

NYU Silver
Silver School of Social Work

Looking Forward:

New Directions
for the Silver School
of Social Work

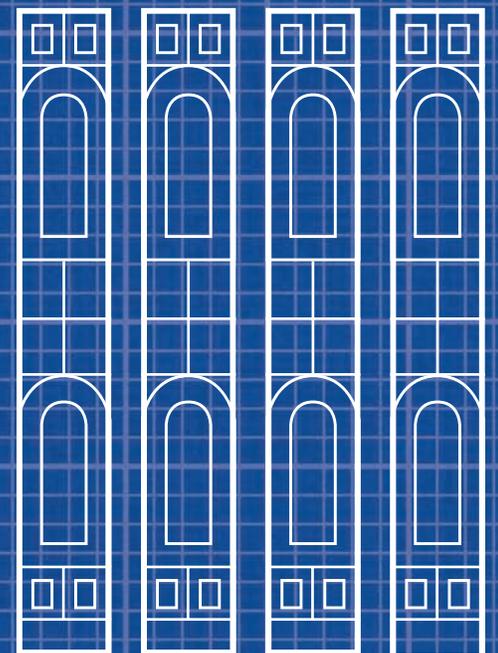
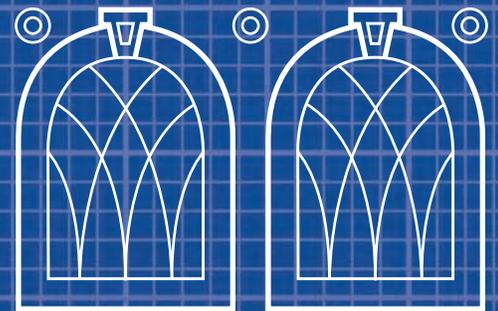


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Background

The year 2010 was a special one for the Silver School of Social Work. The School celebrated 50 years since its founding. It successfully completed its periodic professional accreditation process for its BS and MSW programs. The School's eighth dean, Dr. Lynn Videka, took office in September 2009, and wanted to embark on a full, frank, and creative discussion of the School's future. A strategic planning process was the logical way to evaluate the environments in which the School operates and identify strengths and areas needing improvement. The process was designed to enable the Silver School to create and pursue new opportunities selectively, shaping them to build on the School's unique position of specializing in social work practice within a globally networked research university.

The Silver School began this planning process from a position of strength: the unprecedented gift from Constance and Martin Silver in 2007 that re-named the School; a large applicant pool and MSW student body; a growing BS program also serving other NYU undergraduates; a smaller and significantly revamped PhD program rated 5th in the nation in 2007 by Academic Analytics on faculty productivity among social work doctoral programs; and a growing program of continuing education for graduate professionals. In Fall 2009, a Strategic Planning Committee (SPC) was formed by Dean Videka to assist in planning and carrying out these efforts. An outside consultant was hired to facilitate faculty work on the planning process, and outside experts presented

to the faculty on future trends in the School's key contexts: social work practice, social work education, New York University and its global activities, and connecting with the local community. Following a series of retreats, other meetings of large and small groups of faculty and senior administrators, and coordinating work by the SPC, a draft plan emerged. After a period of open comment from faculty, students, alumni and many others, the plan was revised and presented to the School's faculty for endorsement. Now that the plan has been formally adopted, Professor Jeane Anastas, Director of Strategic Planning and New Initiatives, and the Strategic Planning Committee have begun developing and monitoring outcome indicators that will mark the plan's implementation over the next five years.

Respectfully Submitted,

Silver School Strategic Planning Committee

Dean Lynn Videka

Professor Jeane Anastas, Director of Strategic
Planning and New Initiatives

Interim Associate Dean Tazuko Shibusawa

Associate Dean Mark Callahan

Assistant Dean Helle Thorning

Professor Gerald Landsberg

Professor Vincent Guilamo-Ramos, Director of
the Doctoral Program

Associate Professor Martha Gabriel

The Silver School of Social Work Mission

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

The School seeks to fulfill its mission by building and transmitting knowledge that is based on strong empirical research, and that will help to alleviate human suffering, enhance the vitality and caring capacity of our global and local 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.

Major Findings of a SWOT Analysis

At the start of the strategic planning process, the School considered key aspects of its internal and external environments to identify both the opportunities and strengths and threats and weaknesses most germane to the future of the School. These environments included trends in the social work profession and in social work education, the University's current priorities, and the city of New York itself. A summary of the School's SWOT analysis is bulleted below.

