couples in psychotherapy. She returned to the Silver School again in 1996 to earn a PhD.

In addition to her private practice, Bram is an NYU trustee and member of the Dean’s Council at the Silver School. Her support of the University and the School has been invaluable. A major gift from Eisner Bram founded the William B. and Jane Eisner Bram Fund for Faculty Excellence. Gifts in the early 1990s helped establish the School in its current location, in thanks for which 2 Washington Square North—one of the three townhouses the School occupies—was named the Jane Eisner and William B. Bram House.

Bram says she is proud to support the Silver School. As a student, she was impressed by the dedication and intelligence of faculty and knows today’s students are benefitting from excellent instruction. Bram pledged another significant gift in honor of the School’s 50th Anniversary—supporting student scholarships and continuing education—which she hopes will allow top students to attend without carrying a serious financial burden and to be continuous learners throughout their career.
Into the 1980s, the AIDS epidemic exploded in New York City. Faculty sought to educate themselves and students about the disease. Faculty embraced people’s needs created by the vicious and deadly disease, including service such as leading the bereavement group at the Gay Men’s Health Crisis at the epidemic’s height. Over the course of the decade, the School integrated AIDS-related content into appropriate required courses, held seminars on helping terminally ill patients, and hosted a support group for students working with terminally ill people. By the early 1990s, the School had assumed a leadership role in preparing its graduates to help those coping with the health, social, and emotional problems associated with AIDS.

Another major issue to erupt in New York was homelessness. Due to the severity of the problem, Mayor Ed Koch asked all social work schools to open shelters to serve as treatment centers and student training facilities. Beginning in 1987, the School contracted with the New York City Department of Mental Health to staff and partially fund a shelter for dually diagnosed patients, and hosted a support group for students working with terminally ill people. The early 1990s, the School had assumed a leadership role in preparing its graduates to help those coping with the health, social, and emotional problems associated with AIDS.

School programs grew and flourished during this decade with clinical, direct practice as its steady focus. This clinical brand evolved through conscious efforts of the School administration, who wanted to make NYU’s School of Social Work distinct from its competitors and a leader in the field. By the end of the decade, the School held a distinctive, national reputation for excellence in clinical social work practice. The School also launched the advanced standing MSW program—for recent graduates of social work undergraduate programs—and a 16-month accelerated MSW program.

The 1980s saw the expansion of the School, with the start of the first of its dual-degree programs and opening two new campuses. The dual-degree programs were launched in 1984 with the NYU School of Law—allowing students to earn an MSW degree and JD degree—and in 1986 with the NYU Robert F. Wagner Graduate School of Public Service—allowing students to earn an MSW degree and an MS degree in management. In 1982, the School opened a campus in Rockland County, New York, targeting working mothers and people looking to change careers. In 1989, the School also opened a Staten Island campus, allowing residents of Staten Island and central New Jersey to conveniently earn an NYU MSW degree.

A key ally in helping Ehrenkranz make these campuses a reality was Lucretia Jett Phillips, who had a 25-year career at the School as an educator, administrator, and mentor to junior faculty. As director of the Rockland Campus, she worked to ensure that students’ experiences were as rich as those attending the Washington Square campus. She eventually became the associate dean for off-campus and student support services. In 1999, the Lucretia J. Phillips Fellowship was established for second-year African-American students committed to social justice and who pledge to dedicate their careers to working with African-American and Caribbean-American communities.

During the 1980s, faculty wrote about several fields within social work. Led by the prolific scholarship of faculty, such as Professor Eda Goldstein and Professor Judith Mishne, the School became a national leader in scholarship on clinical practice. Goldstein’s writings made evolving psychodynamic/psycho-social theories accessible and explained their clinical applications. She was best known for her seminal text, *Ego Psychology and Social Work Practice*, first published in 1984. The book received widespread praise and became required reading in many schools of social work.

