
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. Smith College 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

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 three 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 Bertha Reynolds Senior Fellow was created for senior adjunct teaching faculty that live in residence during the summer 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’s 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 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) 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

Ongoing outreach to communities of color has been effective in yielding more applicants of color to the MSW program in the past two years than have applied at any point in our recent past. Applicants to summer 2008 marked the second year in a row in which applications of color had reached a 25 year high; in 2008 63 applications of color applied to the School’s MSW program from around the country comprising 19.4% of all applicants to the School. Applications of color to the doctoral program were also significantly higher with 36% (9) of all applications coming from applicants of color. 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.

Unfortunately, the sudden and extreme economic downturn of late 2008/beginning 2009 affected applications overall, but in particular those whose economic status was most vulnerable. Despite outreaches over the year, MSW applications from the community of color dropped slightly to 59 applications for 2009; applications of color to the doctoral program dropped to 7%. Most concerning, however, was that the economic vagaries continued to impact this group disproportionately and while offers of admission were made to a large group of very qualified candidates, fewer than 40% of the MSW candidates accepted our offer. The end result was a distressingly small entering class of students of color; only 11% of the MSW entering class of 105 students were students of color.

Within months of closing admission decisions for 2009, the admission office undertook an aggressive series of tasks to better understand what was within our means to help address this concerning trend. Data was culled specific to applicants of color in all surveys compiled through the office and a series of focus group conversations were held with community groups including: the Council for Students of Color E-Board, the Council for Students of Color at large, Student Org leaders, the faculty and adjunct community.
of color, the Alumni Executive Committee and representatives of the Alumni of Color Standing Committee. Additionally, the financial aid committee met to review data regarding students of color and the impact of aid on decision making. An extensive plan for both the recruitment of applicants of color, and the retention of applicants as they move into students who have accepted our offer, was developed for the 2009-2010 year.

“Reaching for Excellence” (REX), an initiative launched in fall 2004, continues to be a very effective tool in helping recruit potential students of color into the master’s program. (This was also endorsed by Council members in focus group discussions.) This program asks alumni and professional colleagues to identify “outstanding bachelor level clinicians with a minimum of two 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 2009 REX group was no different with seven of 16 participants being students of color. Applications are in process at the time of this writing.

_Doctoral Program_

The Co-Directors have very actively sought to recruit applicants of color to the doctoral program. This has taken the form of extensive personal and telephone contact with potential applicants, outreach to agencies and to professional groups. In additional program alumni remain key sources for identifying talented applicants. In the past three years our success has varied, from 3 students of color of 8, to 0 of 7, to 5 of 10. We continue extensive efforts to include participation of faculty, supervisors and students of color in the program. We are determined to find ways to increase our cultural and racial diversity among our student body. A priority of the co-directors is to obtain increased financial support and research opportunities for these students.

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

_Master’s Program_

_Social Work Practice Sequence_

During the 2008-2009 year the practice sequence continued to update all syllabi for required and elective course offerings in the sequence with content related to diversity. In addition, we have welcomed several new faculty of color in the sequence, including a member of the resident faculty. During the summer of 2008, two new faculty of color were hired to teach first year practice, making the total faculty of color teaching that course three out of seven. During the summer of 2009, we welcomed a faculty of color to second year practice and Group 190 and were delighted to also have our aging elective designed and taught by a former doctoral student, a woman of color. The practice faculty is working collaboratively to ensure that multicultural teaching and content are infused throughout the sequence.

Practice 301/302 continues to be a work in progress with updated diversity content each summer. The course begins with a meta theoretical framework that emphasizes social contextual influences and the interconnection of individual, family, group, organizations and community. Examples of new articles include Burck’s “Living in several languages: Implications for therapy”; Comas-Diaz’s “An ethno political approach to working with people of color,” Shonfeld-Ringel’s “A re-conceptualization of the working alliance in cross cultural practice with non-Western client: Integrating relational perspectives and multicultural theories; A chapter on the superordinate nature of multicultural counseling/therapy from Sue and Sue’s Counseling the Culturally Different: Theory and Practice, Barrera & Corso’s “Cultural competency as a skilled dialogue”, Eyerman’s Cultural Trauma: Slavery and the Formation of African American Identity. The casebook used for Practice 301/302 has been updated and includes a range of multicultural cases that also illustrate cross racial/cultural therapeutic relationships. Effort is also given to using the many diverse case summaries the students have prepared in their internships. The two major texts, Traumatic Relationships and Serious Mental Disorders by Allen, and Therapeutic Communication by Wachtel, demonstrate sensitivity to diversity throughout. The assignments include attention to
“sociocultural factors” as they impact clinical assessment and interventions. A new multicultural video series has been introduced highlighting clinical practice with African American, Latino and Asian therapist/client pairs.

