Progress Report on the School for Social Work’s Anti-Racism Commitment

This report has been prepared in an effort to inform the School for Social Work (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 school updates and disseminates this report biannually.

Anti-Racism Commitment 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 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 commitment and promote culturally responsive practice, research and scholarship, and other anti-racism activities. (Revised: November, 2011)

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 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 employed 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 the 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 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 on campus. 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 who live in residence during the summer to assist in a variety of ways with advancing the school’s anti-racism commitment. 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 commitment to “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 and 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 commitment 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 Commitment 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 statement of commitment; 2) the curriculum; 3) recruitment, support and retention of students, faculty and staff of color; 4) anti-racism work in field internships; 5) education pertaining to diversity and multiculturalism for faculty and staff; and 6) evaluation of 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. The ARCC is an elected committee with membership from all constituent groups in the school community. SSW community members seeking consultation can contact any member of the committee. The 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, the ARCC may make recommendations to the dean about policy and programmatic changes to further the anti-racism commitment. The ARCC is also charged with assessing the SSW’s progress towards becoming an anti-racism institution and issues a progress report every two years.

The appointment of Carolyn Jacobs, M.S.W., Ph.D. 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 commitment to 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 commitment and a community-wide dedication 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 eight sections: 1) efforts to improve student recruitment; 2) efforts to improve classroom and field curriculum; 3) efforts to improve and support staff development; 4) efforts to improve and support faculty development; 5) efforts to diversify hiring and appointments of faculty and staff; 6) collaborative efforts with student organized workshops, task groups and speakers; 7) efforts to improve SSW-sponsored lectures, workshops, task groups, research and discussion; and 8) faculty research. All of the initiatives outlined below are designed to advance the school’s progress toward its goal of becoming an anti-racism institution, and reflect our ongoing commitment to achieving that goal.

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

**Office of Enrollment Management**

**Applicants of Color**

Over the past two years, the Admission Office has seen a significant increase both in the applications received from prospective students of color and in the final number of students of color enrolled in the M.S.W. program. While overall the number of applications in 2010-11 increased by about 35% over 2009-2010 figures (an increase from 347 applications in 2009-10 to 464 applications in 2011), the number of applications received from applicants of color during that same time period increased by over 60%: just 55 applicants of color applied in 2009-10 and 90 applicants of color applied in 2011-2012. As a result, about 20% of all applications received in 2010-11 and 2011-12 were from applicants of color (see Table 1.)

<table>
<thead>
<tr>
<th>Table 1</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
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</thead>
<tbody>
<tr>
<td>Total M.S.W. Applications of Color</td>
<td>55 (16%)</td>
<td>91 (20%)</td>
<td>90 (19%)</td>
</tr>
<tr>
<td>Enrolling Students of Color (% of entering class)</td>
<td>12 (18%)</td>
<td>31 (22%)</td>
<td>33 (25%)</td>
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Entering Class Enrollment of Students of Color

In terms of first-year students of color enrolling, the number of students of color enrolled in 2010 (31) and 2011 (33) was nearly three times the number of students of color enrolled in 2009 (12). Because the overall class size for 2010 and 2011 (137 and 134 students, respectively) was larger than it was for 2009 (105 students), the resulting percentage of students of color in the entering class did not shift as dramatically as the actual number of students themselves: in 2009, 18% of the entering class were students of color (12); in 2010, 22% of the entering class were students of color (31) and in 2011, 25% of the entering class were students of color (33).

New Programming

The larger entering class of students of color in 2010 lent to numerous conversations about ways to better engage and support the community of color. At the request of the Council for Students of Color Leaders in the summer of 2010, Dean Jacobs agreed to sponsor an orientation for the students of color in the 2011 entering class. In May 2011, the first Networking Orientation for Students of Color was held just before general check-in. Organized by Yoosun Park, Ph.D. and Irene Rodriguez Martin, Ed.D., the two day program included presentations by Dean Jacobs, resident faculty of color, and alumna Edith Fraser, Ph.D. Newly admitted students of color were invited to the event along with members of the current student body. In all, 39 students attended the event. Of the 39, 23 were entering students (out of 35 entering students - 66% attending) and 16 were returning students (out of 38 returning students - 42% attending). Over half of all students of color on campus took part in the orientation. Evaluations of the program were taken both immediately after the event and again at the end of the summer. The program received very high scores for community building, anchoring students in their commitment to social work, and providing resources for academic success. In addition, students commented that the program served to build a sense of cohesion between Council members, a personal sense of belonging, and a foundation for mentoring. Based on these findings, the Dean has made a commitment to repeating the program in 2012.

