

DEANS

1967-1976 Daniel Thursz

1976-1988 Ruth H. Young

1988- 1990 Ralph Dolgoff

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2006 - Rick Barth

The Second Decade

1970-1972

Social Strategy

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old stereotype of the social worker as a professional altruist handing out checks has been inaccurate for many years. Today, a third of our students are enrolled in courses relating to social strategy, community organization, and social planning."

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of the students were majoring in the Social Strategy concentration.

This signaled a new direction for the school. The previous model was based on the idea that all social workers shared a generic core and they branched out into specializations from this base. The new model started specialization in the first year so that, for example, there was now a course in human behavior for clinical workers and a parallel one for social strategists. There was a strong emphasis on group work. All students were required to have a group work course related to their concentration.

Most of the elements in this model did not survive beyond Dean Thursz's departure.

This was the era of Black Liberation. Even though the school was a leader in the area and in the university in having black students and faculty the black students in school organized and demanded among other things that the school hire more black faculty and recruiters and that 47% of the students be black. Considerable time and attention was devoted get getting and keeping racial relations on an even keel.

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social planning in tandem. This program was established in 1970 in the social strategy concentration but became a separate entity in 1975. The first degrees granted in June 1972. Eight students received Master of Community Planning in 1973.

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Studies. The planning program continues to offer seminars and an annual studio in Baltimore.

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In 1970 at the request of the Department of Human Resources the School developed an experimental concentration in Social Administration. The demand for this came because of the

rapidity with which graduates moved into administrative positions and because the large influx of untrained or BA workers who were hired during the expansion that the war on Poverty brought had also moved into administrative positions and needed further education.

In the fall of 1970 Bill Bechill and Paul Kershner were assigned full-time to the program where they taught the concentration as an experimental program. In 1972 the Concentration in Social Administration was approved. In the fall of 1972 18 first year students in program and 5 second year transferred in.

A part-time/extended program of 3-4 years was developed.

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The School was also involved in Title 1 Community Projects and Special Projects on Aging.

The curriculum now consisted of concentrations in Clinical and Social Strategy. There was a new Experimental Program for Social Strategy.

Vista Volunteers and Fellows

The Vista volunteers were a mixed lot. Most were fairly young and either in college or recently graduated. The second training

class included the manager of the cosmetics department in a large drugstore. A 64 year old widow with four grandchildren, a 55 year old lawyer, and a high school graduate who had been raised by an aunt after her alcoholic mother died.

A Vista Fellows program was developed that enabled volunteers to get a social work degree while serving in Vista.

Dr. Wally Pond who today is a psychologist and professor in Utah was on the staff. He describes the impact of this experience as follows:

Indeed, many old memories are floating around in me today. I'll forward your note on to Mike Toth, the VISTA Training Center Director who hired me right out of the air force - just when the

country was heading into the worst year I've ever known, 1968, which gave me my re-introduction into civilian-life-baptism-by-fire. God, that was a terrible year. Having just left the military's point of view of Vietnam and the country, and then experiencing all those hideous assassinations and riots, coupled with the Chicago Democratic National Convention, I can now experientially discuss "culture shock" and "cultural lag" with my students.

I can't thank you enough, Harry, for being such a wonderful mentor to me back in the early 70's. I truly owe you one.

Gene Carnicom was a Vista Fellow at the school from 1972-1976.

He said that he appreciated:

The high quality of the faculty, the breadth of expertise and commitment to the social work profession.

Gene became a career Public Health Social Worker retiring as a captain. Along the way he got a PhD in anthropology. He has said when he entered the profession he wanted to "change the world through social action. As time went on he became more active in his church.

By the early 1970's the Department of Continuing Education was well established. It has influenced practice in the area.

In 1970 the BA in social work at UMBC became an independent major.

In 1971 Harriet Trader and Paul Ephross develop first course on campus in human sexuality

The School had 357 graduate students in June of 1971 and a faculty of 62 and 11 part-time lecturers

In fieldwork there were 272 clinical students, 95 social strategy, 12 social administration. There were now 102 affiliated field agencies.