PRAC/HBSE 0190 Group theory and practice

Group theory and practice uses Brandler and Roman’s Group Work: Skills and Strategies for Effective Interventions which includes a range of racially and ethnically diverse practice examples. The group theory and practice casebook introduced in the summer of 2009 is based on student groups with diverse client populations in community and school based settings. The recommended Garvin, Gutierrez & Galinsky text includes a variety of contemporary group work practice models in different settings with diverse populations. A number of new articles have been added to the required readings throughout the course. Among these are “Social identity formation and group membership” from the Miller & Garran text on Racism in the U.S.; Kurland’s “Racial differences and human commonality: the worker-client relationship,” Dessel, Rogge & Garlington’s article on “Using intergroup dialogue to promote social justice and change,” and Salvendy’s “Ethnocultural considerations in group psychotherapy.” The in-class exercises and written assignments are also structured in ways that promote racial/cultural awareness.

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

A number of required and elective courses have direct relevance for the goals stated in the School’s anti-racism mission statement. The first year required course, Sociocultural Concepts, offers first year students an opportunity to study and critique theory that explores the broad topical area of social identities. A main theme of the course is examining power and privilege and the course content is preparatory for students’ enrolled in the second year required course, Racism in the United States. This course is co-taught by a faculty of color and a white faculty member. It is noteworthy that Dean Jacobs facilitates the payment of full salaries for each of the co-teachers in this course and this speaks to the commitment of the Office of the Dean to further the goals of the anti-racism mission statement. The faculty who teach Racism in the United States are leaders in the overall community when discussions about race and racism emerge in the community. Many of the Racism in the United States faculty either lead and/or are active participants in the Pedagogy and Diversity Seminars held each summer during both academic terms.

Three elective courses also directly support the anti-racism mission statement. These are (1) Advanced Studies in Race and Racism, taught by Mary Hall; Culture and Development Across the Life Cycle, taught by Catherine Nye; and (3) Race and Ethnicity in Psychodynamic Clinical Practice. These courses are heavily subscribed each year and these electives offer graduating students an opportunity to become more specialized in areas of race and racism in their third summer of courses.

During the last two year time period, eight new faculty of color were hired in the Human Behavior Sequence and thus our faculty of color have a very visible presence in the sequence. The chair of the sequence endeavors to continue to hire faculty of color for other required and elective courses in the sequence.

The Human Behavior Sequence courses continuously update their course outlines so as to include content related to race, ethnicity, and other social identity factors. Course content is favorably evaluated by students, across all courses. Marsha Pruett, Maconda Brown O’Connor Chaired Professor, completed an Anti-Racism Teaching Report in 2008 and the synopsis of this study is reported elsewhere in the Progress Report (her report is related to all sequences).

The Human Behavior faculty continues to work closely with faculty from other sequences to continue synthesis and integration of concepts across sequences. The Sociocultural Concepts faculty continues to use a case from the 1st year Practice Casebook (Maria – a Latina woman) for the final assignment in the course and the use of this case in a number of courses, across sequences, aids in the vertical integration of content across the curriculum.
Social Welfare Policy and Services Sequence

The SWPS Sequence works to integrate an anti-racism stance into all its courses. For example, in the first year 160-161 course issues of diversity are interwoven throughout the course, especially with respect to the differential effects of social welfare policy on African Americans, Latinos, and other oppressed groups. In the second year field of practice required elective issues of diversity are infused throughout the courses on health, mental health, child welfare, and family services. In the summer of 2009, 4 of 14 (28%) faculty were people of color. Two additional international faculty members (14%) also taught in the sequence.

Over the past three years courses with a global focus have been developed. These include International Social Welfare Policy and International Human Rights. Three other courses focus on racism, neo-colonialism, and cultural diversity: Dismantling Institutional Racism; Managing Ethnicities: A Social/Legal History of Immigration; and Social Justice and the Law.

Research Sequence

During the 2006-2009 period, the Research Sequence continued to address the School’s anti-racism mission primarily through the topics, readings, video, and assignments provided in the syllabi for the introductory, intermediate, and advanced levels. Attention is paid to ensuring that there is diversity in the populations that are included in course materials. Students are supported to examine issues of values, bias, and ethics in classroom discussions and assignments. Students report in their written evaluations that initially they do not think of the research course as the place where race and diversity is integrated into the content but they have identified this as a strength of the sequence. Student feedback during the town halls and curriculum days have been important sources of information about how race and diversity is attended to in the classroom. Feedback during these meetings have focused on the need for increased opportunities of facilitated discussion around the more socially and historically complex research issues involving populations of color. Research faculty members receive feedback on the attention of the sequence to the anti-racism mission and meet during the year to identify strategies to enhance areas needing attention.