Doctoral Program

The Co-Directors have very actively sought to recruit applicants of color to the doctoral program. The program admitted 11 students to the D’12 class including four students of color: one Hispanic, one Caribbean American, one Japanese American and 1 Chinese Canadian. The following summer the program admitted eight students to the D’13 class, including one Hispanic and one African American.

During the 2010 academic year, Dean Jacobs offered a $1,000 stipend to offset tuition costs to each doctoral student who was teaching in our M.S.W. program. This financial support was very useful to students and greatly appreciated by all. While the school’s help in defraying the costs of clinical field supervision has been very helpful, financial aid continues to be a major concern. Almost every doctoral program provides significant financial aid, supports payment of tuition, and offers teaching assistantships. With little to no financial aid to offer students, the doctoral program faces a daunting problem in recruitment and admissions, especially for students of color. The absence of the Minority Fellowships Award, previously sponsored by CSWE, adds further difficulty for students of color. The limited financial aid and support for supervision has not kept pace with the increase in numbers in the program and increasing costs. The small pool of funds is now divided more ways and is less meaningful. Further support for doctoral financial aid and supervision costs would be very helpful and is strongly endorsed by current doctoral students and ABDs.
2) EFFORTS TO IMPROVE CLASSROOM AND FIELD CURRICULUM ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Master’s Program

Social Work Practice Sequence

The required first-year classes Practice and Group Work have specific readings and exercises that respond to issues of racial identity and intergroup processes and dynamics.

The introductory practice course has adopted a new text whose focus is on cultural complexity and provides an intersectional framework for exploring oppression based on identity and the ways in which these issues play out in practice (Hays, Pamela (2009). Addressing cultural complexities in practice, 2nd ed.). Additional readings focused on race include: Falicov’s Hispanic families in therapy; Boyd-Franklin’s Therapy with African-American inner-city families; Falicov’s Working with transnational immigrants: Expanding meanings of family, community and culture; Dean’s The myth of cross-cultural competence and Lesser. and Eriksen’s Brief treatment with a Vietnamese adolescent: Integrating self-psychological and constructivist models.

The second summer required practice course again sought out readings that addressed race and culture. Examples are: Sue & Sue’s Counseling the culturally different: Theory and practice; Barrera & Corso’s Cultural competency as skilled dialogue; Comas-Diaz’s An ethno political approach to working with people of color; Hulko’s The time and context contingent nature of intersectionality and interlocking oppressions; Miller & Garran’s chapter Background: Social identity and situating ourselves; and Shonfeld-Ringel’s A re-conceptualization of the working alliance in cross-cultural practice with non-Western clients: Integrating relational perspectives and multicultural theories, among others.

Selection of cases for classroom discussion has included a more intentional identification of clinical work done by clinicians of color with both clients of color and white clients. This was in response to the recognition that the case material involving clients of color typically reflected the work of white practitioners. Similarly, videos of clinical work used for classroom discussion have been enriched by a more focused emphasis on inclusion of the insights and culturally enriched discussions of practitioners of color on those videos.

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 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.

Another way the practice sequence has integrated anti-racism work into its role at the school has been to take leadership responsibility for the Anti-Racism Symposium. The two co-planners of the Symposium are resident practice faculty who have formalized the role of practice classes (both the introductory practice course and the group course) as settings in which the Symposium presentation is discussed and processed.