Key Strengths and Opportunities

- The growth of social work as a global profession with increasing global interchange
- The development of a Social Work Caucus in Congress, led by Representative Edolphus (Ed) Towns of Brooklyn, to support inclusion of, funding for, and investments in the social work profession, social work education, and social work research nationally
- The recognition of social work nationally as a major behavioral health profession
- The growth of research-based knowledge for the profession
- Interest in the social work profession among diverse applicants of many different backgrounds
- Emerging loan forgiveness programs and policies at the state and national level that include or target social work
- The wealth, intellectual, cultural, and racial diversity of the greater New York area, one of the world's "idea capitals"
- Vibrant New York public and not-for-profit social services community, with a great deal of innovation and philanthropy
- NYU's vision and infrastructure supports for the Global Network University
- NYU's growing reputation as one of the world's great universities
- The Silver School's unique market niche among area social work programs based in a reputation for excellence in clinical or direct social work practice, which is what 85% of professional social workers do nationally
- Silver graduates' high pass rates on the New York State licensing examination and strong job placement rates, reflecting sound MSW educational preparation
- Strong and dedicated faculty that is growing in size and breadth of expertise, and is open to change and innovation at the School
- Faculty commitment to developing knowledge and a social work educational program that is "in and of the world"
- The transformational gift that created the McSilver Institute for Poverty Policy and Research and provided the opportunity for the School to broaden its mission and focus on poverty and social justice in its research and educational programs
- Recognized expertise in qualitative research methods
- The increasing reputation of the School as evidenced by the 2007 ranking of the PhD Program by Academic Analytics as 5th in the nation based on faculty productivity and the ascendance of Silver in the national rankings of MSW programs to 22 out of 262 schools
- The School's potential for strong programs for diverse populations given its location in New York, and a University with a global vision

- The convergence of three elements: the increasing identification of social work as a global profession; the vision for NYU to become the world's premier global network university; and the high levels of applicant, student, and faculty interest in global social work practice
- Strong faculty and community support for greater and more varied forms of engagement with the local community
- The potential for the School to actualize the identity of NYU as "in and of the city; in and of the world"

Key Threats and Weaknesses

- Struggling U.S. and New York economies, including increasing wealth disparity
- Strained not-for-profit and public sectors given national, state, and local government budget decreases
- The profession of social work has made progress, but is still striving for full recognition as a profession based in scientific knowledge
- Comparatively low salaries for social workers nationally as compared to other professions
- High educational debt among many students and graduates
- High NYU tuition
- Seven MSW programs in the city of New York that compete for students, field placements, and reputation
- Insufficient scholarship and other funds to meet all documented student need, affecting applicant "yield" rates
- The School's historic lack of engagement with New York University's activities as the Global Network University
- Lack of recognition of Silver within NYU as a leading School
- At the doctoral level, the need to improve education for research, especially in quantitative methods
- Student, alumni, and community feedback suggesting that better curriculum content is needed in the areas of social justice and diversity as well as in preparation for the "business" and leadership aspects of practice
- Limited systematic community engagement in light of the University's vision of being global and local, or in NYU parlance, "A private university in the public service," and "In and of the city and in and of the world"
- Under-representation of people of color in many faculty roles and in senior administrative positions
- Average levels of enrollment of students of color for private institutions nationally contrasting with the high proportion of people and communities of color being served in student internships and area agencies

The Strategic Plan is designed to address identified weaknesses and build on existing strengths to enhance the reputation of the Silver School of Social Work within NYU, in the city and the region, nationally and globally.

A Vision for the Silver School of Social Work

The Silver School's Strategic Plan will guide us in:

- Becoming a global and interdisciplinary scholarship leader in social work and related fields, including public health and poverty research;
- Advancing our reputation for:
 - a superior BS program preparing social work majors and non-majors to contribute to the realization of a just society;
 - an MSW program renowned for its innovative approaches to clinical social work practice, emphasizing human rights-informed direct practice with populations at risk; and
 - a PhD program with strong qualitative and quantitative research content preparing graduates for academic positions in leading universities and for other positions of leadership in social work or related disciplines;
- Living our commitments to diversity and to advancing social justice in every aspect of the School community;
- Becoming a global leader in social work education, emphasizing immigration and global study; and
- Becoming more productively engaged with our local community, with vibrant exchange and collaboration that will advance public policy and improve social services to New York residents.