There are an increasing number of students completing thesis topics that are related to the anti-racism mission statement and the following are examples:

- “Applying and Adapting Testimonial Psychotherapy to Address the Effects of Race-Based Traumatic Stress on People of Color in the United States”
- “An Exploration of Possibilities for Clinical Work with Transracial Adoptive Family Members: Employing Narrative Therapy an Attachment Theory in Ways that are Consistent with the Rights of Transracial Adoptees”
- “‘Do I Pull the Race Card?’ Middle-Class African American Parental Perceptions of Racism in Their Children’s Public Schools”
- “Faces of the Future: An Exploration of Biracial Identity Development and Racial Identification in Biracial Young Adults”
- “An Overseas Example of “Lighter is Better”: The Implications of Colorism Among Male Sex Workers in Thailand”
- “Making Hope and Hard Work Matter: What Does It Take to Be African-American, Male, and a High-Achieving Senior at an Urban Public High School?”
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 continue to develop and maintain 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 have worked to develop curriculum and field-based learning experiences for students interested in international work and, with the support of Dr. Catherine Nye, are currently in our third year of affiliation with agencies in Chaing Mai, Thailand. We are also now in the process of exploring with Dr. Joanne Corbin the possibility of developing field placements in Gulu, Uganda.

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 continue to provide 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 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 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. Abstracts are also posted 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.

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. Our keynote speaker for the 2008 annual conference, Dr. Salman Akhtar, delivered a keynote address entitled “From Xenophobia through Ethnic Prejudice to Violence” focused on the ways in which prejudice manifests itself and how clinicians might address and empathize with both the victims and perpetrators of prejudice. The FFA meeting in October, 2009 included a focus on intersectionality and multiple identities as they relate to the experiences of students in the field. Agencies have continued to seek out field advisors and faculty for agency-based trainings for staff, which we will continue to provide.

Efforts to hire and maintain a diverse group of faculty field advisors have continued. Our current roster of 42 FFAs includes 10 advisors of color, representing approximately 24% of the total.
Anti-Racism Teaching Report – Marsha Pruett

The following report was designed in response to questions that recur in faculty meetings regarding how we are doing as a School in terms of teaching and integrating anti-racism content into all SSW classes. Since we have been judging our progress based on anecdotal evidence from students filtered through professors, an empirical examination of the question seemed appropriate and timely.

Methodology

Six questions from the course evaluation filled out anonymously by every student for every class were selected for examination. These questions dealt with content, process, and offered a perspective of how the diversity issues may or may not have affected the general tenor of the classroom and sense of receiving competent instruction.

Q.7 Overall, content and perspectives on diversity were integrated well into this course.
Q.12 The instructor treated students with respect.
Q.13 The instructor was adept at facilitating debates and disagreements that arose in class.
Q.16 The instructor was effective in dealing with content issues related to human diversity (including race).
Q. 27 Overall, I rank this course as…
Q. 28 Overall, I rank the instruction in this course as…

The mean scores for each question were examined for every class taught by every professor and adjunct for five year period of 2003-2007.

Results

If students liked the professor, they also liked the course. In addition, if students felt professors respected them and that their processing competence was high, they were apt to rate the instructor most highly. Integration of diversity perspectives, while still highly associated with the students’ ratings of the course and instructor, were a little less so.

From 2003-2007, we have improved significantly on only one item - treating students with respect. Although the change was statistically significant, it was a minor improvement, since there was little room for improvement. The mean moved up from 4.5-4.75 (out of 5). No other improvements were significant, since ratings were consistently high. Overall, we have been doing a great job over the past 5 years.

Very few instructors/professors accounted for problems noted by students. Out of a total of 23 names listed for any one problem area, 9 were alumni and 14 were not. Also, 5 were persons of color, while 18 were Caucasians. This suggests that neither racial group is immune from the relative weaknesses identified by students, but Caucasian instructors were the more frequent “offenders.” Without knowing the exact proportions of Caucasians to non-Caucasians among the full teaching staff, one cannot say whether this is an overrepresentation or a proportionate percentage.

Summary

Overall, as a School we are doing very well at integrating anti-racism content and being sensitive to facilitating relevant discussions in classes. We receive excellent ratings overall from students across the spectrum. There are a few problems related to overall teaching and to diversity, and these are very few and generally not recurring, as over the years, the problem instructors are no longer teaching or have been referred for mentoring as a result of this report.
Doctoral Program

Orientation

The doctoral program has continued the four hour diversity training as part of the student orientation process for the past several years. The trainers are an inter-racial team. The workshop is both experiential and didactic. It addresses the impact of race and racism on power relationships in society and how racial oppression intersects with issues of gender and class. The orientation has been evaluated as demanding but useful. This introduction both builds knowledge and opens discussion that is followed by the infusion of content related to the anti-racism mission in all courses.

