
This report has been prepared by the Anti-Racism Consultation Committee in an effort to inform the SSW community about our ongoing efforts to fulfill the institution’s mission statement of commitment to becoming an anti-racism institution. This report is meant to reflect our collective work in progress. The Committee updates and disseminates this report biannually.

History

The Smith College School for Social Work has long envisioned itself as committed to an anti-racism stance both in policy and programming. However, when Ann Hartman arrived as dean in 1986, there were only 3 students of color in the entire student body of 286. This followed other years in the history of the School in which there were, in fact, even fewer students of color enrolled. The previous dean, Katherine Gabel, also committed to diversity, had made strides in diversifying the resident faculty, but more encompassing changes around issues of race remained. A more detailed strategy for change was in order. One of the first events which mobilized the school was the 1987 Minority Alumni Conference. With the School’s sponsorship, alumni of color from across the United States and Canada convened for a three-day conference to discuss the School’s policies and practices regarding diversity, ethnicity and race. At the end of the conference the alumni had generated a list of 33 proposals suggesting change in the areas of curriculum, recruitment, retention and documentation of the historical contributions and experiences of people of color at the School. Following the conference, the School embarked on a number of significant new endeavors in support of anti-racism and diversity. These endeavors included obtaining funding and grant support to help increase the enrollment of students of color, the hiring of a full-time director of admissions with a clear commitment to recruitment of a diverse student body, the creation of the Bertha Reynolds Fellowship to support a doctoral candidate of color pursuing independent research and a planful examination of curriculum, field and policy issues at the School.

Over the past decade plus, groups of students, faculty, staff and members of the Administration have joined together to discuss a range of issues pertaining to race and racism within the SCSSW community. In 1994, as an outgrowth of these deliberations, the Anti-Racism Task Force was formed as a task group committed to advocacy. From its inception, the Task Force focused on several central areas including: 1) the mission statement; 2) the curriculum; 3) recruitment, support and retention of students, faculty and staff of color; 4) anti-racism work in the field internships; 5) education pertaining to diversity and multiculturalism for faculty and staff and 6) evaluating ongoing progress in the Smith College School for Social Work’s anti-racism efforts. Concurrently, the Anti-Racism Consultation Committee was formed to consult with students, staff, administration and faculty around issues of race and racism.

The Consultation Committee wants to emphasize that the School’s commitment to promoting “social justice, service to society and greater appreciation of individual and cultural diversity in a multicultural learning community” reflects ongoing work that is still very much in progress. In spite of the important gains the SSW community has made, there are still important issues regarding race and ethnicity that need to be addressed. Because these issues are so important and are deeply felt we cannot ensure a conflict-free
campus environment. Instead, we aim to engage with conflicts respectfully and take the opportunity to learn from them. Given the historical reality of racism in the United States, it is not surprising that community members have sometimes experienced insensitive or bigoted actions/remarks that require thoughtful attention. Such incidents reflect societal and individual attitudes, and painful though they are, they also provide opportunities to address and redress misunderstandings and controversies about race and/or ethnicity that affect individuals and the community at large. While the School takes pride in the progress we have made, we also recognize that a community-wide commitment to self-examination and open dialogue is essential as we continue to work toward our goal of becoming an anti-racism institution.

A very significant event in the school’s history was the unanimous selection by the search committee of Carolyn Jacobs as Dean. Recommended by the search committee and appointed Dean to the Smith College School for Social Work by the Board of Trustees in February of 2003, Dr. Jacobs is the first African American to serve as Dean for the School for Social Work. Chosen for her exemplary leadership skills and vision, Dean Jacobs has been instrumental in helping us more fully realize our efforts towards becoming an anti-racism institution. As well as drawing from her own reservoir of energy, ideas and values, she looks to each of us in this learning community to make our own contributions to this goal.

This document is divided into eight sections: 1) efforts to improve student recruitment, 2) efforts to improve classroom and field curriculum, 3) efforts to improve and support staff development, 4) efforts to improve and support faculty development, 5) efforts to diversify hiring and appointments of faculty and staff, 6) collaborative efforts with student organized workshops, task groups and speakers, 7) efforts to improve SSW sponsored lectures, workshops, task groups, research and discussion, and 8) faculty research. All of the initiatives outlined below are designed to advance the School’s progress toward its goal of becoming an anti-racism institution, and reflect our ongoing commitment to achieving that goal.

**EFFORTS TO IMPROVE STUDENT RECRUITMENT ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT**

*Office of Graduate Enrollment*

*Master’s Program*

Ongoing outreach to communities of color has been effective in yielding more applicants of color in the past two years than have applied in any of the previous 7 years. In 2003, 19% of entering class members were students of color; last summer 23% of entering class members were students of color. (Final numbers for the 2005 entering class were not available at the time that this report was being compiled.) Increases are credited to well targeted outreaches to communities of color, to the ongoing mentoring and recommendations of alumni of color and, this year, to numerous nominations by the current body of students of color. The SSW network of professionals of color has been an invaluable resource.