All of the more specific goals and objectives generated at various stages of the planning effort have been grouped into four areas of focus: **research and scholarship**, **educational innovation**, **diversity**, and **community engagement** at both global and local levels.

Research and Scholarship

Objective 1. Achieve national and international recognition in specific areas of research strength, which include poverty; major public health issues such as child and adolescent health and development, and adult mental health; and innovative social services delivery (by facilitating investigators' (faculty and students) access to resources for research and their ability to conduct research).

Action Step 1: Develop and maintain a mentoring system for doctoral students as well as junior and mid-career faculty and reward such mentoring when evaluating for annual merit increase or workload distribution.

Action Step 2: Devote financial and other necessary resources to building a 'research department' responsible for developing and coordinating research opportunities and collaborations (including new funding sources), IRB issues, analytic software access, and community agency and other liaisons.

Action Step 3: Expand space available for labs, research assistants, and research meetings.

Action Step 4: Make funds available for pilot projects, outside consultations (methodological), and training workshops.

Action Step 5: Create post-doc positions that have the potential of rolling over into a regular faculty appointment after two years assuming the post-doc outcomes are strong (e.g., getting federal grant support and publications). Such post-docs could be supported by soft monies from the mentoring faculty and matching funds from the School.

Action Step 6: Create a strong research presence in all of the School's public communications related to these themes and including other initiatives.

Objective 2. Support and encourage the production of research and scholarship on the strengths and contributions of communities of color and other populations who face marginalization, stigmatization and oppression at the intersections of race, class, gender, sexual orientation, nationality, gender identity, physical and cognitive ability, aging, and other identities and characteristics.

Action Step 1: Highlight and support faculty research and scholarship that addresses diversity, race, oppression, and privilege through school-sponsored awards, website features, continuing education programs, etc.. Reward such scholarship when evaluating for annual merit increase or workload distribution.

Action Step 2: Create a School-supported competitive grant to foster research and scholarship addressing aspects of diversity, race, oppression, and privilege.

Objective 3. Promote collaborative research partnerships to address the needs of practitioners, services users, and communities.

Action Step 1: Provide faculty development opportunities on methods and models for collaborative research and engaged scholarship, including participatory action research and translational research, empowerment evaluations, and other collaborative methods.

Action Step 2: Offer workshops on participatory action research, program evaluation, and other forms of collaborative research for agency representatives to promote opportunities for collaboration and information-sharing.

Action Step 3: Identify select communities of strategic importance and develop research collaborations with them.

Action Step 4: Integrate students across all programs in these research collaborations through special projects, field placements, and expanded specialized research experience courses.

Objective 4. Continue to develop and advance Centers and Institutes in areas of research distinctive excellence in public health, poverty and diverse populations.

Objective 4.1. Further develop the McSilver Institute for Poverty Policy and Research.

Action Step 1: Create and strengthen faculty collaborations within the Silver School of Social Work, and across NYU Schools and Research Institutes in order to expand applied research studies focused on addressing the root causes of poverty or reducing its effects.

Action Step 2: Create a peer-reviewed pilot funding program to encourage investigators to develop poverty-related research projects.

Action Step 3: Strengthen and expand partnerships between McSilver and community-based and service provider organizations locally and globally in order to examine the impact of evidence-informed policies and practices on impoverished populations.

Action Step 4: Deepen partnerships with policy makers, governmental agencies, and funders in order to address the causes and consequences of poverty.

Action Step 5: Widely disseminate research findings, programmatic outcomes, and policy briefs to social service agencies and governmental bodies, as well as academic and research institutions and the media.

Action Step 6: Host a vibrant and visible program of lectures, symposia, trainings, and conferences, focused on cutting-edge research findings and methods.

Action Step 7: Elevate the visibility of McSilver as an authority on the causes and social consequences of poverty and on mitigating its effects.

Action Step 8: Seek additional funding from public and private sources to support the continued growth of McSilver initiatives and science.

Action Step 9: Offer administrative support and educational opportunities for graduate students, pre- and post-doctoral students, and junior investigators committed to conducting poverty-related research.

Action Step 10: Create an Evaluation and Technical Assistance Center to support engaged research with area agencies.

Objective 4.2. Further develop the Center for Latino Adolescent and Family Health (CLAFH) as an internationally prominent academic research center dedicated to addressing the needs of Latino adolescents and their families.