Courses

Students have evaluated the majority of courses very positively in term of the infusion of content related to anti-racism in required and elective courses. Plans are underway to meet with resident and adjunct faculty who teach in the doctoral program to continue our efforts to weave this material throughout all courses and to ensure that the syllabi reflect this scope. Specific courses have also addressed issues of race and anti-racism (e.g. Oppressed Populations, Social Theory and Social Policy). The third summer elective on Intersubjectivity addresses issues related to racial/cultural transference/countertransference phenomena. Twenty-five percent of the classes in the doctoral program are taught by faculty of color. During this past summer, two international faculty members joined our community as well. Defined efforts are in place to expand our efforts to invite faculty of color to teach doctoral level theory, practice and research courses. The “elective” course on Oppressed Populations was made a “required elective” (in effect a required course) by consensus of students and faculty.

Clinical practice courses employ cases of clients from diverse backgrounds and critically reflect on the strengths and limitations of all theories as they fit with diverse racially and culturally populations. In courses with a heavy methodological focus (such as research methods), diverse research strategies are included (such as Red and Pink pedagogies) and exemplar articles are selected to represent racially and culturally diverse populations and voices. Racially and culturally shaped ethical issues are illustrated with the video “The Deadly Deception” which examines the abusive Tuskegee Syphilis Study. Issues of visibility and invisibility are discussed as they pertain to research methods including sampling strategies, analytic methods and reporting.

In research courses where method predominates, exemplar articles are selected on topics and populations relevant to the anti-racism mission. For example, Barnes’ (2008) article from Social Work, “Race and Hospital Diagnosis of Schizophrenia and Mood Disorders from Social Work,” was used to illustrate the chi square and t test statistics, and Hoe and Brekke’s (2009) article from Research on Social Work Practice, “Testing the Cross-ethnic Validity of the Brief Symptom Inventory,” was used to illustrate factor analytic strategies.

Impact on Comprehensive Examination and Dissertation Topics

Doctoral comprehensive examination topics at Smith College School for Social Work frequently addressed issues of race, diverse populations and anti-racism in clinical practice. This area is noteworthy in terms of the increased number of topics related to race and anti-racism reflected in both the comprehensive exams and dissertations. Some examples included:

- Intergenerational Trauma in the African American Community: Post-Traumatic Slave Syndrome
- Vicarious Traumatization or Retraumatization: How Aboriginal Child Welfare Social Workers are at Increased Risk for Either
- Spirituality as a Self object: Working with African American End-stage Renal Disease Clients
• Fostering Attachment in the Face of Systemic Disruption: Clinical Treatment with Children in Foster Care and the Adoption and Safe Families Act

Similarly, doctoral dissertation titles topics at Smith College School for Social Work often focused on issues of race, antiracism and the clinical needs of diverse communities. Some titles included:

• “The Impact of Acculturation on First Generation Puerto Rican Women's Identity: An Exploratory Study”

• “Gender-Responsive Treatment: What Women Say, A Qualitative Study of Women's Experience with an Innovative Treatment Program”

• “Cultural Competence, Racial Identity, and Ethnocultural Empathy in Therapeutic Engagement with At Risk, Urban Adolescents of Color”

• “Cross-Cultural Dialogue and Its Impact on the Alliance in Cross-Cultural Psychotherapy Process”


• “Familismo, Resilience and Problem-Solving in Latino Family Caregivers of Dementia Afflicted Relatives: An Ethno-Cultural Cross-Sectional Study”

• “Understanding and Responding to Culturally Based Spiritual Phenomena: Traditional Asian Cultural and Eastern Spiritual Perspectives”

• “The Relationship between Cultural Competence, Ethnicity, Professional Training and Experience: A Multi-Method Case Study”

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

Administration and Support Staff

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 and many of them have done so. The college has an ongoing series of campus climate forums, many of which focus on diversity, and many members of the SSW administration and staff attend these regularly. In the summer of 2009, the Five College Training and Development Collaborative, in conjunction with the Five College Diversity Directors and Human Resource Directors, trained twelve employees from each campus as intergroup dialogue facilitators. One of those receiving training was Tobias Davis, SSW’s Coordinator of Continuing Education and Systems Specialist. He used the training to conduct a workshop during the Five College Day of Dialogue which occurred on October 27, 2009, and, as well, participated in several other Intergroup Dialogues in the fall of 2009. Many administrators participated in one of the several workshops which occurred during the Five College Day of Dialogue on class, race and gender including Dean Carolyn Jacobs, Associate Dean Susan Donner, Associate Dean for Administration Diane L. Tsoulas and Director of Fiscal Affairs and Financial Aid Gina Zaikowski.