The school continued to add faculty. From 1970-1972 among those who joined the faculty were Alfred Lucco, Ivy Bennett, Constance Lieder, Enrique Cotas, Curtis Janzen, Carmi Bar-Illan, Robert Norris, Pallassana Balgopol, Doris Poston, and Abigail Welch.

The growth of the school meant that the faculty and classrooms could not be contained at 525 W. Redwood St. Offices and classrooms were all over campus, the Medical School Teaching Facility, Whitehurst Hall in the Nursing School, in temporary buildings called Tempo South and a few other places.

In January 1971 the first trimester was taught. This reflected a change in the academic calendar with the first semester ending at the Christmas break and the second semester not beginning

until the end of January. During the minimester time students could take one credit courses, special workshops, trips or just have a longer vacation.

David Guttman a distinguished graduate of the class of 1971 said:

I found mainly decent people as instructors. The emphasis on improving community life as an important part of professional social work was very good.

Meeting some black professors who were proud of their ethnic/cultural heritage [was important to me.]. Appointing Jesse Harris to Deanship was highly significant. We were together in the same MSW program.

Overall, I am happy and proud to be a graduate of that school.

It gave me a strong foundation for the rest of my academic life.

In June of 1971 Frances Upham retired.

In June of 1971 the faculty approved having all courses on a 3 credit basis.

On January 4 1971 there was a proposal adopted to have a dual degree sponsored by the Baltimore Institute of Jewish Communal service as a collaboration between UMDSSW and Baltimore Hebrew College.

From 1972-1975, Len Press served as the Chairman of the Clinical concentration. He succeeded Hans Falck. He served on the

curriculum committee and the search committee and was a member of the search committee when Ruth Young was selected as Dean. In an era when faculty in senior positions were being required to have a doctoral degree Len Press was known as a teacher. He is one of the rare professors who had a successful career without a doctorate or publishing.

On January 7, 1972 the Maryland Council on Higher Education approved a DSW program to start in September 1972. The Council's staff wanted to delay the program by sending students out of state but this objection was overcome. Started in fall with 11 students

The tuition per semester in the doctoral program was:

Resident - \$287.50

Non-resident - \$500

Student Union Fee - \$15

Special fee \$12.50

Health Service Fee - \$5.00

During this period two funds were started: The Marjorie

Everingham Memorial Fund and the Joan M. Callagy Memorial Fund.

The number of courses continued to expand. In policy there were now courses in Community Mental Health, Legislative Process, and Economic Issues. In Human Behavior psychopathology and personality courses were added

Among faculty who joined the school during this period were:

William Bechill

Nancy Bennett

Paul H. Ephross

Hans S. Falck

John Goldmeier

Ernest M. Kahn

Gladys Kraft

Patrick W, McCuan

Parren Mitchell - lecturer

Pearl Moulton

Aina Nucho

Leonard Press

Evelyn Swartz - instructor

Harriet Trader

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1973-1975

On January 18, 1973 there was a symposium sponsored by School and Family and Children's Society to honor the 50th anniversary of the publication of Richmond's What is Social Casework?

The catalog shows that for 1972-1973 there were over 460 full time in MSW, Planning and DSW. The undergraduate program had over 300 students. In 1974 the joint BSW was established with Coppin State.

A Certificate program was offered through the Continuing Education Department.

Continuing Education and The Center for the Study of Voluntarism were housed in H.L. Mencken's residence close to Hollins Market.

In 1973 the Board of Advisors was formed.

1973 state funds \$1, 056, 568

The 1973-1975 catalog gives an indication of how rapidly the school was growing and the changes that were occurring. The curriculum now had concentrations in Clinical, Social Strategy, Social Administration, and the Master of Community Planning degree program.