The author of five books, Mishne was recognized for her influential work on children and adolescents, multiculturalism in therapeutic practice, and childhood trauma and resilience. Professor Shulamith Lala Straussner designed course work and published on alcohol addiction and recovery, a result of seeing the pervasiveness of alcoholism and its effects, particularly on children. Straussner served on the committee to help establish the University’s Employee Assistance Program, which would help faculty and staff after September 11. Work by Associate Professor Alma Carten centered on children who came to the attention of the child welfare system—historically poor and African American—and on social policies that supported families’ ability to care for their children. Appointed interim commissioner of the city’s public child welfare agency and to the Mayor’s Task Force on...
Focus on:

Vincent Schiraldi, MSW ’83

Commissioner, New York City Department of Probation

Vincent Schiraldi was appointed commissioner of the NYC Department of Probation in February 2010, bringing nearly 30 years experience working with troubled youth and juvenile justice systems to New York City. He leads the Department in its mission to protect the community by intervening in the lives of probationers, holding them accountable, and serving as a catalyst for positive change. In collaboration with the community and other justice partners, he is applying innovative thinking to the Department’s role of servicing the courts, the probation population, and the community. Schiraldi’s goal is to provide every child and adult on probation with the support they need to achieve a crime-free, healthy lifestyle. His research findings and commentaries have been featured on a variety of news programs and in national newspapers. Schiraldi joined Mayor Bloomberg’s team from Washington, DC, where, as the first director of the Department of Youth Rehabilitation Services, he launched major reforms to the District’s much-maligned juvenile justice system. He served as an advisor on the Washington, DC Blue Ribbon Commission on Youth Safety and Juvenile Justice Reform in 2001, a member of the California Blue Ribbon Commission on Inmate Population Management, an advisor to the California Commission on the Status of African American Men, and the first chair of the San Francisco Juvenile Probation Commission. He founded both the Center on Juvenile & Criminal Justice and the Justice Policy Institute, two nonprofit organizations dedicated to reducing society’s reliance on imprisonment as a solution to social problems.

1990s

The 1990s were a turning point for New York City as crime began a 15-year decline and AIDS deaths peaked and then began to decrease. In the University publication The Miracle on Washington Square: New York University, the 1990s are referred to as “The Golden Age.” NYU flourished after the struggles of the 1970s, and the decade was marked by a successful, billion-dollar fundraising campaign; a revitalization of the campus; and globalization of the University. In 1991, the Conference of World University Leaders—an alliance between NYU and more than 30 urban universities around the world—was formed. This group met regularly for several years to address political, cultural, and social concerns in urban centers around the world. In 1994, Sir Harold Acton bequeathed the Villa La Pietra, in Florence, Italy, to the University. NYU’s study abroad program centered around the 57-acre estate.

The School expanded its reach in several key ways during the 1990s. A new campus was founded at Sarah Lawrence College in Westchester County, New York. By the start of the decade, the School of Social Work enrollment exceeded 1,000, and NYU announced that 1 Washington Square North would be added to the School’s building, joining 2 and 3 Washington Square North. A major advocate for a modern, larger home, Dean Shirley Ehrenkranz led a fundraising campaign to ensure the successful combination and updating of buildings, with additions including a student lounge and research and conference rooms.

Crucial to the fundraising efforts and fulfillment of Ehrenkranz’s goal was Judy Tobias Davis. Initially recruited in the 1970s by Dean Jack Goldberg to help pull the School out of its financial straits, Tobias Davis appealed to School alumni and friends to tell the School’s story and its contributions to the city and country. Her endeavors among various communities around the city eventually resulted in the enlarged and renovated building. Her own gift preserved the former studio of artist Edward Hopper. Tobias Davis was honored with the Silver School Outstanding Contribution Award at the School’s 50th Anniversary Gala.

The School’s three row houses were named after major School supporters: John J. Creeden, Jane Eisner and William B. Bram, and Ruth Lewis Farkas. Other major donors to the building project included Constance Silver, Oscar and Milly Rosenfeld, Doris C. Kempner, Theodore R. Weiler, and anonymous students. Mark Callahan, associ-
ate dean for administration and finance, played a major role in overseeing the buildings’ restoration. Sadly, Ehrenkranz died one month before the School’s makeover was complete in 1994 and was never able to lead the School in its new building. In her honor, the School was renamed the Ehrenkranz School of Social Work later that same year. The buildings were rededicated as the Ehrenkranz Center after the School was renamed the Silver School of Social Work.