Tobias Davis also taught a discussion section of an undergraduate course, Thinking through Race, in the fall semester of 2008. He has also been a member of the Staff Council Diversity Committee since 2007. Irene Rodriguez Martin, Director of Graduate Enrollment and Continuing Education, has been actively researching issues of race and ethnicity as they relate to college persistence and recently successfully completed her doctoral dissertation at the University of Massachusetts, titled “Insights into the
Complexities of Identity in Persisting Hispanic College Students.” Associate Dean Diane L. Tsoulas participated in a series of workshops on class and race which the college sponsored in February 2009. Gina Zaikowski has attended diversity and retention seminars at the last two financial aid conferences she has attended. Finally, many administrators actively attended summer lectures and workshops focused on diversity. (See pages 13 -15 for a description of events sponsored in the summer of 2008 and 2009.)

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

Office of the Dean

The Bertha Reynolds Senior Fellowship program has continued with two adjunct faculty of color who help the school with our anti-racism mission in a variety of ways. Bertha Reynolds Senior 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.

This is but one group at the School that continues to think about ways we can make both our classrooms and our community increasingly congruent with our anti-racism commitment. For the past three summers Professor Josh Miller has co-taught a weekly Pedagogy and Diversity Seminar (with adjunct professors Brenda Robinson, Edith Fraser, Ann Marie Garran, and once by himself). It is open to all summer faculty and the seminar explore issues of diversity that are coming up in the classroom. Some areas of focus have been working with social identity, setting up an inclusive classroom, working with conflict in the classroom, working with faculty’s own biases and triggers, intersectionality between race, gender, sexual orientation etc., and many more topics. As an extension of the seminar a Moodle site has been created, open to all faculty, which has summaries of the minutes (which go out to all faculty) and has on-line resources and articles on the various topics that we are covering.

In addition, Professor Josh Miller created an on-line course which he has co-taught for two years (with Adjunct Professor Ann Marie Garran the first year and Assistant Professor Hye-Kyung Kang the second year) and it is offered to all new or recent faculty as well as any other adjuncts who want to take it. It is an effort to orient adjuncts to the School’s anti-racism mission and to give them a sense of what students are being exposed to in their socio-cultural and racism courses. It involves reading chapters from *Racism in the United States: Implications for the Helping Professions* by Josh Miller and Ann Marie Garran, writing some reflections that pertain to their teaching and participating in two conference calls.

Our Anti-Racism Symposium in the summer of 2008 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. There were small-group discussions the night of the presentation as well as for first year students the following Wednesday night.

Our Anti-Racism Symposium in the summer of 2009 consisted of a powerful lecture by Dr. Kenneth Hardy on Race, Realities and Relationships and discussion groups which followed in practice and other classes.

*Smith College Studies in Social Work*

The Studies has provided a strong focus in recent years for publications on race, anti-racism and diversity. This tradition continued since the past report issued in 2007. Most recent contributions in 2009 have included a co-authored paper by Aminifu R. Harvey, Annie McDullough-Chavis, Melissa Littlefield, Alex D. Phillips and Jeanne Cooper titled “A Culturally Competent Family Enhancement and Empowerment Model for African American Clients” and a paper authored by Samuel Aymer titled “Clinical Practice with African American Men: What to Consider and What to Do?” In 2008, Lourdes Mattei authored a case study titled “La Cura: The Creation of Goodness in the Midst of Violence” and Olivia Washington & David Moxley co-authored a paper titled “Developmental of a Multimodal Assessment Framework for Helping Older African American Women Transitioning out of Homelessness.”
Just recently in the Fall, 2009, the *Studies* published a double special issue based on a compendium of papers gleaned from the conference devoted to issues related to combat stress for service members and their families. All authors were urged to attend to issues of racial and cultural diversity along with any relevant ethical dilemmas relevant to their topic. Once each year the *Studies* publishes all of the abstracts and dissertations from Ph.D. dissertations and M.S.W. level theses. At this point in time, at least 20% of these publications relate to topics of race, anti-racism and multiculturalism (see report from the Research Sequence).

In March, 2004, the *Studies* devoted the entire publication *Special Issue on Pedagogy and Diversity* 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 (many who have taught at the SCSSW). The text offers a wide range of topics related to issues of anti-racism and diversity in various educational settings. This issue has been widely used for teaching purposes on campus and in other academic settings throughout the country. Plans are underway to launch a second edition of this *Special Issue on Pedagogy and Diversity*. The editorial board continues to actively seek manuscripts that address anti-racism and multi-culturalism.

**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 ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT**

**Office of the Dean**

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.

The faculty search which occurred in 2007-2008 resulted in the hire of Assistant Professor Hye-Kyung Kang, a Korean American, as a practice teacher. Dr. Kang’s areas of interest are immigrant communities, cultural citizenship, and immigrant and refugee social and mental health.

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

Student Org leaders report that the student governing body maintains the importance of the anti-racism mission statement in many of their discussions. The student body has been working with Dean Jacobs and Irene Rodriguez Martin to increase the number of students of color in the program. Student Org fully supports the efforts of the School to attract and maintain students of color in the Master’s Program.

