

THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

appointing

DR. SHERMAN MERLE

as

DEAN, SCHOOL OF SOCIAL WORK

at

SOUTHERN CONNECTICUT STATE UNIVERSITY


June 17, 1983

WHEREAS, Southern Connecticut State University has conducted a search to fill the position, Dean, School of Social Work, and

WHEREAS, The President of Southern Connecticut State University, after due consultation with the faculty, has recommended the appointment of Dr. Sherman Merle, now therefore, be it

RESOLVED, That, effective August 1, 1983, under the terms and conditions of the Trustees' Personnel Policies, Dr. Sherman Merle be and hereby is appointed Dean, School of Social Work at Southern Connecticut State University, at an annual salary of \$43,000. The contract expires on June 30, 1985.

A Certified True Copy:



 James A. Frost
 Executive Director

7/72-8/80

- State University of New York at Buffalo, School of Social Work, Buffalo, New York.

Dean: Chief Administrative Officer for Graduate School serving approximately 160-170 full-time graduate students; faculty of 21; until May 1977, an Undergraduate Social Welfare Program serving 100 undergraduate majors. Conducted 3 successful reaccreditation visits by the Commission on Accreditation of the School's Graduate Program, and 1 accreditation visit of the Undergraduate Program during my tenure as Dean.

Successfully secured training grants in the amount of \$1,063,843 from HEW Social Rehabilitation Services, National Institute of Mental Health, New York State Department of Social Services Manpower and Training Division. Have administered a budget of just under \$1 million dollars a year and during my tenure grant funds represented between 20-25% of the School's total budget.

In addition to my administrative duties as Dean at SUNY/Buffalo, I taught in the School's Micro Intervention Sequence.

Since 1975 conducted a casework practice, affiliated with a family counselling service carrying a small diversified caseload (7 hours per week--one evening, one afternoon).

9/69-7/1/72

- Catholic University of America, National Catholic School of Social Service, Washington, D.C.

1970-72

Associate Dean & Professor: Major responsibility for curriculum development and organization; faculty development, shared responsibility with Dean for general planning, development and administration of the School and liaison with University administration, national organizations and agencies and appropriate departments and bureaus in the federal establishment.

7/69-72

Professor, Chairman Social Work Methods Sequence, 1969-70.

Taught in Casework Sequence, 1969-72.
Taught Doctoral Seminar in "Social Work Practice Theory."

Member of Doctoral Committee, Admissions Committee.

Chairman, Curriculum Committee.

Chairman, University Committee on the "Protection of Individuals as Research Subjects."

9/68-6/69

- University of Utah, Graduate School of Social Work, Salt Lake City, Utah.

Professor, Chairman Doctoral Program. Began the development of a new doctoral program with a major emphasis in the preparation of Social Work Educators.

9/66-6/68

- Rutgers - The State University, Graduate School of Social Work, New Brunswick, New Jersey.

Assistant Dean and Associate Professor. As Assistant Dean for Student Affairs, I was responsible for the following areas of the School's administrative processes: Admissions, Scholarships, Stipends and Financial Aid Programs, Student Advisement Programs, Liaison with Student Association and Alumni Affairs.

4/65-9/66

- Council on Social Work Education, New York.

Research Coordinator, Educational Manpower and Research Unit. From April 1, 1965 to September 1, 1965 I was employed part-time by the Council in preparation for the assumption of my responsibilities as Research Coordinator. I began full-time work in this position on September 1, 1965.

As Research Coordinator of this newly created unit at the Council, my immediate and primary responsibility was to carry out the objectives of a special research project on an "Exploratory Study of Research Needs Related to Undergraduate Education in Social Welfare," which was being supported by a grant from the Welfare Administration, Department of Health, Education and Welfare. (Please see: Social Work Education Reporter "Study of Research Needs in Undergraduate Programs in Social Welfare," Volume XIII, #3, pp. 18-20, for a full report of this project.)

In addition to my responsibility as Chief Investigator of the above project, I gave leadership to the establishment of the Council's Educational Manpower and Research Unit, gave staff services to the Advisory Committee for the aforementioned Undergraduate Research Project and the Research Committee of the Council. Project was completed in August 1966. Final report, Undergraduate Education in the United States: A Survey of Programs, Students and Faculty, published in 1967 by the Council on Social Work Education.

9/59-9/65

- Boston University, School of Social Work,
Boston, Massachusetts.