In addition, a new outreach called “Reaching for Excellence” was launched in fall 2004. This program asked alumni and professional colleagues to identify ‘outstanding bachelor level clinicians with a minimum of 2 years of social work experience.’ Nominees were invited to spend three days on campus participating in mini-classes, meeting faculty and in general, ‘sampling’ the graduate school experience. Nearly half of these nominees were applicants of color; 1/3 of participants later applied for admission into the 2005 entering class.

Last April marked the third year for the event titled “Chat for Entering Students of Color.” This informal on-line conversation, co-hosted by a current student, helps students connect before arriving on campus and also provides an opportunity for additional and/or last minute questions.

Lastly, an unanticipated advantage of the recent outreach to military personnel has been an additional increase in inquiries from potential applicants of color. While it is still very early to know how many inquiries will eventually mature into applications, it is worth noting that half of the military inquiries to date have been people of color.
Doctoral Program

We have increased our recruitment of students of color in the doctoral program. This year’s applicant pool includes 25% persons of color and a third of the class entering the program in 2005 will be students of color.

EFFORTS TO IMPROVE CLASSROOM AND FIELD CURRICULUM ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Doctoral Program

The program has worked on increasing its pool of supervisors of color in the field. Also, for the first time a four hour diversity training for entering students was held in the summer of 2004. Since this was so successful it will be repeated in 2005.

Fieldwork

The Field Work department has continued its efforts to contribute to the anti-racism commitment of the School, focusing in particular on the training of supervisors and faculty field advisors, selection and support of affiliated training sites and support of students in the field. We have continued to work actively with agencies and students alike on the anti-racism field assignment and have been involving agency staff in increasing numbers in the anti-racism work being done here at the School. We have, in the past two years focused on the following initiatives:

• In terms of our training affiliations, we have opened several new agencies that have defined missions to serve clients of color and have closed several which, for a variety of reasons, seemed unable to support the School’s anti-racism mission. We have included materials on our anti-racism work in all field materials and focus actively on this work when making site visits to prospective internship sites. We have continued our efforts to identify supervisors of color and to engage alumni of color in supervisory roles in our affiliated agencies.

• We have instituted a summer orientation session designed to better prepare students for the second year anti-racism field assignment. While it is understood that the academic content related to the assignment will continue to be addressed in practice, HBSE and policy courses, the field department will work to further refine this field-based orientation which will also include a diverse panel of students and supervisors presenting a range of anti-racism projects.

• In further support of the anti-racism field assignment, we instituted a “presentation of the abstracts” which were displayed in the campus center during a week in which many supervisors, field advisors, agency personnel and other social work professionals were on campus for annual conference and continuing education programs. This poster presentation allowed students to share their work with each other and provided an opportunity for the larger social work community to see the range and scope of the work being done by our students in this area. Agencies have continued to report to us that the anti-racism assignment is providing meaningful, and oftentimes powerful, learning for all involved.

• The field team has participated in meetings with the Anti-Racism Consultation Committee and the Council for Students of Color regarding the experiences of students of color in the field, an area which should remain a focus of ongoing discussion. We have developed written materials for agencies around student learning needs in the field, particularly around issues of diversity of caseloads and the importance of not relying on students who speak languages in addition to English to meet agency needs over their own learning needs.
• We have continued to provide diversity and anti-racism training opportunities for our faculty field advisors and agency-based supervisors, including a panel presentation during the 2003 Annual Conference for all field affiliates on “Clinical Practice Models with Culturally Diverse Populations in the Aftermath of Trauma” and a presentation by Dr. Matt Oulett from the Center for Teaching at U. Mass on “Professional Identity: Integrating Theories of Racial Identity Development”, offered to supervisors. In January, 2004 Dr. Oulett returned to do a second training with faculty field advisors, this time presenting a workshop entitled “Anti-racism Work Continued: Agency Assessment and Difficult Conversations.” During the 2004 annual conference, Joanne Lindy, FFA and Pat Harden, FFA and area coordinator for field, gave a presentation to all field affiliates on the role of evaluation and feedback in supervision, with particular attention to the impact issues of race, power and identity can have in the evaluative process.

Master’s -- Human Behavior

The required course titled “#334-Race and Racism in the USA: Implications for Clinical Social Work Practice” retains the course description and objectives that were affirmed by the Council for Social Work Education. The structure for this course allows students to choose among three models that all cover required content as well as differentially highlight content from the following areas: issues relevant to clinicians of color; racial identity development within the dominant culture; and multiple perspectives on race and racism. The faculty, students, and the curriculum committee have engaged in ongoing revisions of this course in order to strengthen the preparation for the anti-racism project, attune to the intersection of oppressions, including anti-Semitism; and strengthen the inter-racial co-teaching teams.

Based on student input, we decided to ask students enrolled in the first year required course in Sociocultural Concepts to sign up for their preferred model of the second year #334 course, after discussing the content and focus of the course in their respective sections. Since students expressed satisfaction and enhanced knowledge about this anti-racism course following these discussions, we will continue this administrative enrollment procedure.