Eleanore Z. Korman served as acting dean following Ehrenkranz’s sudden death and ensured that the School would keep functioning and move into its new home. Korman joined the School in 1967, and held many administrative and faculty positions over 32 years. She was influential in starting the School’s co-sponsoring of international conferences:

- In 1995, in Georgetown, Guyana, with the Guyana Association of Professional Social Workers and the University of Guyana.
- In 1998, with London’s Tavstock Clinic at La Pietra, entitled Challenges for Clinical Practice from an International Perspective: Social Services Under Threat.
- In 2000, in Barcelona, Spain, focusing on Multi-Culturalism in Social Work and Mental Health Practice.

Faculty members also engaged in international, cross-cultural work—without leaving New York. Beginning in 1998, the School hosted an annual training of social workers from the Taiwan Fund for Children and Families under the guidance of Associate Professor Yuhwa Eva Lu. This program has continued and thrived, with a new group participating this past summer. Additionally, the School hosted cross-cultural education programs for foreign professional social workers to help transfer their skills to the United States. This helped ensure that non-English speaking New York residents received services from social workers who understood their cultural needs.

Among the other areas of research at the School, Associate Professor James Martin examined the psychosocial aspects of risky sexual behavior among gay and bisexual men. Professor Deborah Padgett was co-principal investigator on two National Institute of Mental Health-funded grants and a National Cancer Institute-funded mixed methods study of African-American women and breast cancer screening. Professor Gerald Landsberg’s work addressed the mentally ill in the criminal justice system. Associate Professor Judith Siegel examined intimacy and family relationships. Associate professors Martha Gabriel and Mary Ann Jones conducted a nationwide study of the experience of lesbians and gay men in psychotherapy. In honor of her outstanding career, Gabriel was named the 2011 Day-Garrett Award by the Smith College School for Social Work. Professor Jeffrey Seinfeld wrote about object relations theory, making it accessible for the social work community. His work helped revive an interest in object relations theory and garnered national and international recognition. Seinfeld was honored with the 1995-96 NYU Distinguished Teaching Award. In 1997, the School commended its support of Information for Practice (IP). Founded and edited by Professor Gary Holden, IP is an international news and new scholarship website. An early example of NYU as the Global Network University, IP was visited by 148 countries and territories over the last year. During this decade the School also began to hire faculty members to teach both research and practice, influencing its academic programs.

Focus on:
Clark Williams, MSW ’97
Community Leader
Nonprofit Consultant

In the summer of 2010, Clark Williams was elected to the District 6 board of directors position of the Santa Clara County (CA) Open Space Authority. This special independent district is charged with preserving key portions of the county’s natural environment in order to balance continuing urban growth. This same year, Williams was named the Social Worker of the Year for Santa Clara County. The award recognizes a social worker that exemplifies the best of the profession’s values, demonstrates leadership, and inspires community action.

Williams' career epitomizes community action at work. A consultant to nonprofit organizations often facing emergency situations, he holds an array of community leadership positions in the San Francisco Bay Area, including serving on boards of the Silicon Valley Council of Nonprofits, the Santa Clara County Democratic Party, and the San Jose Appeals Hearing Board. Williams explained that in these public service roles, he takes knowledge from working with individuals and families and applies them across systems.