Added to the qualifications that a social work student should have, "...at the very least, a general awareness of the basic social issues confronting America today." The emphasis on social justice and social action was coming into prominence. There were major changes in the curriculum. There was a switch to a 3 credit course system. This enabled a more rational course scheduling system and allowed students to better plan their academic life. Under a system with a large number of courses with varying credits not only scheduling but staffing was difficult. The major emphasis on public social services was changed and this material was handled in what was now called the Policy Sequence. The History and Law courses were dropped and replaced with Purposes and Themes of Social Thought and Social Welfare which examined individualistic and equalitarian themes over time. Human Behavior added a course in communication. Clinical added a course in art therapy and a course in Interpersonal Transactions for Social Strategy. Social strategy and administration differentiated into two concentrations. Research added a course in Evaluation Research . If this was not the first course in the country in evaluation it was one of the earliest. Research also added a course on Urban Research for Social Intervention, and a Course in Index Construction and Social Policy Formation. The latter was a unique course that examined the way such

things as the poverty index was constructed. It was a unique course. In field instruction a 1 credit course in The Social Work Profession was added. In addition a wide range of experimental courses were offered. The doctoral program now offered a full range of courses

Such rapid change and development had both positive and negative effects. Students knew they were in a dynamic learning environment that was making their education relevant to the changes going on in the world. At the same time the rapid change was difficult to adjust to and some students had trouble explaining their transcripts to prospective employers because so many of their courses were labeled “experimental” without any further title.

In 1973 the first Board of Advisors was appointed with 20 members. The Alumni association reactivated.

The rapid growth in terms of the numbers of students and the curriculum meant that additional faculty were needed. During this period the following were added:

Howard Altstein
Pallassana R. Balgopal
Jules Berman
Enrique Cudas
Joseph Crymes
Patricia Drew
Donald Fandetti
Curt Janzen
Al Lucco
Gust Mitchell
Howard Palley
Raju K.G. Varghese

The faculty now stood at:

59 faculty 10 at lecturer or instructor level

82 field agencies

120 field instructors or task supervisors

Costs were:

Tuition \$635/year - \$318/semester

Supporting facilities fee \$60

Health Services \$10
Instructional resources \$30

In addition scholarship funds were beginning to build. This period saw the establishment of:

The Evelyn M. Swartz Memorial Fund

The Harry L. Greenstein Memorial Fund

On April 25, 1973 Professor Charles Frankel of Columbia University gave the first Esther Lazarus lecture. It was on “The Value and Values of Professionalism” an apt topic. Among the things he said are:

“If then, we look at the professions, even with their built-in-bias for the status quo, we must see that it is a gross exaggeration, a crude overstatement, to say that because the professions are biased for the status quo, they have no effect with regard to social change and fundamental social reforms. The professions are our society’s principal instrument for keeping our society under pressure. They are our principal instrument for effecting social change within the existing structures.”

1973 ACCREDITATION REPORT. This was 10 years since the original accreditation. This report reflected major growth and changes in the school. The School had moved to a 3 credit system in 1969. Courses were revised for this. For the first time racism was identified as an issue but the report said nothing specific. It did note that, “The faculty has struggled with the issue of racism in a number of ways. There is a continuing concern that efforts thus far have not achieved the desired goal. The efforts of the faculty committee on racism and a May 1973 workshop are evidence of our continuing effort in that direction.” The report further stated “We have a long-standing commitment to racial equality. While much remains to be done, there has been a consistent focus in that direction.” The faculty was identified by race for the first time in an accreditation document. Fourteen (22%) of 64 faculty were black plus one Hispanic and two from India.

Other things in the report noted the growth and changes in the schools direction. It stated that the School is not committed to any one “ideology,” that the School grew rapidly, and that the curriculum underwent great change in response to changing conditions. Community Organization became Social Strategy and the Master of Community Planning and Doctoral program were initiated.

The calendar changed – first semester finished by Christmas and the School pioneered with a minimester during which students could take credits or do nothing.

Students become voting members of educational policy and curriculum committees and all sequence and concentration committees and student review committee.

They could talk but not vote in Faculty Council and Faculty meetings.

Shari Mayer from the class of 1973 said that what stood out to her was:

learning about communities from Makofsky

In 1974 a BA in social work was offered through University College at night. A joint BA program in social work was offered with Coppin State where students could take social work courses at UMBC and complete at Coppin.

In 1974 there were almost 500 students in the field.

In March of 1974 there was a proposal to have clinical students move to the sustained field work model used for social strategy and administration students. This model was in between concurrent field instruction and a block placement. During the second and third semesters the student was to be in the field four days a week.