Human Behavior in the Social Environment (HBSE)

Emphasizing the school’s anti-racism commitment statement, the HBSE sequence includes a number of required and elective courses to reinforce the commitment. The first-year required course, Sociocultural Concepts, offers first-year students an opportunity to study and critique theory that explores the broad topic
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 (this is not the case for other co-taught courses) and this speaks to the commitment of the Office of the Dean to further the goals of the anti-racism commitment 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. Feedback arising from students about the *Racism in the U.S.* course is that the course should be a 10 week course, and that five weeks is too short a time to cover all of the material. The course continues to be reviewed and revised regularly.

Electives that support the school’s anti-racism commitment include *Race and Ethnicity in Psychodynamic Clinical Practice, Advanced Studies in Race and Racism, Collective Trauma, and Violence: A Systemic Approach to Assessment and Intervention. Culture and Development* was bracketed in 2010 as a result of the professor’s sabbatical absence, but was re-instituted in 2011. Both required courses and other electives infuse social and psychological theories that support the anti-racism commitment statement. As faculty becomes more conversant with diversity pedagogy, student evaluations note the increasing integration of diversity issues in most classes. Joan Berzoff, M.S.W., Ed.D., returned to teach in the Human Behavior Sequence and she extensively revised the second-year required course entitled *Comparative Psychodynamic Theories*. Dr. Berzoff worked with the doctoral students who led discussion groups to revamp the course outline. They integrated a great deal of social theory with the psychological theories and in so doing, took leadership in furthering the synthesis of the school’s foci on clinical excellence within the adoption of an anti-racism commitment statement.

To prepare students for their selection of a model of the *Racism in the U.S.* course, Dennis Miehls, M.S.W., Ph.D., once again attended all sections of the *Sociocultural Concepts* class, along with a racism faculty member (Rani Varghese, M.S.W., Ph.D.) and students who had completed the course. This was very effective as the student voices added a dimension of clarity to potential participants in all three models of the course. Ms. Varghese attended three of the orientation seminars and students attended all but one orientation (due to a scheduling error). The intention was to have consistency of preparation of students across sections. Models of the *Racism* course were explained to the students, along with a history of how these classes have been constituted in the past. Discussions were initiated with students about the benefits and/or complexities of working on issues of racism in racially heterogeneous or racially homogeneous groups. The presentations were successful in sparking discussion both between students and presenters, and between students and *Sociocultural Concepts* faculty.

In the summer of 2010 the decision was made to bracket the Perspective of Clinicians of Color section of the *Racism* course, due to only three students requesting this particular section as their first choice. This decision raised concerns with some students and some of the *Racism* faculty. In response, Bertha Reynolds Fellow Lisa Moore, Ph.D., invited students of color to meet with her to express their concerns and to have additional opportunities to discuss issues of racism with her. Seven students requested a meeting with the dean and chair of the HBSE sequence to discuss the decision about bracketing this section. The meeting was productive in brainstorming ideas about how to avoid making this decision again in the future. Out of this meeting, students volunteered to attend the *Sociocultural Concepts* classes with Dr. Miehls. In addition, it appeared that the students felt “heard” during the meeting—an important outcome. In September 2010, the *Racism in the U.S.* faculty met for a day-long meeting to further and deepen the content of the three models of the course.

According to student evaluations in the summer of 2011, many students noted the challenge of trying to learn psychological theories fully while integrating diversity content. Students noted that many of the theory courses were very successful in integrating psychological and social content in cases, in syllabi and in teaching materials. They expressed the wish that the *Racism and Sociocultural Concepts* courses offered a similar kind of inclusion of theory and practice content. The courses *Theories of Individual Development, Family Theory, and Child Development*, according to student evaluations, were very effective in fostering diversity content on race. One section of *Child Development* was critical about the ways in which race was
taught because the instructor used a film that was over ten years old. This course will reconsider the films it uses around racial issues. In Comparative Theories, some students felt that the course seamlessly integrated race, class, and culture; others had concerns that all of the cases used were of people of color (a choice made when students had concerns that last year’s cases were of two rural, poor, white families). Many students had concerns about the major case study of a resilient person of color because it was written by a white male; for others, it offered a good example of traumatogenic social conditions in which a person of color was not pathologized. Moving forward, cases will include those of persons of color and white clients. There was much critique by the second-year class that psychological theories were “hegemonic, white male dominated, Eurocentric theories and therefore not valuable”; however many students did an excellent job of understanding psychological theories and applying them to case material.