One role Williams enjoys most is chairing the San Jose Appeals Hearing Board. Many of the homeowners appealing property code violations are struggling with underlying mental health issues, often pushing cases beyond legal bounds. To bring a property into legal compliance often involves making referrals to mental health treatment, educating the city’s code enforcement staff, and ensuring that fellow commissioners understand mental health issues before making a legal order.
In September 11, 2001, the United States was hit with the worst terrorist attacks on U.S. soil. In the following months, students, alumni, and faculty responded to requests for help across the city by providing crisis counseling and other critical services, including to NYU’s own. For Associate Professor Carol Tosone, the psychological aftermath of the attacks became a research topic, examining “shared trauma”—when clinicians are affected both first hand and through their clients’ trauma narratives. Associate Professor Theresa Aiello studied children’s narrative constructions of the events of 9/11. Both Tosone and Aiello have been recognized with the NYU Distinguished Teaching Award; Tosone in 2001-02 and Aiello in 1999-2000.

In 2001, Suzanne England was appointed dean, a position she would hold until 2009. During her tenure, England strengthened the School’s academic programs, creating new dual-degree programs; revamped the doctoral program; and refocused the undergraduate program on human rights, social justice, and advocacy. Additionally, England worked to develop the Division of Lifelong Learning and Professional Development and attract strong scholars to the School.

In 2007, NYU received a historic gift when Constance and Martin Silver pledged $50 million to the Ehrenkranz School of Social Work. In honor of the generous gift, the School was renamed the Silver School of Social Work and the building was rededicated as the Ehrenkranz Center. The McSilver Institute for Poverty Policy and Research was established with a portion of the funds. This new Institute allowed the School to reaffirm its commitment to social justice. In 2009, the School began a sweeping initiative to better understand poverty and to undertake improved practices to address it. Already, Institute innovations include a graduate course on poverty; an undergraduate minor in poverty studies; and an Economic Empowerment Assessment tool, focusing on a person’s relation to money, ideas about economic status, and goal-setting to get out of poverty. This year also marked the appointment of the School’s eighth dean, Lynn Videka.

As a result of the founding of the McSilver Institute, the School made a move back towards its foundation focus on poverty, social justice, and public policy, as faculty members, alumni, and students have found ways to combine direct practice with social justice. Several alumni and students exemplify this renewed activist spirit. Kate Barrow, MSW ’08, founded RISE: Social Work to End Oppression, a collective of social workers in New York City, to fill a gap she saw in the social work community. RISE works to undo institutionalized oppressions, and held its first annual day-long, conference in 2009. As a student, Amanda Raposo, BS ’11, started her own nonprofit organization, Powerhouse, a Queens-based housing program for homeless, pregnant teenagers and teenage mothers. Four student groups joined forces to create the Racial Diversity Coalition in the fall of 2009 with the common goal of promoting racial justice at the School.

The School’s academic programs in New York City grew in the last decade under England’s leadership. In 2007, the School created the 32-month MSW program designed for students who work full-time, allowing for evening, weekend, and summer study. The School founded three dual-degree programs in this decade: with Sarah Lawrence College (MSW degree and an MA degree in child development); the NYU Wagner Graduate School of Public Service (MSW degree and executive MPA degree); and the NYU Master of Public Health program (MSW degree and MPH degree). The Silver School also established an affiliation with St. Thomas Aquinas College and Fairleigh Dickinson University, which permits undergraduate students’ acceptance to the MSW program in their senior year and an early start to their graduate studies. Since 2002, the MSW program director has been Associate Professor Maryellen Noonan.

Starting in the late 1990s, the School began to develop—what are now called—Focused Learning Opportunities (FLO). FLOs allow students to specialize in an area of social work through their field placements and selection of courses. With the first FLO focusing on policy practice, several new opportunities emerged in the 2000s, including hospital-based mental health, palliative and end-of-life care, and children and families. The School’s doctoral program shifted from a program of advanced clinical education to one that emphasizes the preparation of the next generation of scholars and faculty members for the field of social work. In 2008, the School’s doctoral program ranked fifth in the nation among social work programs in faculty scholarly productivity, according to Academic Analytics.
In 2006, the School launched the Zelda Foster Studies Program in Palliative and End-of-Life Care, an umbrella of initiatives under the direction of Clinical Associate Professor Susan Gerbino. The Program’s mission is to develop and mentor social work students and leaders in the areas of clinical practice, education, research, publication, and administration. It includes an MSW fellowship providing scholarships, a specialized field learning program and one-on-one mentorship after graduation, the post-master’s certificate program for early professionals, and a social work leadership fellowship for advanced professionals.