The Undergraduate program which had begun in 1969 was accredited by CSWE in 1974.

1975-1977

In April 1975 Harriet P. Trader was made associate dean for the clinical program and Ruth H. Young associate dean for undergraduate program at UMBC

In June Carlton Munson was first doctoral graduate.

The School now had 525 students.

In 1977 former dean Daniel Thursz received honorary doctoral degree at graduation.

In September 1977 Ruth Young formally becomes dean.

The faculty now had 72 members. It was one of the largest in the nation.

In 1977 there were 216 degrees granted plus 4 in Community Planning, and 4 DSW degrees.

The Catalog 1975-1977 noted that:

The Jewish Communal Service Program was established.

Full community planning curriculum

Policy now had courses in:

Social Work and the Law
Social Policy and Corrections

Human Behavior

Human Behavior and Social Environment for Social Strategy:

Complex Organizations

Clinical Concentration:

Family Therapy

Addiction

Group methods

Severe role dysfunction

Low income life styles

Family planning.

Research

Research Methodology in Clinical Social Work

In 1975 the School created a work study program within the administration concentration which allowed agency personnel to get a degree while they continued to work.

A Post Masters Certificate in administration for those with MSW was created at the request of State Department of Human Resources to develop administration knowledge and skills for those already in such positions.

In the 1975-1977 catalog the under graduate program UMBC was listed as well as the Doctor of Social Welfare and the joint degree in Jewish Communal Service. There was a new advanced standing program whereby a student with a BA degree in social work could complete the degree in one year.

The minimester had a rich listing of courses and special topics such as: grant preparation, sensitivity training, fund raising, human sexuality, record keeping procedures, new towns, computer processing of research data, the white working class, social work policy in Israel, programs in community mental health, urban imagery, family planning, role of a consultant, women's movement and, art therapy.

In the 1975-1977 period

Tuition \$800/yr

Supporting facilities fee -\$ 60

Health services -\$ 10

Instructional resources – \$30
Student activities –\$ 4

Faculty added included:

Stanley Wenocur
John McAdoo

The faculty continued to grow:

81 Faculty

12 at instructor or lecturer.

109 field Agencies

202 field instructors or task supervisors.

Jim Zabora, a 1975 graduate who is now the Dean of the National Catholic School of Social Service said:

Best experience was you taught me how to think before I spoke. You taught me how to defend myself as did [David] O'Hara when I was placed at DJS. Gust [Mitchell] did a great job to encourage me how to be a good clinician. Lastly, the Z Boys (Zabora and Zelubowski) were the informal shuffleboard champions of the 5 professional schools in the basement of the student union.

Paul Zelubowski a 1975 MSW graduate had this to say. In class he and Jim Zbora were known as the “two Z’s.” He wrote:

Great to hear from you. I want to thank you for all you’ve done for the profession and the school.

I found your classes and field placements the most beneficial aspects of my experience at Maryland. Your emphasis on scientific rigor, assertiveness, and fashion (leather visors and inside out shirts) combined with the opportunity to apply what I'd learned in the field was invaluable.

Significant events in school history [were] Maryland's winning the men's and women's national basketball championships.

Ken Thau was a clinical student who attended the School from 1972 to 1976 that what impressed him was, "Dan Thursz, his influence on me and on the school in those years. He always impressed me in his quest for social change through social action."

Stuart Tiegel a 1975 graduate described his experience this way:

I literally got accepted to school on a phone call. I had a terrible academic record at Ithaca College, Queens College of CUNY and then finally got it together at New School for Social Research. The Army intruded and I got it together at GW in off campus centers through the Military District of Washington, DC. That is one of the contributions of the school in that it gave a lot of folks chances and they went on to be productive. I am very grateful to the school, GW, you and Jay Haley for helping me develop as a professional.

