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

Anti-Racism Mission Statement

Racism is a system of privilege, inequality, and oppression based on perceived categorical differences, value assigned to those differences, and a system of oppression that rewards and punishes people based on the assigned differences. It is manifested 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 world views, 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. (Voted on: December, 2004)

History

The Smith College School for Social Work has long envisioned itself as committed to an anti-racism stance both in policy and programming. Nonetheless, when Ann Hartman arrived as dean in 1986, there were only 3 students of color in the entire student body of 286. Since the previous dean, Katherine Gabel, had a strong commitment to increasing the diversity within the School and had made significant strides in diversifying the resident faculty, even the faculty was jarred by the reality of only one student of color in the graduating class. Based on a shared concern that a social work school without a critical mass of students of color was not good social work education for any student, increasing the enrollment of students of color was designated a School priority and a series of strategies were evolved to achieve this goal.

One of the first steps undertaken by the School was to solicit support in achieving this goal from alumni of color. To this end the School and the SSW Alumni Association co-sponsored a Minority Alumni Conference on campus in the summer of 1987, to which all the School’s alumni of color were invited. This three day conference convened with widespread participation by alumni of color from across the United States and Canada. By the end of the conference a list of 33 proposals had been generated. These proposals were far-reaching and went far beyond any strategic tweaking of the procedures in the Admissions office or the awarding of financial aid. Collectively these proposals made clear that the recruitment and retention of a diverse student body would require changes in all areas of the School’s institutional life; e.g., the recruitment and retention of a more diverse support staff, the inclusion of diversity content throughout the curriculum and not just in designated “diversity” courses; greater attention to “required” diversity content in the field curriculum and the recruitment and retention of agencies and supervisors; etc.
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 and the hiring of a full-time director of admissions with a clear mandate concerning the recruitment of a diverse student body. The School also set an early priority on increasing the diversity among the School’s support staff and summer teaching faculty. The role of Senior Bertha Reynolds Fellow was created for senior adjunct teaching faculty that live in residence during the summers and assist in a variety of ways with advancing the School’s anti-racism mission. To increase support for the recruitment and retention of greater diversity at the doctoral level, the School initiated a Bertha Reynolds Fellowship to support a doctoral candidate of color who is completing his or her doctoral studies while gaining experience in teaching at the master degree level.

These early initiatives were also far reaching in that they raised consciousness within the School about the perniciousness of institutional racism and its capacity to simultaneously make race based privilege both self-perpetuating and difficult to detect and address. This realization, in turn, led to the School adopting as a formal mission “becoming” an anti-racism institution and instituting a series of structures to facilitate the work towards this goal. Notable among these were monthly meetings of the full-time faculty and senior administrators, the Anti-Racism Task Force and the Anti-Racism Consultation Committee:

**Monthly Meetings of Resident Faculty & Senior Administrators**

The School’s Resident Faculty and Senior Administrators began to meet monthly during the fall/spring semesters beginning in the early 1990’s and have continued to meet monthly into the present. The resident faculty and senior administrators have provided overall leadership for the conceptualization of the anti-racism mission and have adopted a continuous reflexive process in their monthly meetings to monitor the School’s progress towards achieving its goals. This group has also maintained responsibility for any needed updating and disseminating of the School’s Anti-Racism Mission Statement that result from their reflexive process.

**Anti-Racism Task Force**

The Anti-Racism Task Force was formed as a task group committed to advocacy in 1994. The Anti-Racism Task Force exists to take action on anti-racism initiatives raised within the School community. This includes, but is not limited to, campus-wide activities, exhibits, awareness-raising, and coalition building. The Task Force is open to all members of the Smith community, works with other organizations on campus to coordinate anti-racism initiatives and will also facilitate the referral of concerns around racial incidents.

From its inception, the Task Force has 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.

**Anti-Racism Consultation Committee**

The Anti-Racism Consultation Committee (ARCC) was formed in 1995 for the purpose of being available to any member of the SSW community who wishes to consult around issues of race, ethnicity, culture and social justice. ARCC is an elected committee with membership from all the constituent groups in the School community. SSW community members seeking consultation can contact any member of the Committee. ARCC has no authority to take action in the School community and maintains the confidentiality of those with whom it consults. However, based on its consultations, ARCC may make recommendations to the Dean about policy and programmatic changes to further the Anti-Racism mission. ARCC is also charged with assessing SSW’s progress towards becoming an anti-racism institution and issues a progress report every two years.
The appointment of Carolyn Jacobs as the School’s first African American Dean has been a significant milestone in the history of the School. Dean Jacobs was the unanimous first-choice recommendation to the Board of Trustees by the Search Committee and was appointed by the Board in 2003. Chosen for her exemplary leadership skills and vision, Dean Jacobs has continued to be instrumental in advancing the School’s mission of becoming an anti-racism institution. In addition to drawing on her own reservoir of energy, ideas and values, she has emphasized the importance of each member in the learning community making his or her own contribution towards achieving this goal.