Our team of resident and adjunct faculty who teach the required introductory course titled Sociocultural Concepts continues to collaborate actively with a joint writing project and greater congruence across sections with the use of a uniform syllabus. In response to input from students and faculty, specific content related to anti-Semitism will be lodged in this course as well.

Guided by the principle of infusion, the resident and adjunct faculty in HBSE have joined together to strengthen the content related to multiculturalism, diversity and anti-racism in all required and elective courses. In order to bridge the false dichotomy which often occurs in the clinical social work field that separates culture as part of a client’s external, rather than internal experience, we aim to demonstrate the interface of social and psychological theories that ground direct practice models. Most noteworthy changes that occurred in the Summer, 2004 include the revival of an HBSE elective that attends to the anthropological and psychological influences on culture and development throughout the life cycle. In response to student interest, an additional elective was also added that attends to the integration of race and culture within relationally based cross-cultural practice models.

To further enhance the bridging of a false dichotomy between sociocultural and psychological perspectives, one senior clinical seminar will be taught in 2005 by Dr. Lourdes Mattei, a Latina scholar/clinician who will focus on connecting issues of culture with psychological development, bilingualism and multiculturalism. A brand new teaching team comprised of two international faculty members from Bulgaria and Israel, respectively, will teach a new elective on the interface of culture, trauma and attachment in infant and child development.

Another popular elective that was revived in 2002 titled Collective Trauma: Impact of Low Intensity Conflict, Warfare and Terrorism was originally taught by Dr. Marie Smyth, an internationally renowned sociologist and researcher who explores the effects of low intensity conflict on child soldiers and is strongly invested in peacekeeping efforts in Northern Ireland. During the following year in 2003, her
colleague, Nomfundo Walaza, a clinical psychologist, hailing from the Trauma Centre for Survivors of Violence and Torture in Capetown, South Africa taught this elective. She introduced different perspectives, both clinical and sociopolitical, in discussions of various practice and reconciliation approaches with traumatized populations. During this 2005 summer, Ms. Adin de la Cour, a clinical social worker, will teach this elective for the second time, once again with a different focus. Her scholarly work has been devoted to clinical, reconciliation and peacekeeping efforts between the Hutus and the Tutsies in Rwanda. In each of these groundbreaking electives, the seminars have reviewed how global and collective trauma intersects with the historical trauma that fuels racism in the U.S. and in other countries throughout the world.

Finally, the two new advanced social theory electives on Gender Theory and Ethnocultural aspects of Health Care launched in the summer of 2001, continue to provide exemplary contributions to the intersections of race, gender and other sociocultural factors in leading edge critiques of theory and practice models.

**Master’s – Practice**

Practice 101/102 was revised to include as major texts the second edition of Nancy Boyd-Franklin’s text Black Families in Therapy and, for the first time, Celia Falicov’s text Latino Families in Therapy. These texts provide a strong foundation for understanding the history and current social context for these cultural groups, as well as the implications for clinical practice with families of both low income and middle class status. Both texts are assigned almost in their entirety. In addition, these texts serve as core texts for an understanding of family therapy models for intervention, since they are both based considerably, though not exclusively, on structural and narrative family models. The use of a family videotaped interview of an African American family by Harry Aponte, a Puerto Rican social worker, contributes to discussion about insider-outsider dynamics and cultural sensitivity. When the course addresses issues of trauma, videotaped segments of trauma survivors include an African American woman with a history of severe family violence and a Cambodian refugee with a history of severe genocidal violence. The casebook contains detailed cases of school-based practice with an African American child, a Dominican immigrant family, and a Puerto Rican adolescent. A crisis intervention case focuses on a Vietnamese adolescent.

Practice 301/302 underwent substantial revision in order to add more cultural diversity to the course. The course continues to use Beverly Greene’s text on practice with African American women. Most weeks have included readings on cultural and racial diversity. Cases taught in 301/302 are somewhat more difficult to predict, since most instructors do not use a casebook but rely on the case summaries of students in their classes. However, all instructors use at least one or two required cases of cross cultural therapy to teach about the complexity of biopsychosocial assessment. There are active efforts to collaborate with the instructors of the Racism in the U.S. sections during the first term and to share common readings.

**Master’s – Research**

Research courses continue to use multiple exemplar articles related to racial diversity with specific ties to the Racism course also taught Term I. A new addition is the video “Deadly Deception” which focuses on the ethical abuses of the Tuskegee syphilis experiment. This video is the foundation for teaching research ethics content and promotes an in-depth discussion regarding ethics and values when doing research with diverse and/or oppressed populations. In 2003, Jim Drisko developed an extensive bibliography of resources related to researching around differences which is distributed to all students in research classes. Theses that focus on topics of diversity or anti-racism are often selected as exemplars for students in the Research Methods classes. Critical thinking is emphasized throughout the course, emphasizing the need to insure the research on racial issues and the consequences of racism, to insure the visibility of populations of color in descriptions of research samples (as they are too often absent) and in considering appropriate research methods.