The third edition of Inside Out and Outside In: Psychodynamic Theory and Practice in Multicultural Populations was just published with new content on race and racism. In addition, Dr. Berzoff published a new book in the fall of 2011, entitled Falling Through the Cracks: Psychodynamic Practice with Vulnerable and Oppressed Clients. This book has many chapters related to those in prisons, homeless shelters, addictions, pregnant and parenting teens’ clinics, and child welfare, all of which have to do with at-risk populations of color. Both of these texts will be used in HBSE next year.

Continued efforts to strengthen the curriculum in the HBSE sequence include:

- In the Sociocultural Concepts course – Yoosun Park, Ph.D. will assume the coordination role of this course and some content will be updated. The current model of the course was initiated some eight years ago and while still relevant in many areas, there is need for some revision.
- Faculty of color will be sought out who are willing and able to teach in the sequence so as to continue the goals of the anti-racism commitment statement of the school.
- Faculty will continue to work together with faculty from other sequences to better integrate sociocultural theories, psychological theories, and racism into the course curriculum.

Social Welfare Policy and Services Sequence

The foundation policy course provides a systematic exploration of major areas of social welfare policy affecting clients of the welfare state. Policies are examined through an analytic framework that considers:

- The social problem addressed by the policy;
- The policy objectives, value premises, expectations, and target populations;
- Effects of the policy;
- Implications of the policy;
- Alternative polices.

The framework is the basis for the organization of a text newly adopted for 2011: Social Policy and Social Change: Toward the Creation of Social and Economic Justice by Jillian Jimenez. The text was chosen due to its explicit examination of the impact of race and racism on policies and services. It replaced another text, used for several years thorough 2010 (The Dynamics of Social Welfare Policy by Joel Blau, with Mimi Abramovitz), which also centered racism and other forms of oppression in its analytic framework.

The other foundation course in the Social Welfare Policy and Services sequence is the Agency and Community Practice course that is intended to introduce students to macro practice as part of social work and to prepare them to engage in the required Community Practice Project during their first internship year.

In a departure from previous practice, a textbook was required for the 2011 classes. The text, Social Work Macro Practice by P. Ellen Netting, Peter M. Kettner, and Steven L. McMurtry, provides a solid treatment of issues involved in engaging in community-based practice in communities of color.

In general, the SWPS Sequence works to integrate an anti-racism stance into all its courses. For example, in the foundation policy course, issues of diversity are interwoven throughout the course, especially with respect to the differential effects of social welfare policy on African Americans, Hispanics, and other
oppressed groups. In second-year field of practice required electives, issues of diversity are infused throughout the courses on health, mental health, child welfare, and family services.

To supplement classroom instruction, outside lecturers were also used to add additional perspectives and experiences. A notable example was Mistinguette Smith, executive director of the Black Land Project, who spoke with two sections of Agency and Community Practice. She offered an incredible window into the impact of racism on African American people’s experience with land and place. According to student feedback, they found it quite helpful.

Over the past several 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, neocolonialism, and cultural diversity: Dismantling Institutional Racism; Managing Ethnicities: A Social/Legal History of Immigration; and Social Justice and the Law.

Research Sequence

Issues of diversity were addressed in the Research Methods courses through text, articles, videos, and written assignments. The research curriculum has a strong focus on developing the critical analysis skills of students on the issues of ethics, values, and biases that arise in the development and implementation of research. Rubin and Babbie’s text for this course has good attention to issues of diversity; this focus is integrated throughout and there is a complete section on culturally competent research. The research articles for the course have been selected due to their incorporation of ethnic diversity; five of the 12 articles focused specifically on diverse populations. Materials such as the NASW Code of Ethics and the federal regulations on the Protection of Human Subjects in Research include attention to diversity. The written assignments have students consider biases and omissions in all phases of the research process, such as in developing their research question, review of the theoretical and empirical literature, development of their methodology (for empirical or theoretical studies), and the consideration of their findings or conclusions.