I was working in a Synanon style therapeutic community in upstate NY. I lived in and worked in with my wife, daughter and 200 addicts. Our "mother house" was in the South Bronx. I interacted a great deal with psychiatrists and social workers at Bronx State Hospital and realized that the clinical world was changing and one needed an advanced degree. I had worked with Ernie Kahn and Pat McCuan when I worked at DJS 1970-1971 following the Army and a short stint in graduate school at Howard University. We did a training video together and they told me "any time you want to come to school, let us know." I called them from upstate NY, sent them an application and "voila" I was headed to graduate school and VA benefits!

What stood out about this experience was:

The dedication of the faculty and the field work experience. You kicked my ass and helped me think as a professional. Dan Thursz was

inspirational as well. I also had a great respect for the academics and the need to do a comprehensive exam. It probably steered me towards working in medical schools and created more discipline in an undisciplined Brooklyn guy!

A significant event in school history was that:

The school played a role in helping early career changers and people genuinely interested in making a difference.

1976

This period was marked by a rapid increase in enrollment. Under dean Thursz the masters enrollment more than tripled in ten years.

1967 – 176

1970 – 318

1972 – 391

1976 – 600

Betty Plionis graduated with a PhD in 1976 and started with the first class in 1972. She said of her experience:

Several things stand out: I was the only female in the entering doctoral class. Academically I found great intellectual stimulation by taking classes in macro social work practice from Dean Thurz and classes more related to direct practice with Dr. Chaiklin. The classes that really advanced my thinking were Dr. Chaiklin's classes in Comparative Theories and The Conduct of Inquiry.

I really benefited from my classmates and those students who entered in the immediate years following my class. Jesse Harris and I became great dissertation buddies and Al Robert's was recently instrumental in getting me a book contract with Oxford.

I still remember my oral defense of my dissertation. I still remember the gatherings of my doctoral class at your home and the kindness of your wife, Sherry, and your children.

It is my impression that the program's graduates went on to serve the profession well. I taught in the MSW and BSW programs at Catholic University for over 25 years.

This unsigned history of the doctoral program was probably written by Carlton Munson

A BRIEF HISTORY OF THE DOCTORAL PROGRAM AT THE SCHOOL OF SOCIAL WORK UNIVERSITY OF MARYLAND AT BALTIMORE

After repeated attempts to gain approval of proposed doctor of philosophy programs between 1966 and 1972, the Maryland Board of Higher Education approved the School's proposal for a Doctor of Social Welfare program in the Spring of 1972. Previously, the School had proposed several Ph.D. programs with varying objectives. But during those years, there was only one Graduate Council for the four-campus University of Maryland system and that Council was dominated by the College Park faculty and administration.

Although the School had grown to an enrollment of more than 360 MSW graduate students, the Graduate Council had been unwilling to permit the School to offer a doctorate with the Ph.D. label. In 1972, it eventually approved a proposed doctorate with the Doctor of Social Welfare (D.S.W.) label. Numerous other Schools had similar experiences when initiating doctoral study, so there was little if any relationship between the label of PhD or DSW and the structure and objectives of those programs. The point is that this program had been designed and was implemented as a scholarly PhD program rather than an applied professional doctorate.

In the Proposal for a Doctoral Program Leading to a Doctor of Social Welfare Degree that was approved in the spring of 1972, the Foreword states:

"It is our hope to concentrate advanced graduate studies in two areas: social administration and planning and social work education. We are especially sensitive, however, to the need to differentiate among doctoral students because of their varied interests, backgrounds, and goals. Thus our program has been shaped to give maximum opportunity to individual planning and to the use of advanced courses offered in other disciplines both on this campus and at other campuses of the University of Maryland."

Prior to 1972, Doctoral Committee minutes indicate that various members had strongly advocated quite varied educational goals. Several members had emphasized the need for doctoral education in clinical practice, others pushed for a focus on policy analysis, and so forth. The doctoral program which emerged clearly had scholarly rather than practice skill objectives. However, the structure of the program was purposefully quite open leaving the possibility for individually developed programs within Graduate School requirements to fit varied student and faculty interests. A faculty Advisor and Advisory Committee chair helped the student design a specialized program individually tailored to each student's educational goals.