Research advisors have been trained to insure consideration of racial differences (or the omission of any mention of racial differences and the impact of racism) in literature reviews. This is an explicit aspect of thesis grading; encouraging students to consider the consequences of race even when other scholars have
not. Recent recipients of the Eleanor Clark Thesis Prize have frequently studied topics related to racial diversity. A current taskforce, led by Jean LaTerz, is exploring ways to support students for whom English is a second language during thesis work.

Master’s - Policy

Policy has reviewed all syllabi for cultural, ethnic and racial bias. The one new policy course offered over the past four years is Dismantling Institutional Racism which is taught by a cross-racial team. The policy sequence 191 course, titled Social Worker as Change Agent in the Community, will be more explicitly directed to a social and economic focus and will more consciously prepare students for the Community Practice Project and their anti-racism field assignment.

Continuing Education

The End of Life Certificate Program developed a course on dealing with marginalized and disadvantaged people at the end of life. In the spring of 2005 Director Joan Berzoff held a grand round at the City of Hope, a California hospital fully dedicated to the most at risk clients, with the hope that we will recruit students for the end of life program who are clinicians of color.

EFFORTS TO IMPROVE AND SUPPORT STAFF DEVELOPMENT ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Administration and Support Staff

In the spring of 2005 for the first time faculty, administrators and support staff met together for a day to discuss issues of diversity and community building in our workplace. The day was facilitated by Patricia Romney, PhD, who consults throughout the United States to businesses and educational organization on issues of diversity. We hope this day and other initiatives that will be developed in the future will help us in our work with each other and with our broader community.

The Office of Academic Services at SSW devotes a portion of its monthly meetings to readings and discussions on multi-cultural awareness. It is focused particularly on implications for interaction with students, faculty and each other.

EFFORTS TO IMPROVE AND SUPPORT FACULTY DEVELOPMENT ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Dean’s Office

The Bertha Reynolds Senior Fellowship program has continued with five adjunct faculty of color who help the school with our anti-racism mission in a variety of ways. They offer office hours for any member of the community and are available to consult on any issues of racism that arise in the community. Bertha Reynolds’s Fellows also usually facilitate a weekly seminar for faculty on pedagogy and diversity.

For the coming summer of 2005, the Dean has hired Tim Wise, a nationally known speaker and writer on issues of white privilege. He will be on campus for five weeks teaching, giving a lecture, advising a student group, and being available to the community. He will also run a four-week workshop on pedagogy and diversity for the faculty.

Faculty and administrative staff have continued to meet monthly to discuss issues of racism at SSW. Recently this group rewrote the school’s anti-racism statement in hopes of reflecting the contextual and changing nature of racism while also recognizing the powerful role of history. The group has also engaged in an evaluation of the next steps to take in our anti-racism efforts.
The 12 month in residence Bertha Reynolds program has also continued for doctoral students in the dissertation stage of their Ph.D. program. Fellows have a proven commitment to anti-racism work and research on multicultural issues and serve for a year in a half-time faculty position.

Master's --- Fieldwork

The Field Work office has continued to offer trainings for agencies, supervisors and Faculty Field Advisors on anti-racism work, the antiracism field assignment, racial identity development and diversity issues. Agencies have continued to seek out field advisors and faculty for agency-based trainings for staff, which we will continue to provide.

Smith College Studies in Social Work

The Studies has provided a strong focus in recent years for publications on diversity and race. This tradition has continued since the 2003 report. The Studies' major contribution to anti-racism work at the School is a Special Issue on Pedagogy and Diversity, 74(3), published in March of 2004. The issue was co-edited by Kathryn Basham and Dennis Miehls and had 22 contributing authors (most of whom teach or have taught at Smith). The publication considers a very wide range of topics related to multi-racial and multi-ethnic clinical teaching and learning. The issue is divided into 4 sections: I. Social Theory, II. Research, III. Clinical Social Work Practice, and IV. Teaching Methods, and includes reviews of three relevant books: Reading Foucault for Social Work, Psychotherapy with African American Women, and Multiculturalism and the Therapeutic Process. This issue of the Studies will be widely used for teaching purposes on campus, and has evoked considerable interest among social work educators in other schools around the country. The editorial board continues to actively seek manuscripts that deal with anti-racism and multi-culturalism and is currently reviewing three manuscripts related to those topics.


Human Subjects Review

The HSR Committee reviews student research protocols and informed consent forms and interview/survey materials. The Committee makes recommendations for students to consider including diversity in sample selection procedures, when justification for excluding diversity is not evident. The committee also makes recommendations for use of inclusive and/or appropriate language. More sensitive language is identified for a range of issues including gender, relationship status, health or mental health condition, sexual identity, ethnicity and others.