Since the launch of its first post-master’s certificate program in the early 1980s, the School was challenged to meet the increasing demand for continuing education from social work professionals. To meet this need, the School established the Division of Lifelong Learning and Professional Development in 2003. The School now offers nine post-master’s certificate programs ranging from advanced clinical practice to executive leadership to spirituality and social work. Additionally, the Division offers an array of conferences and workshops, including the 2010-11 Women in Leadership workshop series and a December 2011 conference on substance use policy, research, and services.

Faculty research today covers a wide-range of subjects, including: violence in intimate relationships by Professor Linda Mills; social work education outcomes by Professor Gary Holden; psychosocial oncology and genetic testing by Assistant Professor Allison Werner-Lin; health and mental health of older adults and their families, including Asian immigrants by Associate Professor Tazuko Shibusawa; and mental health and help-seeking behaviors of older Asian Americans by Assistant Professor Duy Nguyen. University Professor Jerome Wakefield, an expert in the intellectual basis of psychiatric diagnoses and clinical theory, was the first university professor named to the School. Professor Jeanne Anastas, 2010-11 NYU Distinguished Teaching Award recipient, has recently published important books on teaching in social work and doctoral education. Associate Professor Michelle Munson’s research examines mental health services, interventions, and supportive relationships for vulnerable populations of youth and young adults. Assistant Professor Darcey Merritt focuses her research on the public child welfare system, addressing issues ranging from child abuse and neglect to domestic violence.

Two faculty members hold positions as journal editors: Tosone of the Clinical Social Work Journal and Professor Shulamith Lala Straussner of the Journal of Social Work Practice in the Addictions. In an effort to tackle cultural competency in practice, Associate Professor Alma Carter initiated a three-year study on a new training approach. First-year results confirm the benefits of partnerships between university and public child welfare agencies for creating innovations in child welfare practice.

The School has received multiple multi-million dollar, federal grants. This includes funding for two studies around adolescent sexual behavior by Professor Vincent Guillo-Ramos and Professor James Jaccard and two qualitative, large-scale studies of dually diagnosed homeless adults in New York City by Padgett and Assistant Professor Victoria Stanhope.

England’s scholarly interest is in cultural meta-narratives and archetypes of aging, Alzheimer’s Disease, and care giving, and how the language of dependency, loss, and diminishment negates value, selfhood, and embodiment, producing and reinforcing inequalities in access and care. Associate Professor Gladys González-Ramos, a leader in the Parkinson’s disease community during the decade, examined the role of social work, interdisciplinary team training, and the delivery of care to patients and their caregivers. Assistant Professor Daniel Gardner focuses his work on palliative and end-of-life care and was named a Hartford Faculty Scholar in Geriatric Social Work in 2006. In fall 2010, the inaugural class enrolled in NYU Abu Dhabi, and the University took a giant step forward in realizing its dream of becoming the world’s first truly Global Network University. “Just as the University has expanded to be ‘in and of the world,’” the Silver School has mirrored this growth—in part to meet an increasing student demand in study-abroad experiences and to meet
the University’s interest in exposing students to other cultures. Today, several summer and intersession courses provide students opportunities to work internationally. In Costa Rica, students are introduced to the cultures and socio-political issues of Central American developing countries. During a summer course in Paris led by Wakefield, students engaged in internships in methadone programs.

Looking Ahead

The Silver School faculty recently completed a strategic planning process, producing a plan that sets the course for the School’s next five to 10 years. The plan will guide the School in strengthening its scholarship program and reputation, and highlighting leadership and innovation in its academic programs. It will steer the School in becoming a global leader in social work education, and an international and interdisciplinary scholarship leader in poverty, social work, and related interdisciplinary fields. As part of the strategic plan, the Silver School faculty reaffirmed its commitments to social justice and human diversity, and to remain engaged with its local community in practice, service, and research.