But even within the "Core" curriculum, a student was required only one policy course from four different offerings and only two practice theory courses from five practice theory offerings. Six credits of Introductory and Intermediate statistics was prerequisite (could be taken anywhere); only the two course research sequence was required of all students. Another 15 required credits of Specialization courses related to the student's individual educational goals might be taken anywhere in the

University of Maryland system (a total of 30 credits plus the six credit prerequisite in statistics).

The first group of doctoral students, six full-time and five part-time students, entered this program Fall semester 1972. These full-time students were initially supported financially with graduate assistants. The half-dozen graduate assistantships provided by the School were supplemented two years later by a multi-year NIMH grant of six doctoral fellowships which were very instrumental in helping the program attract quality applicants.

Six doctoral seminars were first taught in the Fall and Spring semesters 1972-73 and six more seminars were initiated during the program's second academic year. The program of course offerings was essentially in full operation by the third year and the first doctorate was awarded in May 1975 .

During the early years of the program, the Doctoral Program Committee devoted considerable time to numerous administrative policies and guidelines. Among these was the replacement of a Doctoral Committee Preliminary Examination and an Advisory Committee Comprehensive Examination with a single Preliminary Examination for Advancement to Candidacy administered by the student's Advisory Committee.

While the openness of the program was a major asset for students who were highly self-directed, the lack of structure was problematic for a sizeable proportion of others. There were many incremental changes attempting to assure timely advising and prevent drift, but many of these were as likely to reinforce the basic assumption of an individualized program for each student as to represent fundamental reform.

The Preliminary Examination, which could be taken anytime after completion of core courses, was replaced with a Comprehensive Examination on Core and Specialization coursework. But the most substantive change occurred during 1976-77-- the prerequisite of six credits of introductory and intermediate statistics courses was replaced with a requirement that students take these courses as a part of this program, thus increasing the required credits of courses from 30 to 36. More important, this gave the body of doctoral students the opportunity to share in their learning of both the quantitative methods in statistics courses and in its conceptual application in the research sequence courses.

By the early 1980's, the program was typically admitting ten or more students per year while graduating approximately a half dozen per year. Thus, in addition to

the cadre of students who came in and moved briskly through in a timely fashion, there was a growing number of "drifting" students. There had been repeated failed attempts at fundamental changes that would prevent such drift until 1985. During the 1985-86 year, the present program was adopted. For the first time, all students were required a common core curriculum consisting of the theory courses, SOWK 815 and 816, a single statistics course, SOWK 870, the research sequence, SOWK 871 and 872 and the social policy course, SOWK 800. After completing this core, students were required to pass a Qualifying Examination to continue with a required Research Practicum and their Specialization coursework. Only after completing these requirements and successfully defending the dissertation proposal was a student eligible to apply for Admission to Candidacy.

More recently, a new course in regression analysis is seen as a replacement for the second theory course, SOWK 816.

1977-1979

The 1977-1979 Catalog showed that there were now 600 students plus more than 300 undergraduate.

Tuition was now \$900/year

Supporting facilities fee \$60/yr

Health Services Fee \$10

Instructional Resources Fee #30

Student Activities Fee \$4

The Daniel Thursz Fund was established.

Programs included – Evening undergraduate program – University College
First Level Professional Curriculum in Social Work – University College

Social Policy continued to develop new courses

Depression, Recession and Poverty

Oppressed Groups: Social Policy and Political Action

Class, Ethnicity Race and Social Welfare

Human Behavior

Complex Organizations

Institutional Racism

Clinical

Introduction to Behavior Modification

There were now

67 Faculty

11 lecturer or instructor

114 Field Agencies

232 either field instructor or task supervisor

Daniel Thursz left the deanship in 1977 to become executive vice president of B'nai Brith International. He served there until 1987 when he became chief executive of the National Council on Aging. He retired in 1995.

With the advent of a new dean the rate of curriculum change came to a halt. The 1977-1979 had the same curriculum as the 1975-1977 catalog.

A new Work Study plan offered, 3 year program for social service agency personnel in the social administration program.

There was an interesting quote from Adlai Stevenson on the catalog's first page:

We will get through the vast social revolution of our day on one condition only ... that we face it with information and reason.

A 1977 graduate said that what stood out was:

Bill Bechill's courses – down to earth, witty, respectful of experienced students and brilliant.