The course uses The Deadly Deception, a video production about the Tuskegee syphilis study to discuss the intersection of race, gender, class, history, power and voice on research. Some faculty members have been concerned about the strong affect that this film may raise in some students and they have raised questions about the educational value of using such film. To address these concerns the film was viewed and discussed in the fall of 2009 by resident faculty to better understand the content of the film and to explore the ways the film supported the curriculum of the program, particularly the antiracism commitment. The film was then viewed by adjunct faculty during the 2010 winter faculty meeting so that all faculty teaching in the summer would have knowledge of the content of the film and could support students with questions or concerns. After viewing and discussing this film, some adjunct faculty members were concerned about the affective responses that students could have and they recommended additional educational resources to support this film. As a result, the first pedagogy and diversity meeting of the summer 2010 was used to discuss the use of film as an educational strategy and was facilitated by Dr. Edith Fraser and Dr. Mary Hall. The discussion explored important issues of preparation and reflection that should be done to gain education benefit from the use of films and to prepare viewers for potentially affectively charged content. Valuable instructional strategies were gained from this meeting and all the discussions the faculty had throughout the year. Overall, students reflected the benefit of reviewing such a video in their narrative evaluations of the research methods course.

Research Theses

A large number of students continue to complete thesis topics that address race and racism or are directly related to the school’s anti-racism commitment statement. In 2010 Emely Velez, M.S.W., was awarded the Alumni Association Thesis Award for Students of Color for her thesis entitled “A Different World: First Generation Latinas and Role Change.” The Alumni Association Thesis Research Award was awarded to Malikah Rollins, M.S.W., for her thesis on “Contrasts and Comparison in Racial Identity Development among Black, White, Hispanic and Asian Youth.” Amy Bauman, M.S.W., was awarded the Amith Ben-David Memorial Thesis Prize, which recognizes excellence in cross cultural family practice and theory and
which is awarded annually to one Master’s Thesis that advances Amith Ben-David’s interest in family
therapy. Amy’s thesis was titled “No Chance to Explain: The Utility of Attachment Theory When Working
with African American Teen Mothers.” Jaycelle Basford-Pequet (M.S.W.’10) and her wife, Amy Basford-
Pequet (M.S.W.’08) were invited to present a workshop featuring Jaycelle’s thesis, “Between Scylla and
Charybdis: How Does Race and Sexual Orientation Affect the Family Planning Process of Interracial
Queer Women-Identified Couples?” Charlotte Curtis, M.S.W. ‘10, focused her thesis on the influence of
the school’s anti-racism commitment over the years by interviewing white Smith graduates. Her thesis is
entitled “Planting the Seed: The Lasting Impact of an Explicit Anti-Racism Mission on White Graduates of
the Smith College School for Social Work.”

In 2011 the Alumni Association Thesis Award was given to Neil Bilotta for his thesis entitled
“Encompassing Acholi Values: Culturally Ethical Reintegration Ideology for Formerly Abducted Youth of
the Lord’s Resistance Army in Northern Uganda.” Sarah Matlock was awarded the Amith Ben-David
Memorial Thesis Award for her thesis “White Anti-Racism in the Context of Parenting.”

Other examples of theses addressing issues of race and racism include:

2010

- "An Exploration of the Social Construction of Race and Racial Identity," by Elizabeth Castrellón;
- "Multidisciplinary Considerations for Clinical Work with the Multiracial Identity," by Kate De Soto;
- "The Development of Racial-Ethnic Identity among International Adoptees: The Role of Perceived
  Parental Cultural Competence," by Abigail Jin Forshay;
- "Cross-Racial Therapeutic Dyads: How Does Race Play Out in Play Therapy?" by Rebecca Fox;
- "An Exploration of the Dual Liminal Space: the Cultural and Developmental Process of South
  American Latino Adolescents Post Immigration," by Erika Hajati;
- "Racial Micro-aggressions in the Clinical Dyad: A Qualitative Study of African American Clinical
  Social Worker's Anti-oppression Clinical Work with Same Race Clients," by Illana Cathleen Jordan;
- "Slavery in the white psyche: How contemporary white Americans remember and make meaning of
  U.S. slavery," by Ryan Nelson Parker;
- "Transitions in Parenting among Somali Refugee and Immigrant Families: Acculturation in the U.S.
  and the Preservation of Traditional Culture and Values," by Judith L. Wolf.