Student Org leaders fully support the continued inclusion of the second year required course in the Human Behavior Sequence entitled Racism in the United States. Student Org initiated discussions with the dean and faculty that would support more content on issues of racism in the curriculum and offer more opportunities for discussions related to racism. These ideas include extending the Racism course to 10 weeks, initiating a
racism documentary series and/or having the entire student body read a text/novel about racism that could be utilized to initiate discussion groups across the Smith Social Work community.

In addition to Student Org, there is an active Council for Students of Color whose main mission is to offer support and a collegial network to all students of color enrolled in the master’s and doctoral programs.

Numerous events occurred in the summers of 2008 and 2009 sponsored or co-sponsored by student groups which were supportive of the anti-racism mission of the School. These included:

The Council for Students of Color Symposium in the summer of 2008: Eli Painted Crow, a Native Woman Veteran’s Perspective on Women of Color in the U.S. Military. Eli Painted Crow is a Native American woman from the Yaqui nation who served in the U.S. Army for 22 years and is retired as SFC Sergeant First Class, after serving her last tour in Iraq. She works with the Women of Color Resource Center on initiatives to build the leadership of military women and veterans of color. The dean also invited Ms. Crow to an informal conversation with SSW faculty and staff the day after she presented her symposium.

The Jewish Students Alliance, the Council for Students of Color and the LGBTQQQ Alliance co-sponsored a series of three film screenings on the intersection of race, gender and sexuality. These were:

*Tongues Untied* – A documentary about North American black gay male identity

*A Litany for Survival – The Life and Work of Audrey Lourde* – Interviews with the late African American lesbian, poet and civil rights activist

*Against a Trans Narrative* – A cross-genre, cross-racial, cross-generational look at transmasculine communities

During the School’s 90th Anniversary celebration in the summer of 2008, Chara Riegel, M.S.W. ’08, presented her one-woman show, *Cowgirl Expatriate: A Texas Memoir*, about growing up with white privilege in Texas and her awakening to the existence of racism.

During the summer of 2008 the Council for Students of Color sponsored “Take a Ride on the Underground Railroad,” a tour which featured the activities of early social workers of the abolitionist movement in Northampton.

During the summer of 2009 the Council for Students of Color, Student Org, the LGBTQQQ Alliance, representatives from the doctoral student body and the School co-sponsored a one woman show by Janis Astor del Valle called *Trans Plantations*. This dramatic presentation chronicled the coming out of a New York born, Puerto Rican lesbian who was uprooted from her home in the Bronx to be raised in New Milford, Connecticut.

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

*Office of the Dean and Hazel Augustine Committee*

The 2008 and 2009 summer lectures series continued to include presentations related to race and multiculturalism. The summer lectures in 2008 included the following:

*Exploring Concepts of Individualism and Collectivism in Northern Uganda: Implications for Western Practice*

Joanne Corbin, M.S.S., Ph.D. - Hazel Augustine Series Lecturer

This lecture explored the concepts of individualism and collectivism in clinical practice. Application of these concepts was made to the speaker’s work and research in Northern Uganda. Implications for practice in the U.S. will be discussed. This lecture aided social workers’ integration of culturally syntonic practices into their work.
**Making of a Racialized (non)Citizen: U.S. Immigration and Naturalization Policies from a Historical Perspective**  
Hye-Kyung Kang, M.S.W., M.A., Ph.D.

This presentation examined the history of U.S. immigration and naturalization policies to understand its impact on current U.S. population pattern and racial dynamics. U.S. immigration policies reflect the social, political, and economic dynamics of the nation and often serve as a mechanism to meet and control labor and population needs. This lecture presented an overview of these policies from 1790 to 2003 with clinical examples to illustrate how they produced immigrants of color as racialized (non)citizens. The impact of these policies on the current immigration debates as well as clinical implications was discussed.

**From Xenophobia through Ethnic Prejudice to Violence**  
Salman Akhtar, M.D. - Annual Conference and 90th Anniversary Celebration Keynote Lecturer

This talk focused upon the nature and form of prejudice, that is, what constitutes prejudice, and how prejudice becomes evident. It sought to deconstruct the conventional definition of prejudice which rests upon the triad of ignorance, hostility, and externalization. Following this, a new manner of organizing the symptomatology of prejudice was presented and the complex interplay of intrapsychic and societal factors, including group regression and revisionist use of history by narcissistic and paranoid leaders was discussed. Four novel concepts that were especially highlighted including unmentalized xenophobia, villain hunger, propaganda addiction, and messianic sadism. The talk concluded with a demonstration of how a prejudiced mind and a psychotherapeutic mind differ and the attitude one needs to have towards one's own vulnerability to prejudicial attitudes.