Action Step 1: Continue to develop, evaluate, and disseminate effective family-based interventions designed to support positive development and reduce problem behavior among Latino youth.

Action Step 2: Increase CLAFH's visibility as a national and global clearinghouse for Latino-specific expertise for researchers, parents, and social service and health organizations.

Action Step 3: Disseminate rigorous scientific research that promotes theoretical, methodological, psychometric, and data analytic innovations specific to Latino adolescents and families.

Action Step 4: Increase CLAFH funding and financial resources to ensure the sustainability and growth of the center.

Action Step 5: Further develop educational opportunities related to Latino adolescents and families, such as Latino-specific courses and study abroad opportunities in Latin America and the Caribbean.

Objective 4.3. Establish and support other research centers and institutes as may be needed to advance the School strategically.

Action Step 1: Create the NYU Silver-East China Normal University (ECNU) School of Social Development joint Institute for Social Policy and Social Work Research and Education.

Action Step 2: Identify other foci for potential centers and institutes that are consonant with the School's strategic directions, including mental health, social justice, and race.

Educational Innovation

BS Program

Objective 1. Students will acquire and demonstrate competencies (values, knowledge, skills, and behaviors) relevant to the goals and purpose of the BS curriculum.

Action Step 1: Implement a competency framework into curriculum design in all aspects of the BS program.

Action Step 3: Develop ways to evaluate student acquisition of these competencies.

Action Step 2: The curricular areas (Human Behavior, Practice, Policy, Research, and Field Learning) will select and focus on specific competencies identified by the Council on Social Work Education as well as those that reflect our School's mission.

Objective 2. Enhance the community and global engagement emphasis of the BS Program.

Action Step 1: Develop and implement a dual major in social work and global public health.

Action Step 2: Transform the core curriculum by including a global perspective and immigration issues.

Objective 3. Increase the visibility and positive reputation of the BS Program within the University and in the community.

Action Step 1: Continue, build on, and disseminate information from the program's service learning activities.

Action Step 4: Expand the Program's involvement and representation in University Life's community service.

Action Step 2: Develop and deliver undergraduate courses for non-social work majors at NYU, including Abu Dhabi students.

Action Step 5: Build bridges with other disciplines and professional schools for creative initiatives to respond to people in need.

Action Step 3: Develop further interests in our two minors: social work and poverty studies.

Objective 4. Enhance the research knowledge and skills of BS students.

Action Step 1: Create mechanisms to involve BS students in faculty research.

Action Step 2: Promote a research-informed curriculum in all areas.

Objective 5. Stabilize enrollment and increase the diversity of students and faculty in the BS Program.

Action Step 1: Collaborate with University efforts to increase first-year student enrollment at New York University, especially that of students of color.

Action Step 4: Integrate materials from the anti-racism workshop and the new diversity course design in the MSW program into the BS curriculum.

Action Step 2: Enhance and expand on partnerships with area community colleges for recruiting diverse transfer students to the program

Action Step 5: Raise scholarships for students to the level of \$10,000 per student above current levels.

Action Step 3: Continue efforts to enhance the diversity of faculty teaching in the Program.

Objective 6. Prepare students to contribute to the realization of the goal of a just society.

Action Step 1: Encourage and support students towards active participation in issues related to social justice and activism.

Action Step 2: Integrate human rights issues into the curriculum.

MSW Program

Objective 1. Students will acquire and demonstrate competencies (values, knowledge, skills and behaviors) relevant to the goals and purpose of the MSW curriculum, the primary goal of which is to educate for excellence in direct social work practice in complex urban environments.

Action Step 1: Infuse a competency framework into curriculum design in all aspects of the MSW program.

Action Step 2: The curricular areas (Human Behavior, Practice, Policy, Research, and Field Learning) will select and focus on specific competencies identified by the CSWE as well as those that reflect our School's mission and will develop ways to evaluate student acquisition of these competencies.

Action Step 3: The School will provide workshops and integrate content on professional development in foundation year and advanced concentration year practice courses to enhance students' career planning and job search preparedness.

Objective 2. The MSW program will increase curriculum content on the concepts of human rights, social justice, and diversity.

Action Step 1: Faculty will convene to decide on how human rights, social justice, and diversity ought to be incorporated throughout the social work curriculum.