EFFORTS TO DIVERSIFY HIRING AND APPOINTMENTS OF FACULTY AND STAFF ARE CONGRUENT WITH OUR ANTI-RACISM COMMITMENT

Dean's Office

The faculty has been engaged in ongoing resident faculty searches. Our search in 2004-05 has resulted in the hiring of a new Asian American faculty member, Yoosun Park, having advertised for faculty with expertise in issues relevant to Latino or Asian populations, refugees/immigration and multicultural practice. The search also emphasized that we are seeking faculty who could contribute to our anti-racism commitment.
The Dean, in collaboration with the chairs, appointed Ann Marie Garran, a person of color, to a temporary halftime faculty position. Ann Marie is about to start her third year here in this position. Diane L. Tsoulas, the school’s first Associate Dean for Administration, hired Tonya Dixon, an African American, as her administrative assistant. When an opening occurred in the Department of Enrollment Management, Alumni Affairs and Continuing Education, its director, Irene Rodriguez Martin, hired Diana Wheeler, an African American, as an administrative assistant.

Starting in the summer of 2002, Acting Dean Jacobs made available to all students three focused therapy sessions during the summer and ensured that one of the three MSW clinicians had specific expertise in dealing with concerns of students of color.

Doctoral Program

The doctoral program has been able to hire a Latina sociologist from Smith’s undergraduate faculty, Ginetta Candelario, to teach advanced social theory and has hired Gwendolyn Mink, an Asian professor in Smith’s Women’s Studies dept., to teach the first year policy course in the summer of 2005.

Master’s -- Human Behavior

Within the past two years, the number of faculty persons of color has increased as has the number of sections taught by faculty persons of color. During the summer of 2004, thirteen faculty persons of color of the total of forty-six faculty members (28.3% of the total HBSE faculty) taught approximately one third of all the course sections in the HBSE sequence. For this upcoming 2005 summer, we anticipate that fourteen faculty members of color (now 29% of the total faculty) will once again teach one third of all sections of classes. During this year, we welcome four new faculty persons of color as well as three new international faculty members.

Master’s -- Research

Percentages of faculty of color have remained essentially steady over the past two years despite changes in specific personnel.

Master’s -- Policy

Of the seventeen faculty teaching policy courses in the summer of 2004, seven (41.2%) were faculty of color.

Master’s -- Practice

The Practice Sequence offered 74 sections in the summer of 2004. Thirteen sections (18%) were taught by faculty of color. This percentage represents a slight drop from the previous year due in part to sabbaticals of faculty of color who traditionally teach in the sequence, with the bracketing of their courses.

During the summer, the faculty of the required practice courses meet on a weekly basis to support faculty in their advising as well as teaching roles. These meetings focus to a considerable extent on working as a group to understand how to help students learn in the context of the anti-racism mission of the school. Classroom conflict is directly addressed within these meetings and strategies generated to help both white and students of color to forge a learning community which supports rather than suppresses the recognition of difference.

Master’s -- Fieldwork

Efforts to hire and maintain a diverse group of faculty field advisors have continued. Currently 8 of the 39 advisors (approximately 20%) are clinicians of color.

Sequences & Chairs

8
All chairs meet with faculty teaching required courses and work with faculty on integrating materials on racism and multi-culturalism.

**COLLABORATIVE EFFORTS WITH STUDENT ORGANIZED WORKSHOPS, TASK GROUPS AND SPEAKERS ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT**


**Community Week:** In the summer of 2003, the Council for Students of Color was one of the organizers of this important week which brought together numerous school organizations in order to address oppression across various populations. Some of the organizations that joined in this important week where the LGBTQQ Alliance, the Disabilities Awareness Group, the Feminist Alliance, the Men’s Group, SWAA, and other groups.

**Conversations with the LGBTQQ Alliance:** One of the ending activities of Community Week included an important conversation between members of the Council for Students of Color and the LGBTQQ Alliance. This conversation offered an opportunity for members to engage in a learning and healing process in which groups could hear about each other’s experience. In the summer of 2004 the Council for Students of Color invited Professor Tracy Ross to speak to the Council about heterosexism and homophobia while the LGBTQQ Alliance invited Professor Sara Stearns to speak to the group about racism and racial oppression. This gave both groups the opportunity to have conversations among themselves about other groups’ oppressions. Following these two meetings the Council for Students of Color invited members of the LGBTQQ Alliance into the Unity House for a joint conversation in which many students participated. This conversation allowed everyone to share what they had learned about each other, what similarities they shared and, more importantly, to envision ways to move forward.

**Michael White, Annual Symposium 2003:** The Council invited this respected family therapist to our community. A narrative therapist, White spoke to the Smith community about the application of narrative therapy techniques, an approach that is extremely useful in working with communities of color. White also held a special meeting with members of the Council for Students of Color.

**Community Building:** In the summer of 2004, the Council for Students of Color felt that it was crucial to build allies in anti-racism work. The Council established liaisons to the following organizations in order to build a community of support, the Anti-Racism Task Force, the Unlearning Racism Group and the LGBTQQ Alliance. Liaisons from Council were established to attend the Anti-Racism Task Force meetings while another two liaisons were established to meet periodically with the Unlearning Racism Group and the LGBTQQ Alliance.