NYU has identified Shanghai as its second portal campus, slated to open in fall 2013. NYU Shanghai, in partnership with East China Normal University, will be a major initiative that will anchor the School’s international agenda. The growth of the social work profession in China—expected to increase tenfold by 2020—and the large Chinese-American community in New York underscore the importance of China in social work and the significance of this relationship with the Silver School. In addition to the program in Shanghai, the School will expand study-abroad opportunities to include a course in Israel in January 2012.

While the Silver School intends to expand its global engagement, connectedness with the local community will also be emphasized. The faculty is creating a faculty practice of “age-in-place” services for seniors. The practice will provide bio-psychosocial assessment and referrals to community partner organizations and individual providers. Once the practice has established a firm foundation, it will engage community organizations in joint advocacy, research, and technical support projects.

In 2010 and 2011, a major faculty hiring initiative was launched to strengthen and deepen the School’s scholarship leadership. Mary McKay, an internationally renowned specialist on families in poverty and positive youth development, was hired as the inaugural director of the McSilver Institute for Poverty Policy and Research. Two professors, Liliana Goldin and Wen-Jui Han, experts respectively in global poverty and poverty policy analysis, will join the School and the McSilver Institute. Professors Vincent Guilamo-Ramos and James Jaccard are substantive and methodological experts in reducing sexual and HIV risk behaviors in adolescents. With these faculty additions, the School will be able to launch meaningful programs with a strong emphasis on urban youth, including the programs of the McSilver Institute and the newly founded Center for Latino Adolescent and Family Health (CLAFH). CLAFH, co-directed by Guilamo-Ramos and Jaccard, investigates the role of the Latino family in shaping the development and well-being of Latino adolescents. Based in New York City with an office in the Dominican Republic, the Center’s research addresses key issues that affect Latino families and the needs of New York’s diverse Latino community in national and global contexts.
As long as Maryam Toloui can remember, she has wanted to create positive change.

Before starting at NYU Silver, Toloui, MSW ’11, was already a practicing social worker in the child welfare field. However, she hit a ceiling without a master’s degree. “It was time to expand my education and my potential for doing bigger and better things in the field.”

A resident of the San Francisco Bay Area, Toloui was interested in moving to New York. She applied and was accepted to several area schools, and was drawn to the Silver School by its high quality education. But, she had to heavily weigh tuition into her decision as she already knew her salary potential.

“It’s very simple,” she said. “Without the scholarship, I wouldn’t have been able to come to NYU.”

Born in Iran, Toloui’s parents were political and social activists. When Toloui was a baby, the three fled during the Islamic Revolution. They settled in Berkeley, California, a few years later, and her parents struggled to learn a new language, go back to college, and start a new life.

“The reason for that struggle was very clear to me growing up. My parents fought for what they thought was right and that’s what you do.” Toloui remembers her father telling her as a child about the point of life: “Make a positive impact on at least one other person.”

Today Toloui believes social workers are critical because of the level of inequality and injustice in society, with a need far outweighing the support government and the public currently provide. “Social work is incredibly important work and needs to be made financially feasible,” she explained. “Unfortunately, that’s not the case at the moment, so it seems to fall to philanthropy and individual donors to help.”

With scholarship funds, Toloui will be able to follow her father’s advice. While she may initially work in other areas of social work, her passion lies in child welfare. “I have a special place in my heart for foster care and the children and families involved,” she said. “I can’t stay away from it for too long.”
Silver School Full-Time Faculty 2011-12

Theresa Aiello
Associate Professor of Social Work

Alison Aldrich
Clinical Assistant Professor of Social Work

Jean W. Anstas
Professor of Social Work; Director, Strategic Planning and New Initiatives

Alma J. Carten
Associate Professor of Social Work

Esther Chachkes
Associate Clinical Professor of Social Work

Suzanne England
Professor of Social Work

Trudy B. Festinger
Professor of Social Work

Martha A. Gabriel
Associate Professor of Social Work

Daniel S. Gardner
Assistant Professor of Social Work

Susan B. Gerbino
Clinical Associate Professor of Social Work; Coordinator, Sarah Lawrence College Program