Action Step 2: Faculty will identify social work skills that students need to acquire in order to advocate for human rights and social justice.

Action Step 3: Following Action Steps 1 and 2, course syllabi will specify how concepts of human rights, social justice, and diversity as well as related skills are addressed in each course.

Action Step 4: Workshops on teaching diversity, human rights, and social justice will be offered to faculty.

Action Step 5: The MSW Advisory Group (Chairs and MSW student representatives) will engage in ongoing discussions on curricular materials related to human rights, social justice, and diversity.

Objective 3. Practice courses in the MSW program will continue to be grounded in a systems perspective focusing on the interactions between all systems, including client, agency, and the environment.

Action Step 1: Students will continue to learn how to assess the interface of various systems and to work on behalf of clients to intervene at all levels.

Action Step 2: Practice course content on the administration and financing of social work services will be enhanced at the foundation and advanced concentration levels.

Objective 4. Promote a research-informed curriculum in all areas.

Action Step 1: Faculty will engage in a process of defining what a research-informed curriculum means for the Silver School of Social Work.

Action Step 2: Once faculty reach a consensus on what a research-informed curriculum entails, faculty will (1) revise course syllabi, (2) procure necessary resources for faculty to teach revised courses, and (3) design a mechanism to continuously update the course content.

Action Step 3: Faculty will include up-to-date research on practice theories and modalities, including psychoanalytic/psychodynamic practice, in the curriculum.

Action Step 4: Students will be placed in more agencies that embrace evidence-based practice.

Action Step 5: Students will learn assessment skills that are based on evidence-based practice.

Action Step 6: Students will learn how to access, critically evaluate, use, and contribute to social work knowledge.

Action Step 7: Implement web-based portal for field education data management and analysis.

Objective 5. The MSW Program will educate students to be aware of the global context of social work practice in complex environments, including working with immigrants and refugees.

Action Step 1: Faculty will engage in a process of examining the implications of globalization and decide on the perspectives/theories that will ground the curriculum on the global contexts of social work practice, policies, and research. Faculty will also engage in the process of discussing best practices for teaching an increasingly diverse study body, including international students.

Action Step 2: Social work practice with immigrants and refugees will be infused throughout the curriculum.

Action Step 3: Faculty development programs will be offered to enhance the capacity of faculty and adjunct instructors to teach social work practice from a global perspective.

Objective 6. The Silver School will offer the best MSW program in the United States.

Action Step 1: Faculty will convene a series of meetings, led by the Chair of Practice, and reach agreement on a definition of social work practice.

Action Step 2: Faculty will review and revise all relevant courses to ensure that the definition is reflected in the curriculum.

Action Step 3: Identify what sets the Silver School practice curriculum apart and above others and communicate this message to applicants and other relevant audiences.

Action Step 4: Consider whether an additional second year concentration or other opportunities for specialization will be created in light of the current directions of the School.

Action Step 5: Evaluate the quality of student services and make improvements as needed.

Objective 7. State-of-the-art technology will be utilized to facilitate excellence and innovation in education.

Action Step 1: Practice faculty will work with New York University's Information Technology Services and Faculty Services to incorporate and evaluate the use of emerging new media technologies to enhance the teaching and learning of clinical practice skills.

Action Step 2: Faculty in other curricular areas will explore ways to incorporate new media technology to enhance teaching and student learning, including application to field learning.

Action Step 3: Ensure quality and reliable training and access to media needed by faculty and students.

PhD Program

Objective 1. Enroll, retain, and support timely degree completion by top applicants.

Action Step 1: Increase the financial support to doctoral students to a level that is competitive with leading social work doctoral programs in the U.S.

Action Step 2: Ensure that all students are provided with health benefits as part of their package of support.

Action Step 3: Ensure that the doctoral program office functions as a supportive resource for doctoral students to assist them in degree completion.

Action Step 4: Develop and submit a NIH training grant (T32) for the doctoral program.

Action Step 5: Increase the number of students who apply for extramural pre-doctoral training funds.

Action Step 6: Seek donors for development of endowed funding for student support.

Action Step 7: Find ways to enhance doctoral students' sense of belonging and involvement in the life of the School.

Objective 2. Students will be engaged in collaborative research with faculty throughout the program.

Action Step 1: Each entering student will be assigned to a faculty mentor with a currently active program of empirical research.