The School considers it important to continuously emphasize that its commitment to becoming an anti-racism institution is very much a work in progress. Although much has been achieved in the past decade, the School is not a conflict-free zone. The social construction of race and the institutionalization of racism in America conspire to make it difficult to detect and address racism. So it is still possible for people of color to experience remarks and/or actions that are considered biased and insensitive. Although unfortunate and frequently painful, these occasions require thoughtful attention because they make the legacy of the historical social construction of race and racism visible in the present. As such, these incidents also provide opportunities for the School to advance our anti-racism mission and a community-wide commitment to self-examination and open dialogue is considered essential to achieving our goal of becoming an anti-racism institution.

BI-ANNUAL PROGRESS REPORT

This document is divided into seven 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) efforts to improve SSW sponsored lectures, workshops, task groups, research and discussion, and 7) 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 THAT 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 the past 25 years. Applicants to summer 2007 marked the single largest pool of applicants of color since 1972; 63 applicants of color applied to the School’s MSW program from around the country comprising 20% of all applicants to the school this year. Increases are credited to well targeted outreaches to communities of color, to the ongoing mentoring and recommendations of alumni of color and to numerous nominations by the current body of students of color. The SSW network of professionals of color has been personally and directly nurtured through ongoing connections and communications with this group of recruiters. In addition, the Office prepares materials specifically for use by the alumni of color in their outreach to potential students of color.

“Reaching for Excellence” (REX), an initiative launched in fall 2004, has also been effective in helping recruit potential students of color. This program asks alumni and professional colleagues to identify “outstanding bachelor level clinicians with a minimum of 2 years of social work experience.” Nominees are then invited to spend three days on campus participating in mini-classes, meeting faculty and in general, ‘sampling’ the graduate school experience. Each year since its inception, approximately half of each REX cohort has included professionals of color. The 2007 REX group was no different with 7 of 16 participants being students of color. Three REX students ultimately applied and later enrolled in the masters program; two of them were students of color.
Each spring the Office coordinates, in conjunction with Council for Students of Color leaders, a “Chat Room 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. The Chat Room has increased in popularity each year and has served as a wonderful way for people to meet each other.

Lastly, an unanticipated advantage of the recent outreach to military personnel has been an additional increase in inquiries from potential applicants of color. To date, about 2/3 of all military inquires have been professionals of color.

**Doctoral Program**

The doctoral program has continued its efforts to recruit students of color with good results. There were four women of color admitted to the class of 2006 and two men of color to the class of 2007. Unfortunately both men in the 2007 cohort had to defer due to financial needs.

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

**Master’s Program**

**Social Work Practice Sequence**

Practice 101/102 retained the second edition of Nancy Boyd-Franklin’s text *Black Families in Therapy* and Celia Falicov’s text *Latino Families in Therapy* as major texts, and added Evelyn Lee’s book *Working with Asian Americans*. 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. The Boyd-Franklin and Falicov texts are assigned almost in their entirety. These texts currently 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 continued to undergo major revisions with the objective of increasing diversity content. This has resulted in a substantial increase in articles related to diversity and the inclusion of new video tapes on cross-cultural interviewing skills. Most weeks now include readings on cultural and racial diversity. The course continues to use Beverly Greene’s text on practice with African American women. 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.

**Human Behavior in the Social Environment (HBSE)**

Among the total number of 49 faculty members who taught in the sequence during both terms, eleven faculty persons of color taught approximately one-third of all of the classes. Two of our longstanding faculty members of color took a sabbatical from teaching this past summer but will be returning to teach next year. Five international faculty members from Israel, Bulgaria, Greece and Canada also joined the ranks of our HBSE teaching cohort.
Important efforts made by the faculty team led to streamlining readings and improved coordination of shared readings and assignments. Based on an agreement among the sequence Chairs to promote horizontal integration of the first year curriculum, the Chair of Practice selected a Hispanic case (i.e. Maria) from the casebook used by all first year students. Our goal was to encourage all faculty in required first year courses to use this case as a springboard for discussion and critique related to the specific curriculum in the course. The #133 faculty, Sociocultural Concepts, experimented actively with using this case in an assignment that explored sociocultural factors with Maria’s situation. Although the assignment may require some additional fine-tuning, it clearly helped students to harmonize curricular content between their courses. Students who completed #133 reported stronger capacities to think critically and to consider paradigm shifts.