Lilliana Goldin
Professor of Social Work; Faculty Fellow; McSilver Institute for Poverty Policy and Research

Geetha Gopalan
Faculty Fellow, McSilver Institute for Poverty Policy and Research

Diane Grodney
Clinical Associate Professor of Social Work

Vincent Guilamo-Ramos
Professor of Social Work, Director, PhD Program; Co-director, Center for Latino Adolescent and Family Health

Wen-Jui Han
Professor of Social Work

Robert Leibson Hawkins
Assistant Professor of Social Work; McSilver Assistant Professor in Poverty Studies

James Jaccard
Professor; Associate Dean for Research, Co-director, Center for Latino Adolescent and Family Health

Mary Ann Jones
Associate Professor of Social Work

Myra Jones-Taylor
Assistant Professor/Faculty Fellow

Gerald Landsberg
Professor of Social Work

Virgen Luce
Clinical Assistant Professor of Social Work

Yuhwa Eva Lu
Associate Professor of Social Work

James I. Martin
Associate Professor of Social Work

Mary McKay
Professor of Social Work; Director, McSilver Institute for Poverty Policy and Research

Thomas M. Meenaghan
Professor Emeritus of Social Work

Darcey Merritt
Assistant Professor of Social Work

Robin Miller
Clinical Assistant Professor of Social Work

Linda G. Mills
Senior Vice Provost for Undergraduates in the Global Network University; Associate Vice Chancellor for Admissions and Financial Support for NYU Abu Dhabi, Professor of Social Work, Public Policy and Law

Diane Mirabito
Clinical Associate Professor of Social Work

Peggy Morton
Clinical Associate Professor of Social Work; Coordinator, Undergraduate Field and Service Learning

Michelle Munson
Associate Professor of Social Work

Duy Nguyen
Assistant Professor of Social Work

Evelyn Nieves
Clinical Assistant Professor of Social Work; Coordinator, Rockland County Branch Campus

Maryellen Noonan
Associate Professor of Social Work; Associate Dean, Academic Programs & Director, MSW Program

Deborah K. Padgett
Professor of Social Work

Dina J. Rosenfeld
Clinical Associate Professor of Social Work; Assistant Dean, Undergraduate Programs; Director, BS Program

Tazuko Shibusawa
Associate Professor of Social Work; Interim Associate Dean, Academic Programs & Director, MSW Program

Judith Siegel
Associate Professor of Social Work

Roberta Solomon
Clinical Instructor

Sandy Speier
Clinical Associate Professor of Social Work

Victoria Stanzione
Assistant Professor of Social Work

Helle Thorning
Clinical Professor and Assistant Dean of Field Learning and Community Partnerships

Carol Tosone
Associate Professor of Social Work

Ellen Tuchman
Associate Professor of Social Work

Lynn Videka
Professor of Social Work; Dean

Catherine M. Yu
Assistant Professor/Faculty Fellow

Jerome C. Wakefield
University Professor; Professor of Social Work; Professor of the Conceptual Foundations of Psychiatry, NYU School of Medicine; Director, Project on Biometrics, Clinical Judgment, and Validity of Diagnostic Criteria, InSPiRES (Institute for Social and Psychiatric Initiatives: Research, Education and Service), Department of Psychiatry, NYU School of Medicine; Affiliate Faculty, NYU Bioethics Program; Affiliate Faculty, NYU Center for Ancient Studies.