2011

- "Measuring the Cultural Competence of Hospice Social Workers Using the Multicultural Counseling
  Self-Efficacy Scale – Racial Diversity Form, Revised Version, for Use in Hospice Settings," by
  Jessica Begans;
- "Patriarchy and the Trap of Masculinity: A Post-Colonial Analysis of Violence against Sexual
  Minorities in Uganda," by Sarah Elspeth Coughtry;
- "What Triple Jeopardy? Clinical Implications for Working with African American Queer Women," by
  Tharyn Giovanni Grant;
- "A New Praxis: Exploring Class-Based Microaggressions and the Application of Relational-Cultural
- "Aid from without, healing from within: An examination of the use of target population cultural
  knowledge of mental health and healing in refugee camp mental health programs," by Madeline
  Kilpatrick;
- "The Door(s) of no Return – How the Legacy of Slavery Impacts Birth Outcomes for African
  American Women," by Jennifer Baxendale Lally;
- "The Impact of Race and Psychosocial Factors on Help-Seeking Behaviors Among Young Adults in
  the Prodrome to Psychosis," Paula Daniela Mazzotta;
- "There is (Not) a Black President: A Psychodynamic Exploration of Doubts about Obama’s
"Environmental Racism: Exploring Suffering and Healing Through Collective Resistance," by Brooke A. Moore;
"Can Analysis Align with Antiracism? An Exploration of the Experiences of Psychoanalysts Working Towards Social Justice," by Madeline Nussbaum;
"Mujeres Cultivando Raíces: The Experience of Mexican Migrant Farmworking Women and how they Cope in Reaction to Stress," by Joana Padilla Zapata;
"What factors deter self-identified White anti-racist social workers from interrupting acts of racism in interpersonal interactions?" by Mary Panke.

Post-Residency

In 2010, of the fifteen students in post-residency status, five were students of color. Six students from the class of 2011 entered post-residency in the fall of 2011, two of whom are students of color. The number of current post-residency students, including the class of 2011, is nine in total, three of whom are students of color, keeping the percentage of post-residency students of color at around 33%.

Field Work

The Field Work department has continued its efforts to contribute to the school’s anti-racism commitment, 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 at the school. We have, in the past two years, focused on the following areas:

We include materials about our anti-racism commitment 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 maintain training affiliations with agencies that have a defined focus on serving clients of color and continue to work with our already established training sites around the ongoing work of our anti-racism commitment. We continue to provide specialized placements for students working with African Americans, Asian, and Hispanic teams.

Partial listings of new and re-activated field placements that serve clients of color include:
- The Dimock Center, Roxbury, MA;
- Peck Full Service School, Holyoke, MA;
- The Polaris Project, Washington, DC;
- The High Roads Schools, Washington, DC;
- Thurgood Marshall Academy Charter School, Washington, DC;
- Spelman College, Atlanta, GA;
- The MacNeil School, Chicago, IL;
- Santa Fe Counseling, Albuquerque, NM.

During the 2009-2010 field placement year, three second-year students completed their internship programs in Chaing Mai, Thailand. This was the third year this field placement was offered to students. The students worked in both government and non-government sponsored agencies providing direct services to individual adults, children, and families under the supervision of Thai social workers and with intensive field advising by Catherine Nye, M.S.W., Ph.D. As has been the case in the past, considerable attention has been paid to developing and maintaining a strong curricular foundation in support of the international placements, with specialized orientations, an independent study, required and elective course work and individualized research advising assignments. Students placed during the 2009-2010 year experienced a more challenging year in some ways than have past students, with the loss of several key supervisors in Chaing Mai and the political unrest that unfolded over the course of the year. Students reported having had a meaningful but
challenging time and the school decided to bracket the Thailand placements for the 2010-2011 year in order to re-evaluate the program and to see how the political situation evolves.