Assistant Professor, Social Casework,
9/59-8/63.

Associate Professor, Social Casework,
9/63-9/65. Carried classroom teaching assignments in Casework Sequence (both first and second year courses), Growth and Behavior Sequence, Social Welfare Sequence. Carried Student Advisory responsibilities and was liaison to field work instructors and field work placement agencies. From 5/60 to 9/65 planned, supervised and coordinated the School's summer block field work placements and acted as Faculty Advisor to students in this program.

In June 1963, helped in the planning and development of a newly created Student Field Work Unit in Public Welfare in Rhode Island Department of Public Welfare, a special project under grant from the National Institute of Mental Health. Was Faculty Liaison to this ongoing project through 1965.

As of August 1963, appointed Chairman of the Growth and Behavior Sequence.

Taught a course in Casework in the School's Spring Institutes - 1961, 1962, 1963. Taught a course in Growth and Behavior in the School's Spring Institutes - 1964, 1965.

Have led workshops and institutes in Casework and Growth and Behavior content for Rhode Island State Department of Social Welfare, Rhode Island State Conference on Social Welfare, Connecticut State Conference on Social Welfare, Boston Department of Public Welfare. Developed a syllabus for a Growth and Behavior course to be offered as part of an in-service training program for the Boston University Law-Medicine Institute, Training Center in Youth Development. Member of the School's Admissions Committee, Curriculum Committee. School of Social Work Representative to Boston University Human Relations Center, Policy and Planning Committee. Elected School's representative to University's Senate Council, 1964..

9/57-8/59

- New York University, Graduate School of Public Administration and Social Service, New York City.

Assistant Professor: (Social Casework)
In the academic year 1957-58 Field Work Instructor supervised a student unit of six first- and second-year students in a welfare center of the New York City Department of Welfare.

In June 1958, began classroom teaching assignments in the Casework Sequence. Taught sections of Social Casework I, II, and III. Concurrently was the Administrative Assistant for Admissions. Carried major responsibility for conducting admission interviews and for coordinating the School's admission process. Also carried student advisement load. Member of the Field Work Committee. Secretary to the Admissions Committee, Committee on Student Aid and the Faculty as a whole.

7/55-10/56

- Herriman School, Monsey, New York. Division of the Brooklyn Bureau of Social Service and Children's Aid Society.

Caseworker: Institution for predelinquent, delinquent and neglected boys, all of whom had various degrees of emotional disturbances.

I carried a major, though joint, responsibility with the Director in developing a casework program. I conducted intensive casework treatment with a selected group of severely disturbed boys under both casework and psychiatric supervision. I was involved in staff development, and interpretation with the resident counselors and child care staff, through staff meetings, case conferences and individual supervision and conferences with the child care staff. My duties brought me into close contact with the Children's Placement Services of the New York State Department of Welfare, the Children's Court and Hospitals. I also carried some administrative responsibilities, conducted staff meetings, initiated and carried out some studies and research into internal matters affecting the School, e.g., intake, population composition, diagnostic classifications, etc. I represented the agency in inter-agency conferences and meetings. The School was closed in September 1956 because of severe financial handicaps.

2/55-6/55

- Lenox Hill Neighborhood Association,
New York City.

Group Worker: (Part-time evenings).
Worked in a specialized project (New York City Youth Board) as a leader to a specially selected group of adjudicated delinquent adolescent boys. This was a part-time, two-evenings a week job and ran concurrently with the experience at Community Service Society.

6/53-7/55

- Community Service Society of New York,
New York City.

Caseworker: Family casework, carried caseload consisting of adults and children, dealing with a variety of problems: marital, personality and parent-child relationships. In second year had a regular assignment as Intake Worker. Also served on various intra-staff and inter-agency committees. Supervised a Case Aide. Served as Chairman of Camp Planning and placements for the summer of 1955. One year of seminar work with Dr. Paul Scheidlinger in Activity Group Therapy.

9/52-2/55

- Same experience as below with the same agency as a regular part-time (evenings and weekends).

Caseworker: This was done while attending second year of graduate school and concurrent with my employment at the Community Service Society.

6/52-9/52

- Travelers Aid Society of New York,
Grand Central Station.

Caseworker: Carrying short-term cases, intake and assisting the transient. This work was done in the summer between my first and second year of study at the New York School of Social Work.