Allison Werner-Lin
Assistant Professor of Social Work

Eileen Wolkstein
Director, Division of Lifelong Learning and Professional Development; Adjunct Assistant Professor

Alice K. Wolson
Clinical Associate Professor of Social Work

Robert Yaffee
Research Professor

In Memoriam

The Silver School recognizes the extraordinary contributions of Professor Emeritus Eda Goldstein, Associate Professor Gladys González-Ramos, and Professor Jeffrey Seinfeld, who died in 2010-2011.
1960 Committee

The Silver School of Social Work gratefully recognizes the members of the 1960 Committee, a generous group of alumni and friends who contributed $1,960 or more to the School’s 50th Anniversary Scholarship Fund. Members of the 1960 Committee contributed to a campaign that commemorated a unique moment in time; their generosity is endowed with special meaning. Their gifts signify appreciation for the Silver School of Social Work’s accomplishments of the past and build a bridge to a new era of growth and achievement. These individuals are full participants in an exciting vision for the School’s future.

Anonymous (2)
Howard J. Aibel – In Memory of Katherine W. Aibel, MSW ‘72
Darren P. Arthur, LMSW, MSW ‘03
Phyllis and Marvin Barasch
William R. Berkley
Jane Eisner Bram, MSW ‘79, PhD ’00
Marshall and Marilyn Butler
Jayne Keith Campbell, MSW ‘63
Phil Coloff, MSW ‘64
Dr. William A. Cook, MSW ’71
Judy Tobias Davis
Anne DeLaney, MSW ’88
Nancy Edelman, MSW ’89
Mary Edlow, PhD ’04
The Honorable Betty Weinberg Ellerin
Nancy and Robert Engleander
The Faculty
The Fan Fox and Leslie R. Samuels Foundation, Inc.
Hal Foster
Wendy Kallman Frank, MSW ’93
Rachel Foster and Alain Kodzi
Claudia M. Oberweger Frank, MSW ’88
Friends of the NYU Entering Doctoral Class of 1981
Susan Gerbino, PhD ’94
German Society of the City of New York
Cecile Strauss Hanft, MSW ’03
Sheldon and Claudia Hirshon
Dr. Gary Holden
Inserra Supermarkets, Inc.
Jewish Foundation for the Education of Women
Carol Kanarek, MSW ’00
Cindie Kastenbaum, MSW ’06
Lori Greifer Kaufman, BS ’82, MSW ’83
Marlene P. Kaufman, MSW ’93, and Alan Kaufman
Doris C. Kempfert, MSW ’78
Kathleen T. Kennedy, MSW ’91
Helena D. Kornwasser Usdan, BS ’93
Stacy S. Kuhn, MSW ’09
Dr. Judith K. Lauterstein
LCU Foundation
Howard Leifman, MSW ’87, PhD ’01
Juanita Behrstock Leff, MSW ’79
Dr. Joel M. Levy
Martin Lipton, Esq.
Margaret Munzer Loeb, MSW ’04
Duncan H. Looney – In Memory of Aileen S. Looney, MSW ’75
Dr. Yuhwa Eva Lu
John Bertram McDonald, MSW ’00
Thomas M. Menaghah
Young Nam-Choi, MD
Nancy Nebeker, MSW ’09
Maryellen Noonan, PhD ’95
Gloria Rose, MSW ’70
Dale Atkins Rosen
Dr. Dina Rosenfeld
Amanda R. Salzhauer, MSW ’98
Paul Sanford
Vincent N. Schiraldi, MSW ’83
Elinor A. Seevak, MSW ’85
Dr. Constance Silver, BS ’78, MSW ’79
Dr. Kathryn Smerling, MSW ’00
Kachina Myers Spyros, MSW ’90
Lynn I. Stoller, MSW ’81, and Andrew Greenberg
Roxana Sobie Tetenbaum, MSW ’06
Carol Thea, LCSW, MSW ’78
Helle Thorning, PhD ’04
Andrew Tobias and Charles Nolan
Ferne Traeger, MSW ’98
Mindie Usay, LCSW, MSW ’03
Gwendolyn M. Viana, MSW ’09
Lynn Videka
Sarah Porter Waterbury
Anthony Welters, Esq. and Beatrice W. Welters
Nancy L. Wender, MSW ’96

Acknowledgements

Selected Bibliography


Written by Elizabeth Jenkins, Associate Director of Communications with Ann Webre, MSW ’69

Designed by Kate Hogan, Graphic Designer