1978

On July 1, 1978 the Research Center was integrated into the School's Research program. At that time Patricia Drew was chairman of the Research Sequence. There were three goals of the program. 1. Course offerings, 2. Project and dissertation advising, and 3. Research Center activities and training. Seven full time faculty were involved in the sequence. A contract with the Department of Human Resources provided for two additional faculty. One of the goals of this was that all faculty members in the sequence and other members of the faculty would be involved in expanding research educational opportunities and skills for students.

Paul H. Bennett a 1978 graduate said that what stood out was:

I learned from the best. One that stands out was taking the aging policy class from Bill Bechill

Sandy Hess a 1978 graduate was described in a School publication as follows:

It was the 1970s and America was changing. The war in Vietnam was slowly ending, gas shortages were growing, and scandal in Washington was rocking the world. Many Americans wanted to move beyond these global issues and focus more and more on improving life in the communities in which they lived. Sandy Hess, MSW, was one of those special people. Originally from Youngstown, Ohio, Hess graduated from Cornell University in Ithaca, N.Y., with a degree in government.

Marriage brought her to Baltimore, where she assumed the then traditional mother role of staying at home to raise her four children.

By the mid-1970s, however, Hess was “ready for a career move from car pools and kitchen to something different,” she says. A career in social work was calling.

Hess did some research and found a description of the School of Social Work’s social strategy concentration. “The focus on strengthening communities, planning, and systemic improvement appealed to me,” she says. Hess became a part-time student at the School and had field placements at the Health and Welfare Council (which is now defunct) and the United Way of Central Maryland, where she ended up working after her graduation in 1978.

The death of one of her children pulled Hess from social work for a while. But she returned to become director of the Baltimore Institute for Jewish Communal Service, which was teamed with the School in offering a dual-degree program in social work and Jewish communal service. “I wasn’t happy with the School at that time,” Hess says. “It was difficult to have the School accept field placements appropriate for the students.”

That was not her only frustration. “I was able to recognize areas where the School was deficient, particularly in fundraising courses and providing individuals with a community organizing experience with administration and budgeting,” she says.

Then, in 1993, the School created the Social Work Community Outreach Service, and Hess learned of its “impact on underserved populations” and its “ability to create innovative approaches to societal problems.” Today, Hess has gone from an alumna feeling distant and disconnected from her alma mater to one of its greatest supporters—both financially and as a lead volunteer.

The School is in the beginning stages of a \$10 million capital campaign, part of the University’s five-year, \$650 million fundraising effort. Hess strongly believes that as government funding continues to decline and community needs continue to grow, “by supporting the School of Social Work we can help ensure and even expand our influence.

“All contributions, large or small, will help the School become a greater force for change and for improvement in the quality of life for all.”

1979-1981

In 1979 – 1980 Dean Ruth Young was acting vice president for academic affairs. Planning money was approved for West Building

By 1979 about 650 masters students were enrolled plus over 300 undergraduates.

1979-1981 catalog stated:

“From its inception in 1961, the University of Maryland School of Social Work and Community Planning has sought to develop professionals dedicated to providing the best services to those with the greatest needs and the least access. Therefore, a distinctive feature of this school is the belief that the cornerstone of the American social service system is public social services; and that social services are an essential need of all citizens at various stages and in various circumstances. Our goal is to educate the most competent practitioners in all areas of the program, providing the best we can offer both to public social services and to the profession.”

Statement went on to state a strong belief in specialization in the second year.

The **Qualifications** statement now begins:

Applicants must be prepared to undertake a rigorous program of graduate studies involving fulltime students in at least 60 hours per week in classes, field instruction, preparation and library studies. The rest is the same, except that the knowledge of statistics now is listed as an academic qualification.

Tuition \$1,000/ yr

Student Health Fee \$20/yr

Supporting Facilities Fee \$60/yr

Student Professional Liability Insurance \$45/yr. This was a new addition.