**The SMART Clinical Social Work**  
Lai Wan Cecilia Chan, B.Soc.Sc., M.Soc.Sc., Ph.D., R.S.W., J.P. - Lydia Rapoport Lecturer

The integrative clinical social work approach is built on the strengths of counseling in the West and Eastern philosophies of harmony from Chinese Medicine. Model building: The SMART (Strength-oriented, Meaning-focused Approach to Resilience and Transformation) Empowerment Model adopts Chinese concepts of stagnation, over-attachment, physical and emotional blockages as reasons for imbalances. Intervention Strategies: A flexible and integrative intervention of body-mind-spirit approach of empowerment is being applied to college students, patients, women of divorce and victims of loss. Creative use of expressive arts, dance and body movement, meaning reconstruction narratives, acupressure and massage are adopted. Presentation: Clinical case materials, video of the clinical process of working with a client through the SMART were presented. Practical tips and techniques were shared.

The 2009 summer lectures series included the following relevant presentations:

**Race, Realities and Relationships -- Anti-Racism Symposium**  
Kenneth V. Hardy, Ph.D.

At no other time in our history has the notion of reality received such careful scrutiny as it has today. Fluid definitions of truth have accentuated many of the difficulties inherent in relationship formation and maintenance. The emergence of reality as a subjective experience has left many of us, in our personal and professional lives, in a quandary – questioning truths that were once considered unquestionable, thus contributing to a sense of tentativeness in our interactions. In the increasingly diverse world in which we live, it has become imperative for us to examine the myriad of contextual variables that give meaning to our lives as well to the lives of those with whom we interact. Race, class, gender, and religion, just to cite a few, are salient dimensions of our experiences that shape reality. This address examined the complex interplay between race, reality and our relationships. A conceptual framework for understanding the multitudinous ways in which race shapes our lives was discussed. Strategies for conducting effective cross racial dialogues and promoting an authentic climate of inclusion were provided.

**African Americans Aging in the Rural South: Stories of Faith, Family and Community**  
Iris Carlton-LaNey, Ph.D. – Brown Clinical Research Institute Lecturer
This lecture included content based on interviews with elderly African American farm women along with information gleaned from a lifetime of observing these women and men in their everyday surroundings. It also included readings from a series of vignettes that describe the events and activities that took place in this community over a 40 year time period and, finally, reflections from a participant observer/social work researcher who grew up in this small southeastern North Carolina community. Understanding the life experiences of these elders provides valuable information upon which to design and deliver services and programs.

Stressing Them Out: The Everyday Conflicts and Stressors in the Lives of Black Women and How They Cope

Joyce E. Everett, Ph.D.

The triangulation of race, gender, and socioeconomic status affect the psychological well-being of Black women. Yet there is only limited research on the stressors they experience or their ways of coping. This presentation reported the findings of a qualitative study of 40 Black women, 18-55 years of age, from three different sites. The results show that within a societal context of racism and sexism Black women experience emotionally demanding stressors that are moderated by support networks and experiences of intra-group racism and use both approach and avoidant coping responses with detrimental health and mental health consequences.

Adjunct Professor Fred Newdom again presented on the background and meaning of the School’s anti-racism commitment to the entering students during the 2008 and 2009 orientations. Two African American social workers were commencement speakers during this period; Dr. Ann Marie Garran was the speaker in 2008 and Gary Bailey was the speaker in 2009. Both addresses included remarks related to race and social justice and the social work profession.

During the summer of 2008, Professor Josh Miller and Assistant Professor Yoosun Park led a discussion group entitled “What Did You Think of Obama’s Speech on Race?”

FACULTY RESEARCH IS CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Kathryn Basham

Kathryn Basham’s recent scholarship in the past two years has focused intensively on the psychosocial needs for service members and their families during all phases of their deployment. In her research efforts with a congressionally mandated committee sponsored by the Institute of Medicine (National Academies of Science), she addresses issues of race, anti-racism and multiculturalism, among other issues, in her role as a clinical social worker. Ongoing consultations on “relationship based, culturally responsive and theoretically grounded” clinical practice models have occurred in a variety of settings including several VA Medical Centers, Walter Reed Army Medical Center and the Canadian Forces Department of Military Social Work. Continuing presentations will occur this November, 2009 at the Uniformed Services Social Work Conference, an annual consortium representing military and civilian clinicians in all branches of the Armed Forces. She has also dedicated many years to working as a consultant to the Smith College Counseling Service on cross-cultural practice, with a commitment to anti-racism.

Joanne Corbin

Publications


Book Chapter

**Book Review**

**Professional Presentations**
February 2009
“Returning to normal in Northern Uganda: A qualitative study of individuals' experiences to return home after armed conflict.”
Interdisciplinary Seminar on Conflict and Violence. Psychology of Peace and Violence Concentration, University of Massachusetts, Amherst, MA.