Action Step 2: Students will be evaluated at the end of their first year to determine whether the mentoring relationship should be continued or a new training opportunity is needed for subsequent years in the program. Formal evaluation will occur via feedback to the Doctoral Committee from the mentor and doctoral student.

Action Step 3: The Doctoral Program Committee will develop a set of recommendations for structuring the training experiences of doctoral mentees with emphasis on specific research competencies and outcomes associated with a career as an independent scholar.

Action Step 4: Students will have the opportunity to engage in the global initiatives of the Silver School of Social Work and the University.

Action Step 5: The Program will cooperate in establishing and offering a Combined Doctoral Degree in Social Work and Public Health in keeping with NYU's Global Health Initiatives.

Action Step 6: Faculty will budget doctoral students into future grant proposals whenever possible.

Action Step 7: The Doctoral Program will further enhance its quantitative methods courses and build strength in quantitative methods through the introduction of a series of courses specifically designed to expose students to advanced statistical and methodological training. In addition, an ongoing Doctoral Program lecture series will be developed to focus primarily on research methods and statistics.

Clinical Doctoral Program

Objective 1. The School will consider creating a clinical doctoral program that builds on and extends the strength and reputation of the School in clinical social work practice.

Action Step 1: The dean will constitute a planning group to consider this and other options to take advantage of potential applicant interest in this area.

Action Step 2: The faculty will make a decision about whether to create such a program in the 2011-2012 academic year.

Action Step 3: Should a clinical doctoral program be launched, overlap in content between the two doctoral programs and characteristic links to other disciplines will be identified.

Action Step 4: Acquire and mobilize the necessary resources to plan, launch, and implement any new program in a high-quality, sustainable way.

Diversity

Objective 1. Create a comprehensive diversity plan that builds an inclusive School environment that consists of faculty, students, and staff who reflect the diversity of New York City and which effectively infuses diversity content throughout the curriculum and teaching.

Action Step 1: Establish a standing diversity committee within the School's current governance structure comprised of faculty, staff, and students with a designated budget allocation to support the full implementation of the comprehensive diversity plan. All efforts will be made to appoint a committee with 50% membership of color or more, among faculty, staff, and/or students.

Action Step 2: Focus on the hiring and retention of full-time, part-time, and adjunct faculty of color at all levels (clinical, tenure track, and tenured). Pay attention to historically underrepresented groups in all hiring decisions of faculty, staff, and administrators, including those who serve as faculty in the Division of Lifelong Learning and Professional Development.

Action Step 3: Earmark a percentage of scholarship funds for students of color who meet qualifying income standards to increase accessibility to SSSW to students from a range of income levels. Develop clear benchmarks for the successful acquisition of scholarship funds.

Action Step 4: Develop and implement a plan for the recruitment and retention of students of color with clear benchmarks and provide appropriate economic and other resources for the effective achievement of the plan.

Action Step 5: Institute a means to assess prospective students' commitment to social justice in admissions application materials, during the application process, and as a criterion for acceptance decisions.

Action Step 6: Investigate and adopt research-informed practices and incorporate effective models of success from other academic institutions.

Action Step 7: Provide annual assessment data on achievement of Action Steps 2-5.

Objective 2. Develop proactive approaches for addressing institutional and structural racism in all aspects of the School's programs.

Action Step 1: Create leadership roles within the School with primary responsibility of leading, implementing, monitoring, and evaluating the comprehensive school diversity plan in conjunction with faculty, staff, and students.

Action Step 2: Focus on hiring staff and administrators from historically underrepresented groups at all levels of the School. Consider "cluster hiring" of people of color in high priority areas and opening the hiring process to include input from the wider School community, including students.

Action Step 3: Foster the professional growth and upward mobility of staff and administrators of color.

Action Step 4: Formally consider diversity contributions and cultural competency development of faculty, staff, and administrators when evaluating annual merit pay increase or workload distribution. Reward excellence in diversity through formal recognition during annual review.

Objective 3. Develop a comprehensive strategy to ensure that all of the School's degree granting programs, through classroom and field education, and continuing education increase students' awareness and understanding of the impact of all forms of individual and systemic bias and discrimination.

Action Step 1: Review the BS, MSW, and PhD curricula to ensure that the topics of diversity, racism, oppression, and privilege are engrained as a foundation and common thread of the School's programs.

Action Step 2: Recruit and retain adjunct faculty, field instructors, and faculty advisers of color. Consider reaching out to the Alumni of Color Network for potential candidates.