Along similar lines of bridge-building, the #133 faculty discussed readings and resources (e.g. ethno-religious oppression and anti-Semitism) that would hopefully set the stage for deepened conversations in the second year required course on Race and Racism in the U.S: Implications for Social Work Practice. Inclusion of selected chapters from the recent publication by Miller & Garran (2007), Racism in the United States: Implications for the Helping Professions, provided even stronger unification across the sections of this pivotal course.

In the continuing spirit of horizontal integration, faculty who teach the required HBSE Child Development course to second year MSW students decided to use the same readings from the Miller & Garran and Lesser & Pope (2007) texts on racial identity development that are also assigned in the #334 course.

Social Welfare Policy and Services Sequence

The Policy Sequence is very committed to the Anti-Racism Mission Statement and has worked to integrate an anti-racism stance into all of its courses. In the summer of 2007, 6 of 17 (35%) faculty were people of color. All policy courses are expected to focus on issues of racism, all other forms of oppression, power, privilege and cultural differences.

Over the past two years we have also developed courses with more of a global focus. While all courses address the impact of racism on social problems, policy formation and implementation, the following courses are particularly geared towards racism, neo-colonialism and cultural diversity: Dismantling Institutional Racism; Managing Ethnicities: A Social/Legal History of Immigration; International Human Rights; Social Justice and the Law; International Social Welfare Policy and Substance Abuse in Women.

Additionally, the course Mental Health Responses to Disasters, which is cross-listed with practice, emphasizes a social ecology framework, which stresses the role of racism and other forms of social injustice when considering the impact of disasters on individuals and communities.

The Social Policy Sequence also offers two policy forums per summer that often focus on racism and connected issues, such as poverty. For example, this summer there was a policy forum that examined New Orleans and Mississippi two years after Katrina, which had a major focus on the impact of racism, and another forum about the meaning of recent Supreme Court decisions on Brown vs. the Board of Education.

Research Sequence

During the 2005-2006 year the Research sequence continued to address the school's anti-racism mission through the content and readings provided in the syllabi for 380 / 381. Several years earlier the sequence made efforts to identify the material and content in the research courses that attended to issues of anti-racism and diversity. Students perceived the sequence's attention to this issue to be a strength. Since that time students have requested additional readings on populations experiencing severe psychiatric disability, homelessness, and hearing loss. The suggestions for these topics came out of the 2005 Curriculum Day recommendations. These articles were added to a reading list that was already diverse and that consistently received positive feedback from students. This list of readings can be provided to those who are interested.
The Summer, 2006 Anti-racism task force members questioned whether students of color were completing the thesis at comparable rates as white students. It was found that there were no differences in rates of completion for these two groups. This concern from the students indicated some of the anxiety that students may have about the thesis and the process. The sequence faculty will continue to address student questions and concerns about the research and thesis process.

Field Work

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 areas:

We are delighted to have been able to hire a new Associate Director of Field Work, Mr. Anthony Hill, who joined the field work department full time in August of 2006. Mr. Hill brings a wealth of experience and commitment to our work in general, as well as to our anti-racism mission, and has developed important relationships and liaison roles with student groups including the Council of Students of Color.

We have established several new training affiliations with agencies that have defined missions to serve clients of color and have continued to work closely with our already established training sites around the on-going work of our anti-racism mission. We include materials on our anti-racism mission 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 two-hour summer orientation session designed to help prepare students for the second year anti-racism field assignment. While it is understood that the academic content related to the assignment continues to be addressed in practice, HBSE and policy courses, the field department has worked to develop and refine a field-based orientation which is designed to help students “translate” the academic work into practical, manageable approaches to anti-racism work in the field, taking into account issues such as the role of students in agency settings and the experiences students of color have had in approaching this assignment.