**Establishing more representation:** In the summer of 2004, the Council for Students of Color felt that it was crucial to have more than one representative on the Selection Committee for the Academic and Field Work Performance Standing Committee. Historically, the Council had only been allotted one representative on this important committee. This past summer the Council began the process to permanently change this number to three representatives in the constitution of Student Org, the three representatives being the Vice-President for the Council for Students of Color and the Co-Diversity Representatives to Student Org from Council. This would allow for more voices of students of color to be heard during this selection process. This past summer through electoral decision at the Student Org meeting, it was decided to allow three representatives from Council to sit on this Selection Committee. The permanent change will occur in the summer of 2005.

**Professor Wendy Mink, Annual Symposium 2004:** The Council invited adjunct professor Wendy Mink to speak to the community about the November 2004 elections. In particular, special attention was paid to how communities of color would be affected by the election outcomes.

**The Blue Triangle Project:** In the summer of 2004 the Council for Students of Color felt it important to stand in solidarity against the racist attacks that have been launched against Muslims, Arabs, and South
Asians since the 9/11 terrorist attacks. For this reason the Council joined the Blue Triangle Network, a broad cross-section of organizations, communities and individuals that have come together to stand with those targeted by this repression. In a show of support members of the Council for Students of Color wore blue triangles with the names of Muslim, Arab and South Asians who have disappeared at the hands of the government. The Council also made blue triangles available to other members of the Smith community and collected donations for this important movement.

Anti-Racism Task Force

The anti-racism task force has continued to meet weekly in the summer to develop projects on an ad hoc basis, furthering the anti-racism mission stance of the school. In the summer of 2004, we developed a project, in conjunction with the Field Office, in which all abstracts of anti-racism projects were posted. In addition, an announcement area in the Campus Center highlighted all activities related to anti-racism activities.

EFFORTS TO IMPROVE SSW SPONSORED LECTURES, WORKSHOPS, TASK GROUPS AND SPEAKERS ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Dean’s Office and Hazel Augustine Committee

The lecture series for 2004 and 2005 both have included topics relevant to multi-culturalism and race. In 2004, the opening lecture was given by Dr. Patricia Romney on How Differences Matter: The Psychology of Social Identities. The Hazel Augustine presentation by Delia Saunders, MSW was entitled Caregiving and Cultural Diversity: Familismo and Latina Caregivers of Alzheimer’s Dementia Patients. The 2005 series will start with a lecture given by a resident faculty member Mary Hall on The Legacy of Slavery: Implications for Clinical Practice. The other lectures in the series will be given first by University of Massachusetts Professors John Bracey and Jules Chametsky, Contingencies in Black Jewish Relations and then by Tim Wise, Trapped in a History They Do Not Understand: The Consequences of Racial Privilege for White Americans. The Hazel Augustine series will also include a performance by Evelyn Harris, a former member of “Sweet Honey in the Rock,” an a cappella women’s ensemble.

Adjunct Professor Fred Newdom was the speaker at last summer’s Anti-Racism Symposium and addressed the complexities of building a community committed to anti-racism work. His speech was published in the Fall 2004 In Depth newsletter which is sent to all alumni as well as all schools of social work and many other constituencies. Fred serves on the symposium planning committee and will be presenting a similar talk as part of the summer 2005 symposium.

Master’s -- Human Behavior

During the 2003 summer, the HBSE sequence hosted Nomfundo Walaza, Clinical Director of the Trauma Centre for Extreme Violence and Torture, situated in Cape Town, South Africa and visiting faculty member. She presented a range of clinical practice and socio-political approaches with culturally diverse populations in the aftermath of trauma to the Annual Fieldwork Conference; taught an elective titled Collective Trauma; provided guest lectures in numerous classrooms; and collaborated generously with many of our colleagues. Dr. Ximena Zuniga, a renowned scholar/educator in the Graduate Program in Social Justice at the University of Massachusetts, has provided an ongoing seminar to our adjunct faculty on “Pedagogy and Diversity” and has worked regularly with the inter-racial teams of faculty who teach our required course in anti-racism.

During this past January, 2005, the inter-racial teams who teach #334-Race and Racism in the U.S. met for an “advance,” a collaborative meeting aimed to facilitate cohesion of the teaching teams and planning for the next summer. The goals were to review the previous summer, discuss the range of issues raised and address the topic of intersecting oppressions, including ethno-religious oppression and the role of anti-Semitism. This team intends to meet each week throughout the summer, as well, for ongoing collegial support and consultation.
Faculty coordinators have been assigned to work with each team of faculty who teach the required HBSE course in order to facilitate the re-design of the curriculum, provide support and discuss pedagogy and diversity issues. The courses include: #130-131- *Theories of Development and Problems in Biopsychosocial Function/Dysfunction*; #133- *Sociocultural Concepts*; #330 and #333- *Child Development and Child Psychopathology*; #334- *Race and Racism in the USA: Implications for Social Work Practice*; and *Comparative Psychodynamic Theories*. (Ph.D. students/beginning teachers are employed to facilitate discussions in this lecture course to demonstrate the relevance of these psychological theory models in contemporary, relationship based multicultural practice).