Action Step 3: Create an ongoing program of faculty development dedicated to enhancing the teaching and learning of content focused on diversity; racism; oppression; and privilege, including gender, age, and disability issues; and ensuring that the content includes alternatives to the traditional Eurocentric approaches to knowledge and practice in social work.

Action Step 4: In addition to classroom discussions on the topic, develop a Dean's lecture series dedicated to addressing diversity, racism, oppression, and privilege, and the contributions of people of color to the social work profession.

Action Step 5: Support and invest in student-led initiatives focused on diversity, racism, oppression, and privilege.

Action Step 6: Include training on issues of diversity, racism, oppression, and privilege in all mandatory student development activities, such as new student orientation, professional development days, and Common Day. These trainings will be designed to meet the unique needs of students who are in positions of privilege as well as those who are not.

Action Step 7: Recruit and provide financial support to students who are immigrants in the New York City area so they can provide professional social work services to international communities in the region.

Action Step 8: Create continuing education programs that advance the diversity and social justice goals of the School.

Community Engagement: Global and Local

Global Engagement

Objective 1. Create governance and administrative structures to support an increasingly global agenda, including building new programs and providing support to them.

Action Step 1: Develop a proposal to the dean and faculty recommending the establishment of a standing Global Issues Committee (GIC).

Action Step 3: Develop collaboration with other global entities within the University and outside (e.g., U.N.).

Action Step 2: Develop and implement an administrative structure to support the international activities of students and faculty.

Action Step 4: Develop strong student services for international students.

Objective 2. Contribute to the development of global social work knowledge and practice through scholarship and education.

Action Step 1: Seek new support for faculty research, travel, and presentation focusing on global issues (including immigrants in the U.S.).

Action Step 3: Explore and utilize NYU global sites for opportunities for faculty development.

Action Step 2: Support international faculty visits and exchanges.

Objective 3. Prepare students for practice in an interdisciplinary, world-wide, human rights context, including preparing students to practice with immigrants and refugees and developing an awareness of self outside of their own culture.

Action Step 1: Transform curricula by including global, human rights perspective, and issues of immigration at each level of education (BS, MSW, PhD).

Action Step 5: Integrate the use of technology into these global activities.

Action Step 2: Develop student exchange programs for undergraduate and graduate studies (including for PhD students).

Action Step 6: Assess needs and further develop programs and supports for international students attending our BS, MSW, post-master's, and PhD programs.

Action Step 3: Explore and utilize NYU global sites to create opportunities for student development and field placement.

Action Step 7: Establish formal international field education and post-doc training opportunities.

Action Step 4: Create global opportunities for diverse learning via exposure trips, service learning, field placements, and courses at SSSW for international students at NYU's portal sites (Abu Dhabi, Shanghai).

Local Engagement

Objective 1. Develop a Silver School of Social Work Faculty Practice entity that addresses unmet community social service needs through an integration of practice scholarship and provision of clinical services.

Action Step 1: Develop a consultation and referral service for seniors and/or their families planning for “aging in place” and for addressing palliative care and end-of-life issues.

Action Step 2: Establish an advisory committee to guide the Faculty Practice project.

Action Step 3: Develop a business plan to sustain the Faculty Practice through revenues generated.

Action Step 4: Generate transferable knowledge through the project based in training and/or service delivery models developed.

Action Step 5: Evaluate success of activities undertaken in Phase I to refine the model.

Objective 2. Engage with community organizations in joint advocacy, research, and technical support projects.

Action Step 1: Identify current community partnerships and review their structures in terms of engagement and shared responsibilities.

Action Step 2: Develop collaborative research projects using models such as translational research, participatory action research, and empowerment and co-learning evaluation research.

Action Step 3: Secure government and foundation funding to support additional community engagement projects.

Action Step 4: Foster new collaborative scholarship opportunities in practice, research, policy, and field education for faculty, students, and community partners.

Action Step 5: Provide service and other resources to underserved community populations through a range of partnership arrangements with community organizations.

Action Step 6: Develop a protocol that will enable the School and community organizations to identify additional projects of shared interest and develop a mechanism that can serve as a template for new partnerships.

NYUSilver
Silver School *of* Social Work

New York University
Silver School of Social Work
Ehrenkranz Center
1 Washington Square North
New York, NY 10003-6654



NEW YORK UNIVERSITY