Mid-Semester Library Supports

We are six weeks into the Fall semester and many of you are making your way through the readings on the course syllabi, preparing and working on papers, exams or dissertation proposals, and collecting, analyzing, and writing up your dissertation findings for that final document. In the midst of this process, do not forget that the Mina Rees Library has many resources and supports to assist you as you progress, including a live 24/7 chat, and one-on-one consultations with a librarian.

Contact a Librarian

Call for Student Funding

We are pleased to announce a call for funding for all registered students. The funding can help support your presentation at an academic conference taking place this Spring 2023, or can be used to support you in your completion of data collection and/or data analysis (e.g., transcription costs; services of an editor) of your dissertation research. If you are interested in applying for funding, please complete the application form at: Call for Funding. Deadline is October 14, 2022

FEATURING:

- Library Supports
- Call for Student Funding: 10/21 deadline
- Student Wellness & Self-Care
- Student Achievements
- Meet Your Student Reps
- Curriculum Committee Updates
- Meet Our Social Media Fellow
- Student Spotlight

STUDENT WELLNESS CENTER & SELF-CARE IN GRADUATE SCHOOL:

- The Wellness Center reception area is open Tuesdays - Thursdays 9-3.
- Upcoming workshops are listed on p. 4
- Read: "A doctoral student's guide to self-care"
Student Achievements: August & September


**Cameron Rasmussen** (with Sonya Shah) has published "Growing justice: Why understanding restorative and transformative justice on their own terms, and at their best and worst, will help us build more of both" in *Inquest*.

**Katrina Hannan** (with Barbra Teater) will present "What theories and methods do social workers report using in their practice? A scoping review" at the *Joint World Conference on Social Work Education and Social Development*.

**Yaneth Lombana** will present "Co-creating a Latinx-Centric Social Service Course within a Hispanic Serving Institution: An internal and external collaboration" at the 55th annual conference of the *New York State Social Work Education Association (NYSSWEA)*.

**Yasmine Awais** (with Daniel Blausey) presented "When memories diverge: Art therapies supervision across differences" at the *European Consortium for Arts Therapies Education (ECArTE) conference* in Vilnius, Lithuania.

**Evelyn Bautista-Miller’s** non-profit organization *Tender Steps of New York* received a New York State Legislative Grant Award for $10,000. Tender Steps of New York, Inc., a 501(c/3) nonprofit in Rockland County, NY, offers courses, workshops, advocacy services and case management to families, parents and children facing difficult circumstances.
Curriculum Committee Updates

Cameron Rasmussen (6th year) and Becca Cadoff (5th year) were selected to serve on the Curriculum Committee, which is comprised of two student representatives, Barbra & Janille, and all faculty members. In the recent past, discussions from the curriculum committee prompted the Social Welfare program to update the pathway to degree, the re-conceptualization of the First Exam, and setting a more transparent and consistent process to the dissertation proposal and final defense. This year, we are focused on: updates to the second examination process; and improving mentoring and advising. Future work will be informed by the 10-year "self study" and External Review that will take place on the 1st and 2nd of December, 2022. We are also considering reviewing course syllabi: from an anti-racist perspective; and decolonialization; and with the goal of improving consistency from cohort-to-cohort while still allowing individual professors to be creative with their pedagogy. If you have feedback regarding any of these areas (or others), please fill out this anonymous online form or email Becca (rcadoff@gradcenter.cuny.edu). Additionally, in the future, we hope to solicit student input in a more structured way.
Meet Our Social Media Fellow: Ian Williams

In August 2022, the Ph.D. Program in Social Welfare was awarded funding for a Program Social Media Fellow through the Provost's Office and Graduate Center Digital Initiatives. I was selected as our Fellow. It is my job to develop our program's presence on social media and help faculty and staff in our program expand their digital engagement skills. I aim to cultivate more conversation about the digital communication tools we use in our everyday lives, in our research, and in how we communicate our work with a variety of audiences.