In further support of the anti-racism field assignment, we now compile binders of the abstracts of completed anti-racism assignments and make them available to all students entering second year field. This has served to help students understand the range and scope of the projects and also to see what has been done at their assigned agencies in the past, allowing them to better identify supports and allies within the agencies and, when appropriate, to build upon work done previously. We also post the abstracts in the campus center during the week in which supervisors, field advisors, agency personnel and other social work professionals are on campus for annual conference and continuing education programs. This poster presentation allows students to share their work with each other and provides an opportunity for the larger social work community to see 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 and that they are having conversations within the agencies that they were not having in the past.

The field team has participated in meetings with 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 been working actively with the New England Consortium of Field Directors on issues of anti-racism work in the context of social work field education. Our focus has been specifically on understanding the experiences of students of color in the field and on developing improved training materials for supervisors and faculty field advisors around issues of race and diversity as they affect clients, agencies and students in training. We helped develop and then participated in a full day conference with Chuck Carter, Ph.D., LICSW, and Tien Ung, LICSW, on “Culturally Responsive Supervision in Field Education” and will be helping to sponsor a conference in the fall on Diversity Issues in the Field with trainers from UT Austin. We plan to draw on these two conferences to help us develop new materials and approaches that we can use in our training and support of supervisors and faculty field advisors.

We have continued to offer trainings for supervisors and field advisors on anti-racism work, the anti-racism field assignment, racial identity development and diversity issues and have included student representatives from the Council for Students of Color in presentations to new supervisors and to Faculty Field Advisors. Agencies have continued to seek out field advisors and faculty for agency-based trainings for staff, which we will continue to provide. In January, 2006, Professor Josh Miller presented a three-hour workshop for our faculty field advisors entitled “Confronting Racism and Exploring the Complexities of Social Identity: Implications for Students and Agencies”. In July of 2006 our annual conference keynote speaker, Dr. Melanie Suchet, presented a talk entitled “Unraveling Whiteness” which was extremely moving and well received.

Efforts to hire and maintain a diverse group of faculty field advisors have continued, although we have felt the loss of several advisors of color who have retired in the past year. Currently seven (approximately 16%) of the Faculty Field Advisors are clinicians of color.

**Doctoral Program**

The Doctoral Program has continued to offer a four-hour diversity training for entering students during their first summer in the Program. This year’s trainers were an interracial team, Gloria Holmes and Randy Ross. Their workshop was both didactic and experiential and addressed the implications of race and racism for oppression and power in society; and how these dynamics interface with issues of class. Doctoral diversity trainings for entering students have been consistently well received.

The Doctoral program continues to work on increasing its pool of supervisors of color in the field.

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

**Administration and Support Staff**

In January, 2007, on behalf of the school, Diane L. Tsoulas, Associate Dean for Administration, attended an all day workshop titled “Creating a Respectful Workplace: Diversity for the 21st Century,” sponsored by the Five College Training and Development Collaborative.

Senior administrators at the School continue to attend and fully participate in the monthly anti-racism meetings that are held during the year. The administration has encouraged and supported all staff who wish to take advantage of the many diversity training and development activities sponsored by the college.

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 THAT ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Dean’s Office

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

Faculty and administrative staff have continued to meet monthly to discuss issues of racism at SSW. This past year the group was actively involved in planning the summer 2007 anti-racism symposium which featured a performance by the True Story Theater. The mission of True Story Theater is to promote social healing by listening deeply to people's stories and transforming them spontaneously into theater, making use of a wide range of improvisational theater, music, and dance forms. True Story Theater comes out of the Playback Theatre tradition, an improvisational theater model influenced by Moreno's psychodrama and the power of traditional forms of storytelling, which is used around the world to reach disenfranchised people, and used to build understanding where conflict had driven people apart. There were small-group discussions the night of the presentation as well as for first year students the following Wednesday night.

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. Most recent contributions include a co-authored article by Joshua Miller and Ann Marie Garran entitled The Web of Institutional Racism in the March, 2007 issue; and an article by Marian Harris entitled African American Mothers and Their Mothers: An Assessment of the Primary Object in the 2007 June/September issue.

In March 2004, the Studies devoted the entire publication, Special Issue on Pedagogy and Diversity, 74(3), to advancing the anti-racism commitment of the School. The issue was co-edited by Kathryn Basham and Dennis Miehls and had 22 contributing authors (most of who 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. This issue of the Studies has been 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

All research that involves human participants done by any member of the Smith community must be reviewed and approved by the Human Subjects Review Committee. To gain such approval, the research protocols and all of the accompanying materials must conform to requirements laid down by the Federal Government. These guidelines embody the three fundamental ethical principles of respect for persons, beneficence, and justice.