Since 2002, Kathryn Basham, chair of HBSE, has engaged the staff and interns from the Smith College Counseling Center in a monthly seminar throughout the traditional academic calendar in cross-cultural psychotherapy models within brief time frames. This has proven to be a rewarding effort to promote collaboration between the SSW and the College’s Counseling Center Program.

**Master’s – Policy**

In the summer of 2004 the policy sequence presented a program highlighting the importance of the 2004 election, what it would mean for vulnerable populations and how students could get involved most productively. This coming summer the sequence is planning a program on Social Security and a key component will be the impact potential privatization and other approaches to undermining the program will have on poor people and people of color.

**FACULTY RESEARCH IS CONGRUENT WITH OUR ANTI-RACISM COMMITMENT**

**Kathryn Basham**

**Journal publications**


**Book chapters**


**Book review**


**Abstracts**


Professional Presentation

David Burton
Burton, D. and Meezan, W. wrote “A Preliminary Examination of Racial Differences in Trauma and Sexual Aggression Among Adolescent Sexual Abusers,” which was recently submitted to Smith College Studies in Social Work.

Susan Donner


Conferences


Dennis Miehls


Josh Miller
Articles


Chapter about to be published:

Book Review

Conferences


Workshops/In-service Trainings
April 29 and May 12, 2004: Social identity, racism and other forms of oppression and the implications for crisis intervention. This was a training for crisis volunteers and clinicians sponsored by the New England Learning Center for Women in Transition, Greenfield, MA.

April 6, 2004: Social identity development: Implications for counseling. In-service training provided to clinicians at Child Guidance Clinic, Springfield, MA.

March 9, 2004: The complexities of social identity: Implications for counseling. In-service training presented to staff of Asian Counseling and Referral Service, Seattle, WA.

March 2, 2004: Racism and Mental Health: Concepts and Responses. In-service training presented to clinical staff of Hall Health Center, University of Washington, Seattle, WA.

November 4, 2003: Institutional racism and its effects on student achievement. Training (with Joanne Corbin, Ph.D.) for teachers and guidance counselors at Northampton High School, Northampton, MA.

October 22, 2003: Racism inside of us and outside of us: Implications for counseling. In-service training at Wardenburg Student Health Center, University of Colorado, Boulder, CO.

October 20, 2003: Talking when talking is tough: Taking on difficult conversations about race, sexual orientation, gender, class and other aspects of identity. In-service training at Mount St. Vincent’s Home, Denver, CO.

September, 2003- May 2004: Monthly in-service training sessions for senior staff of Behavioral Health Network about racism and clinical practice, discussing race and racism, issues of social identity and becoming an anti-racism institution (with Ann Marie Garran), Springfield, MA.

September 19, 2003: How institutional racism becomes internalized and what we can do about it. Continuing education presentation for human service providers, North Quabbin Human Service Council, Orange, MA.


Anti-Racism Consultation Committee

The Anti-Racism Consultation Committee has two basic functions. One role is to keep track of the School’s anti-racism initiatives as well as to define what our next steps should be. This bi-annual report, generated by the committee, documents our accomplishments. We hope that our progress in different arenas is evident. We also hope that you will share your recommendations for our next steps with the committee, the deans, the Anti-Racism Task Force, faculty and the Field department.

The second role of the committee is to serve in a consultative capacity to anyone in the SSW community who chooses to address an issue related to race. We can be used as a sounding board and as a problem-solving body. We have no formal or disciplinary power yet make recommendations to the Dean to whom we are responsible. When a consultation is set in motion, all parties involved should be informed by the Chair or Co-Chair that a consultation has been requested. Though specific procedures may vary depending on the specifics of a situation, all parties shall be involved in the resolution of a concern and be given
feedback in writing as to the committee’s recommendations. During field placement period, any member of the consultation committee may be approached to talk about the possibility of a consultation or an exploratory conversation related to issues of race or racism. This is not a substitute for the usual channels of concern but may be accessed after those channels have proven unsatisfactory or in addition to the usual channels.

**Activities of the Anti-Racism Consultation Committee**

During the past two years, the Anti-Racism Consultation has been engaged in a number of activities including six consultations with constituents of the SSW community and several informal conversations related to issues of race and racism, primarily during the field period. Based on these consultation meetings, the Committee offered a number of recommendations to the Dean including: (1) specific ways to collaborate with the Field Department to ensure that site visits for new internships would involve a detailed assessment of the agency’s responsiveness to anti-racism work; (2) exploration of the issue of bilingualism/biculturalism in terms of case assignments; (3) strengthening the role of cultural responsiveness in cross-cultural clinical supervision; and (4) creating an ongoing structure for the Field Department to share information with the Anti-Racism Consultation Committee every six months, in reference to follow-up from the Dean’s various recommendations. The committee also recommends that the School continues the sign-up procedure initiated by the class of A ’05 to select their preferred section of the #334 class titled *Racism in the United States: Implications for Social Work Practice* while still enrolled in their section of the required first year course, *Sociocultural Concepts*. Finally, the committee, in conjunction with our Associate Dean of Administration, Diane L. Tsoulas, has been engaged in the preparation of the bi-annual report that documents our various anti-racism initiatives during the two-year period 2003-2005.