Part of my new role is watching trends on social media, and participating in them. I noticed this September, on Twitter and in the Human Services Information Technology Association (husITa) email listserv, that several scholars were playing around with text-to-image generation using software driven by artificial intelligence. One professor encouraged their DSW students to prompt images representing their experiences and emotions of this new role. So I decided to try it myself, hence the picture above - a surrealist sketch expressing the many identities and roles I juggle between school and life. I then shared my image on Twitter and commented on others' threads I found using some hashtags (click the links to explore each hashtag's top trends): #dalle2 #aiart #generativeart #swtech #phdlife #AcademicChatter #socialworktwitter

I invite you to try it yourself by signing up for DALL-E 2 here: https://labs.openai.com/auth/signup. Play around, generate a few images and variations, and then post something on Twitter and tag me at @igraywill (or if Instagram is more your thing, try it there - I'm also @igraywill). Be a part of the conversation, explore these news tools, and then think about how these might inform your research, teaching, or practice.
Student Spotlight: Evelyn Bautista-Miller

Let's Have a Conversation with Evelyn!

Why did you apply to the PhD in Social Welfare? - I applied to the PhD program because I wanted to learn more ways to become an impactful change agent for myself and my community. The pandemic has exacerbated the need to better structure support systems for Spanish-speaking students and their families in K-12 schools. Obtaining my PhD and researching current practices will help me best advocate for more bilingual Spanish-speaking school social workers and the best policies to support them.

I was first inspired to pursue my PhD when I was able to represent the New York State School Social Worker Association (“NYSSSWA”) along with NY State Assembly Assistant Speaker Felix W. Ortiz at the press conference to present Bill A7513 to the State Assembly. This bill was proposed to request that “at least one full-time licensed or certified school social worker to be employed in each elementary, intermediate, middle, junior high school and senior high school” in New York State.

However, it was while I was teaching a course at Columbia University’s School of Social Work that I met a current 4th year PhD student in the Social Welfare program, Monica Thompson, at a conference. She discussed with me all of the ways that obtaining her doctorate is assisting her work. I knew then that to make the change that I wanted to see within my community, this was something that I had to pursue.

What has been your favorite course so far as a student? Why? - My favorite course was Policy I with Dr. Blau. In that course, he challenged us to utilize our readings to assist in solving current issues. At the time, there was widespread civil unrest, and Dr. Blau provided such thought provoking conversations while being compassionate to students who were affected by what was going on around us.

What do you want to do after you graduate? - I would like to help engage, influence, and inform policy on the need for more bilingual Spanish-speaking school-based social workers to support the NYC Department of Education, one of the largest school districts in the nation. I am originally from the Bronx, and I hope to give back to the school district and community that has given me so much.
What leadership and/or employment positions do you hold within CUNY? - I am currently a Graduate Assistant D working with Dr. Judith Rosenberger and Dr. Patricia Gray for the LMSW National Test Preparation Program. I am also a student representative on the admissions committee for the Women Studies Certificate Program/Women and Gender Studies Women undergraduate program.

What’s something that people would be surprised to know about you? - I am the founder and President of Tender Steps of New York, Inc. (“TSONY”). TSONY is a community outreach organization dedicated to helping ameliorate social conditions, inequities in education, and citizenship concerns by providing tools and resources to help families affected. My career as a social worker greatly informs this work, and recently I was honored with the 2020 NYS Assembly Women of Distinction Award for TSONY’s contributions to New York State. We were also awarded a $10,000 grant to continue the work that we do, and I am proud to have made such an impact.

What is the focus of your research? - My scholarship examines the need for more bilingual Spanish-speaking and school-based social workers to support the growing population of Latinx students and families within the NYC Department of Education. I intend for my research to highlight not just the need, but the impact that more Spanish-speaking social workers can have on collective efficacy.

What are you currently reading, watching, or listening to? - Elizabeth Acevedo’s “Clap When you Land.” This was a challenging read for me, as I lost my father on Flight AA587 from NYC to the Dominican Republic over 20 years ago. It took awhile to pick up the book and read it, but I am so glad that I did. I felt a connection to the story as well as a bit of closure.

What's something we should ask you? What's your answer? - What drives your research? This is a very common question that I receive. As a Latinx person, I can personally relate to a lot of the obstacles that families and students who are Spanish speaking dominant are experiencing. I recall that by the age of 10, I was tasked by my mother to serve as her interpreter in public spaces, especially since many NYC public agencies did not have Spanish-speaking interpreters on staff at the time. I didn't understand it until I was older, how she had a need that a public institution could not provide, and it affected her access to resources that were already available. That’s why I feel so strongly about working to increase the amount of Spanish-speaking social workers in school districts. Just like my mother’s experience, populations that have a present language barrier are at grave risk of becoming overlooked and subsequently neglected when there are so many resources available to them. I want my work to serve as a conduit between schools and populations served.