In the fulfillment of its obligations, the Human Subjects Review Committee makes recommendations for students to consider that include diversity in sample selection procedures when justification for excluding diversity is not evident. The committee also makes recommendations for more appropriate use of language that is inclusive of diversity when indicated. More sensitive language is identified for a range of issues including race/ethnicity, gender, relationship status, health or mental health condition, etc.
EFFORTS TO DIVERSIFY HIRING AND APPOINTMENTS OF FACULTY AND STAFF THAT ARE CONGRUENT WITH OUR ANTI-RACISM COMMITMENT

Dean’s Office

This past year the School hired Anthony Hill, an African-American, as its first Associate Director of Field. Mr. Hill has an M.S.W. and is currently seeking a Ph.D. in higher education administration. He brings much experience as a principal in a Springfield school to the position.

The faculty has been engaged in ongoing resident faculty searches. Unfortunately the search in 2006-07 did not result in any new faculty appointments and the search will continue to go forward in 2007-08.

Dean Jacobs has continued to make available to all students three focused therapy sessions during the summer and to ensure that one of the three M.S.W. clinicians has specific expertise in dealing with concerns of students of color.
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 2006 and 2007 both have included topics relevant to multi-culturalism and race. In June 2006, as part of a conference on the issue, Jo Becker, Children’s Rights Advocacy Director for Human Rights Watch gave a speech on the Nature of Children’s Forced Involvement in Armed Conflict. The conference was organized by Associate Professor Joanne Corbin and drew over a hundred participants. At the same conference Professor Michael Wessels, Senior Child Protection Specialist for Christian Children’s Fund, spoke on Child Soldier Reintegration and Community Resilience Following Armed Conflict: Culture, Empowerment and Peacebuilding. Also during the summer of 2006, Jan Willis, Professor of Religion and Walter A. Crowell Professor of Social Sciences at Wesleyan University, spoke on The Insidious Persistence of Racism’s “Little Things”, co-sponsored by the Hazel Augustine series. At our annual conference last year, Melanie Suchet, Ph.D., from the Institute for Contemporary Psychotherapy, gave a speech on Unraveling Whiteness, which deconstructed whiteness from historical, political and psychoanalytic perspectives.

Lectures scheduled for the summer of 2007 included Susan Harris O’Connor, Director of Family Services at Children’s Services of Roxbury, Inc. presenting The Harris Racial Identity Theory: Reflections of a Transracial Adoptee, and Alan Goodman, Professor of Biological Anthropology at Hampshire College, speaking on Race in Research: Current Debates in Science, Ethics and Politics.

The Hazel Augustine Series also hosted Victor H. Kazanjian, Jr., M.Div., Dean of Religious and Spiritual Life at Wellesley College and its Co-director of the Peace and Justice Studies Program. He led conversations about inter-religious understanding.

Adjunct Professor Fred Newdom presented on the background and meaning of the School’s anti-racism commitment to the entering students at this year’s orientation.

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.

Joanne Corbin


Presentations


January 2007  

**Psychosocial Capacity Building Training-of-trainers in Uganda.**

“I developed a psychosocial capacity building Training-of-Trainers program in Uganda that was implemented in January 2007. Psychosocial is a common term used by staff members working on social and humanitarian issues in this area of Uganda. The content of the training included the psychological and social effects of exposure to armed conflict, approaches to support the well-being of individuals and communities, coping strategies, traditional cultural practices, case management and referral issues, and training facilitation skills. The training integrated Acholi cultural values and practices with Western culturally-based concepts of psychosocial healing. I worked with four colleagues (three Ugandans, Stella Ojera, Father Remigio Obol, and Joseph Kilama, and a member of the SSW faculty, Dr. Joshua Miller) to train an initial group of 21 local psychosocial practitioners and teachers. After the initial training this group was divided into five smaller groups led by a facilitator and we conducted basic trainings in five Internally Displaced Persons camps; thereby, training 100 local residents and providing the camps with some of the services they requested in my discussions with them. I am lead author on an article with Dr. Miller based on the process of conducting this training that has been submitted for publication to Families in Society, Collaborative psychosocial capacity building in northern Uganda.”

**Susan Donner**


**Conferences**

**October, 2004**  

*Multidimensional social identity development: Recognizing internalized webs of racism and how to externalize them*, a presentation with Josh Miller at 4th Annual Conference of the Institute for the Study and Promotion of Race and Culture, Boston, MA.