There were two student associations listed - one general – one Black student

The curriculum added courses to reflect the changing emphases of CSWE

Policy

Oppressed Groups: Social Policy and Political Action

The Public Social Services: Mission, Structure and Services for the Poor

Clinical

Social Work in Relation to severe Role Dysfunction

Clinical Social Work with and on Behalf of Children

Family Planning as a Component of Clinical Social Work Practice

There were now:

62 professorial faculty + 17 instructors or lecturers

139 field agencies

243 field instructors or task supervisors

The School continued to expand in many directions especially in non-degree and cooperative programs.

The 1979-1981 catalog listed the following non degree programs —Certificate of concentration in Aging, Post-Master's Certificate in Social Administration for state social service system personnel with MSW, Inter-professional Programs—Task force on aging, pilot program Area Health Education Center in Cumberland, MD (with other schools), SSW faculty taught in

school of nursing, other faculty taught in SSW. Other Programs were a combined MSW and Law degree, MSW and MA in Jewish studies
Off-campus MSW programs at Eastern shore, Western MD—earn 36 of 58 credits there and remaining 22 credits in Baltimore

It was noted that the “UMB campus is contributing substantially to the massive inner-city renewal.”

Ogden Rodgers who got his MSW in 1981 and his PhD in 1983 said:

What stood out to me in my MSW- was my field experiences at The US Public Health Service Hospital, and the Area Health Education Center (AHEC)- Both environments were very interdisciplinary, with UMAB students from other schools sitting in the same team meetings. It was exciting to practice with fellow student colleagues from other professions, often around patient care issues that were uncharted territory for both the students and the clinical faculty.

In the Ph.D. it was- hours of what I could only call "doorway mentoring" It was not untypical to see doctoral students, usually late in the day or early evening (I being one of them) leaning against a faculty member's doorsill (Hardcastle, Chaiklin, Vassil, Schwartz, Ephross, Greif come to mind) engaged in what to the untrained ear might seem like trivial conversation. But those conversations were often filled with the stuff of professional social work acculturation, especially for those students with plans of academic careers. Tips on the care and feeding of one's dissertation committee, organizing a lecture, finding some funding for a project, preparing for a job interview at CSWE... heady stuff indeed, and sometimes the most important!

Ph.D.- Preparing to walk as a faculty member in my first commencement at UMBC, and having Dean Harris come behind me and help me put on my doctoral hood correctly.

Interview with Professor Enrique Codas April 14, 2008

Professor Codas came to the School of Social Work in 1971 to teach research. During his time at UMB, he has taught a variety of research courses including Social Work Research, Evaluation Research, and Urban Research for Social Interventions. The Urban Research course was a part of the curriculum at the School of Social Work and Community Planning. Codas emphasized the concept of practice research as a framework for all research classes. He has also taught Human Behavior in the Social Environment II. His contributions to the school include presenting a broad epistemology orientation for social interventions, curriculum development and frameworks for Research and Human Behavior II courses, and services to Latin American populations.

During his time at UMB, Professor Codas has seen many changes at the School of Social Work. Faculty members have influenced curriculum development and courses offered to students. At times, faculty interests have emphasized various areas of practice from single case research to community organizing. He views important aspects of the school's history as the emphasis on both clinical and community oriented practice, the PhD program, and the Matrix Model of Concentrations and Specializations.

The school experienced many changes during the 1980s. The school entered the current building, focused on aging and community organizing, and the Community Planning program left the school. Also during this time period, Codas along with other faculty members including Dr. Howard Palley, Dr. Malinda Orlin, Dr. Howard Altstein, and Dr. Raju Varghese drafted a specialization focusing on International and Inter-Cultural Social Work Practice. At this time, the school was more clinically focused and this area of practice was not further developed.

During the 1990s, Dr. Jesse Harris became Dean of the School of Social Work. Around this time the school went through a re-accreditation process and it became mandatory for students to choose specializations. The school's variety of

specializations has increased its breadth and its national standing among Schools of Social Work.

From the late 1990s through present day, the school has focused on conventional academic activities such as faculty members pursuing grants and publishing their research. As a member of the faculty search committee, Cudas has seen the importance of potential faculty candidates who can bring grants and funding to the school. Most recently, the research trend has turned towards Evidence Based Practice.

December 1980 – groundbreaking for east wing.