During the summer academic sessions, issues around racism should be addressed in accord with the procedures outlined below, and/or through the Anti-Racism Consultation Committee. Again, contact may be made with any member of the committee. Members of the committee are Kathryn Basham, Chair; Susan Donner, Administration; Mary Lou Wittig, Administration; Khalilah Karim-Rushdan, Alumna; Jeannette Jimenez, A ’06; Amillah Williamson, A ’05; and Ivy Chang, A ’06.

This report was prepared with members of the Anti-Racism Consultation Committee who received input from other members of the community.
# PROCEDURES FOR PURSUING CONCERNS AROUND ISSUES OF RACE AND DIVERSITY

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## Ad Hoc Summer Advisory Committee

The Dean may also call together the Dean’s Ad Hoc Summer Advisory Committee which consists of the Associate Dean, two faculty, and a Bertha Reynolds Senior Fellow. Final decision-making power resides with the Dean if the issues are not resolved at other levels.

## Institutional

Formal grievances or civil rights complaints should go directly to Naomi Miller, Assistant to the President and Director of Institutional Diversity at 31 College Hall, 585-2141. You may also consult with Adrienne Andrews, College Ombudsperson at Neilson Library Room B/18. Her telephone number is 585-3358 and her email address is: ombuds@email.smith.edu. If a determination is made that a classroom issue also raises questions of academic freedom, - the student(s) and/or faculty member(s) involved will be referred to the School’s Personnel Practice Committee.

## Anti-Racism Statement – Approved December 16, 2004

Racism in the United States is a system of privilege, inequality, and oppression based on perceived categorical differences, values assigned to those differences, and a system of oppression that rewards and punishes people based on the assigned differences. It is manifest politically, socially, economically, culturally, interpersonally and intrapersonally and grounded in the unique history of racism in the United States.

Smith College School for Social Work is committed to addressing the pernicious and enduring multilayered effects of racism. Anti-racism initiatives promote respect for and interest in multiple worldviews, values, and cultures. The School for Social Work develops and teaches knowledge, skills and values that enhance the ability to mutually affirm each other’s equal place in the world. In addition, self-reflection and deepening conversations about race shape the School’s anti-racism mission and promote culturally responsive practice, research and scholarship, and other anti-racism activities.
Mission Statement

The mission of the Smith College School for Social Work is to advance the aims of the profession through education for excellence in clinical social work practice and through the development of knowledge.

Clinical social work practice is concerned with the interdependence between individuals and their environments and the use of theoretically grounded, relationship-based, culturally informed interventions to promote healing, growth, and empowerment. Clinical social work recognizes and responds to the complexities of the human condition: its strengths, possibilities, systems of meaning, resilience, vulnerabilities, and tragedies. As a collaborative process, clinical social work expresses the core values of the profession, including recognition of client self-determination, growth, and change in the client system, and pursuit of social justice. It rests upon a liberal arts base and integrates evolving theories about individuals, families, groups, communities, and the larger social systems in which they are embedded.

In its educational practices, the School promotes critical thinking and self-reflection to help students expand their knowledge in the substantive areas of human behavior and the social environment, social work practice, research, social policy, field, values and ethics, diversity, populations-at-risk and social and economic justice. The School educates students in the application of professional values and ethics, collaboration with other disciplines and the evaluation and dissemination of evolving theories and practice models.

The School shares with the social work profession its historic commitment to serve oppressed, disadvantaged, and at-risk members of our society. It is committed to implementing a curriculum that addresses the concerns, issues, and interests of these populations. The School joins with the profession to struggle against inequality and oppression based on such variables as: race, ethnicity, class, gender, sexual orientation, religion, age, and disability. The School and Smith College are committed to promoting social justice, service to society, and appreciation of individual and cultural diversity in a multicultural community. The School recognizes the pernicious consequences of racism and works to identify and diminish the overt and covert aspects of racism. Smith College School for Social Work is committed to work toward becoming an anti-racism institution.

The School implements its educational mission through its masters and doctoral degree programs, as well as through its Program of Continuing Education. Through its scholarship, publications and research and program initiatives, the School contributes to the development and dissemination of knowledge relevant to social work. In its affiliation with a liberal arts college, the School places a priority on the process of teaching and learning and community service. The School maintains relationships of mutual respect and influence with its affiliated agencies, major professional organizations, and other representatives of the social work practice community to aid in curriculum renewal and to contribute to the development of the profession as a whole.