**April, 2005**  

*The Complexity of Multidimensional Social Identity Development*, a presentation with Josh Miller at 2005 Shepard Symposium on Social Justice at the University of Wyoming.

**James Drisko**

1. “Anti-racism in research has been a major area of focus. I continue to maintain a web site that includes resources to online diversity and anti-racism web sites. This web site began in 1997 as an effort to generate and increase access to online diversity information. It includes materials generated by students in community projects about racial/ethnic diversity.”

2. “My teaching work in 101/102 practice has continued to expand readings and case materials that reflect racial/ethnic diversity. In this past year this has centered on expansion of attention to Asian and Native American population. There has been a significant increased in required readings on diversity over the past three years.”
3. “All of my publications and presentations include specific content regarding the impact (or invisibility) of race as a relevant influence. For example, my work on evidence-based practice always includes information on the lack of inclusion of race as an important variable and discussion of this limited vision.”

Joyce Everett


Mary Hall


July, 2006 Developed and taught 2nd term policy course on Substance Abuse in Women that included substantial curriculum content on the ways in which institutional policies structure both race and gender oppression.

Joan Lesser

Books


Articles

Funded Research
Fall, 2007 A comparative cross-cultural study of the social, psychological and health care needs among older adults in an American Chinese community and a city in southern China with M. Cooper, A. Roy and L. Han.

Presentations

July, 2007 Violence against children and families in Jamaica, WI: How qualitative research leads to the development of training protocols with M. Cooper. Seventh International Conference on Diversity in Organizations, Communities and Nations, Amsterdam, Netherlands.
June, 2007  
*Violence against children and their families in Jamaica, WI: A focus group Experience with M. Cooper and Y. Morales.* Association of Caribbean Social Work Educators (ACSWE), Trinidad, WI.

May, 2007  
*Treating cultural trauma and bereavement in children and families.* Community Counseling Center of Portland Maine.

October, 2006  
*Violence against children and families in Jamaica, WI: How focus groups point the way to treatment interventions* with M. Cooper. Association for the Advancement of Social Work with Groups, 28th Annual International Symposium, Los Angeles, CA.

October 2006  
*It takes a community: Welcoming new neighbors.* Community Counseling Center of Portland, Maine.

June, 2006  

February, 2006  

August, 2005  

**Dennis Miehls**


**Josh Miller**

**Books**


**Articles**


**Book Chapters**


**Presentations**

April 18, 2007  
*Talking about racism and becoming an antiracism organization* (with Yoosun Park) Presentation to clinical staff at Smith College Counseling Center.

March 2, 2007  
*Implications of internalized racism on clinical practice.* Full-day workshop for mental health professionals sponsored by Boulder Institute for Psychotherapy and Research, Boulder, CO.

February, 8, 2007  
*Integrating Traditional Cultural Practices with Western Mental Health Approaches to Create a Sustainable Model Among War-torn Acholi People in Northern Uganda.* Presentation to doctors, dentists and nurses at Baystate Medical Center, Springfield, MA.

December 6, 2006  
*Whiteness, the web of racism and internalized stereotypes: Implications for clinical work and interpersonal relationships* (with Yoosun Park). Workshop with clinical staff of the Smith College Counseling Center.

November 20, 2006  
*Social identity and the implications for cross-racial/ethnic clinical work* (with Yoosun Park). Workshop with clinical staff of the Smith College Counseling Center.

October 4, 2006  
*Racial and ethnic stereotypes in clinical work: How we learn them and how to unlearn them.* Presentation given at Baystate Medical Center, Springfield, MA.

March 6, 2006  
*Confronting racism in agencies and organizations.* Presentation to senior management of Aurora Mental Health Services, Aurora, Colorado.

January, 2006  
*Confronting Racism and Exploring the Complexities of Social Identity.* Presentation to Faculty Field Advisors, Smith College School for Social Work.

January 2006  
*The social ecology of Hurricane Katrina: Race, class and community.* Presentation to staff and students of the Mississippi relief project, Smith College.

April 10, 2005  *The spectrum of racism and creating webs of resistance.* Sermon delivered at All Souls Church, Greenfield, MA.

October 21, 2005  *Confronting racism in agencies and organizations.* Workshop conducted at the 5th Annual Conference of the Instituted for the Study and Promotion of Race and Culture, Boston, MA.


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**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. One 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.

Smith College School for Social Work

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 promote 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.