October 2008

October 2008

April 2008
“African approaches for psychosocial healing.” Presentation at the National Association of Social Work – MA Chapter Symposium, Boston, MA.

April 2008

October 2007

**James Drisko**
James Drisko has expanded content on racially and culturally diverse methods in two doctoral classes: 670/671 Research Methods and 1974 Research on Social Work Practice. He has also presented widely on evidence based practice, including extensive content on how the EBP approach can render invisible or devalued research on populations of color, and how the available outcome research provides very little empirical data from which to guide practice efforts.

Dr. Drisko emphasized the importance of racial and ethnic difference in a chapter entitled “Common Factors” on the Roberts & Greene *The Social Worker’s Desk Reference* (2nd ed) published by Oxford University and addressed research on cross-racial client-therapist dyads in his lecture “Is Mental Health Dead?” He reviewed Gil and Drewes’s book “Cultural Issues in Play Therapy” for *Child and Adolescent Social Work Journal*.

**Joyce Everett**
Publications


**Hye-Kyung Kang**

**Publications**


**Funded Research**

**Presentations**
April 2008 Keynote Speech: “The Strength Perspective: Discovering Resources, Mobilizing Assets, Respecting Wisdom” The Empowered Youth Worker Conference. New York, NY


April, 2009 “Cultural Competence in Mental Health Services,” Presentation and workshop (with Yoosun Park), for clinical and administrative staff at the Brien Center for Mental Health and Substance Abuse Services. Pittsfield, MA.


**Dennis Miehls**

**Publications**


**Joshua Miller**

**Publications**


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

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

October 12, 2007 Becoming a multicultural organization. Workshop with all faculty of Fordham University School of Social Services (with Susan Donner).

November 6, 2007 The spectrum of racism: Implications for midwives. Presentation to Seattle Midwifery School

November 7, 2007 The spectrum of racism: Implications for clinicians. Presentation to Clinical Social Work Society, Seattle, WA.


February 29, 2008 Teaching in an Anti-Racism College: Challenges and Opportunities. Luncheon presentation with Carolyn Jacobs and Susan Donner for Smith College faculty.

March 3, 2008 Making an Anti-Racism Commitment: Challenges and Opportunities. Presentation to professors at Seattle Midwifery School.

March 4, 2008 The spectrum of racism: Implications for clinicians. Workshop with clinicians in the child and family team, Catholic Community Services, Seattle, WA.

March 28, 2008 Successful teaching in an anti-racism school for social work. Workshop (with Ann Marie Garran) at Smith College School for Social Work Spring Faculty meeting.
April 11, 2008  Teaching about race and racism. Workshop given with Ann Marie Garran at Bi-Annual Conference of the NASW, Massachusetts Chapter, Newton, MA.

June, 2008  Co-teacher of three classes in Smith College Summer Institute for Faculty with Susan Donner. Classes focused on how to incorporate race, racism and other issues of diversity and oppression into the classroom.

July 18, 2008  History of the SSW Anti-Racism Mission. Panelist with Fred Newdom as part of the SSW 90th Anniversary Conference.

Sept. 11, 2008  Becoming a multicultural organization: Challenges and opportunities. Full-day workshop with senior managers at Aurora Mental Health Center, Aurora, CO.

Sept. 12, 2008  Working with culture and race in clinical practice. Full-day workshop with clinicians at Aurora Mental Health Center, Aurora, CO.

October 3, 2008  Teaching about race and racism. Presentation (with Ann Marie Garran) at 8th Annual Conference of the Institute for the Study and Promotion of Race and Culture, Boston, MA.

January 14, 2009  The spectrum of racism: Working across culture and race. Workshop presented for Clinical Support Options at Franklin Medical Center, Greenfield, MA.

March 25, 2009  Our ongoing work: Managing stereotypes and microaggressions. Presentation to Student Affairs, Smith College.

While on sabbatical during 2009-10 Dr. Miller is writing a book on psychosocial capacity building in response to disasters and editing a book on responses to the Sichuan earthquake - both of which use race, culture and ethnicity as central analytic frames. He is also working on a psychosocial capacity building project for Tamil children in a war-affected part of Sri Lanka. In addition, he also spent time teaching cross-culturally in China at Beijing Normal University, School of Social Support and Public Administration, about how to help people after disasters.

Yoosun Park

Publications


Marsha Pruett

Presentations


May 26-29, 2009  Dunlap, A. & Pruett, M.K., “An Update on Same Sex Marriage: Where are We Now and What’s Next?” AFCC 46th Annual Conference, New Orleans, LA.


Publications


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 Adrianne Andrews, Advisor for Equity Complaints at 103 College Hall, 585-2141. 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 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 master’s 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.