During the 2010-2011 year, in close collaboration with Dr. Joanne Corbin, two students completed their second-year internships in Uganda. The students provided outreach work to families affected by HIV/AIDS and collaborated with the Comboni Samaritans in Gulu, Uganda. The students received ongoing supervision and support supplemented by weekly Skype visits as well as in-person field visits by Dr. Corbin.

In further support of the anti-racism field assignment, we now compile binders of the abstracts of completed antiracism 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. 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 continue to provide a two-hour summer orientation session designed to help prepare students for the second year anti-racism field assignment. We have continued to offer trainings for supervisors and field advisors on anti-racism work, the anti-racism field assignment, diversity issues and have included student representatives from the Council for Students of Color in presentations to new supervisors.


Efforts to hire and maintain a diverse group of faculty field advisors have continued. Our current roster of 46 FFAs includes 10 advisors of color, representing more than 20% of the total.

Community Practice Project

The Community Practice Project (CPP) provides yet another opportunity for students to engage in social work practice in ways that advance the school’s anti-racism commitment. Each year students are surveyed as to which issues should be the focus of that year’s CPP. A number of the options are directly or indirectly related to race and racism. From the list of possible project areas, students select three that will be the pool from which they choose their individual projects. In 2010, the issues selected included criminal justice reform, immigration reform and child welfare policy reform, each of which is an issue in which people of color are disproportionately affected. The 2011 issues once again included immigration reform.

Projects over the two years included efforts at legislative and policy advocacy, coalition building, community outreach, and a variety of other methods to advance an agenda aimed at enhancing racial justice in these areas.

Doctoral Program

Orientation

The doctoral program has continued its four-hour diversity training as part of the orientation process for entering students. This training, which continues to be widely appreciated by students, serves to examine discrimination, power and oppression; to address these issues both academically and experientially; and to engage with group-building exercises. This introduction builds knowledge and opens discussion that is followed by the infusion of content related to the anti-racism commitment in all courses.

In the fall of 2010, at Curriculum Day, the faculty reviewed the entire orientation process and reconfigured the initial orientation and subsequent follow-up. This initiative was supported by faculty and students alike.
One recommendation offered was to build into various courses more explicit tie-ins as a way to facilitate conversations related to diversity. We do believe, and course evaluations report, that attention to diversity and anti-racism is present and vivid, yet the linkages drawn between orientation and classes are often limited. As a result, the diversity training was revised and led by Dr. Anne-Marie Garran during the summer of 2011.

Courses

In general, diversity themes are infused throughout the doctoral curriculum. 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. 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 racially and culturally diverse populations. In courses with a heavy methodological focus (such as research methods), diverse research strategies are included and exemplar articles are selected to represent racially and culturally diverse populations and voices. Issues of visibility and invisibility are discussed as they pertain to research methods including sampling strategies, analytic methods and reporting.

There is interest in making the “required option” elective on oppressed populations a required course. Students from the last several classes support this idea despite the fact it will eliminate electives (at least in name). During the time of the last Anti-Racism Progress Report, this course, previously an “elective,” had just been made a “required elective” by consensus of students and faculty.

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. Similarly, doctoral dissertation topics often focused on issues of race, antiracism and the clinical needs of diverse communities. Recent titles included:

- "Boundary ambiguity and the maintenance of borderline personality traits: Adolescent girls in foster care," by Maureen Ann Kaplan, Ph.D.’10
- "In their own words: A comparative study of the attachment experiences of special needs adoptive families," by Collette Lynn Duciaume-Wright, Ph.D.’10
- "Native American Elders' Perception of the Boarding School Experience as Native American Parenting: An Exploratory Study," by Josephine Anne Chase, Ph.D.’11

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

Administration and Support Staff

The campus sponsors yearly workshops and trainings on diversity and dialogue across differences, and the administration has encouraged and supported all staff who wish to take advantage of these opportunities. In 2011 many of the staff attended the "Days of Dialogue" workshops on race, class and gender. One staff, Tobias Davis, has been trained as a facilitator of these dialogues and has helped with the running of them the past several years.

In addition, the Dean has requested that all senior managers in the school organize and lead their staff in dialogues on issues of diversity within the SSW community. The Registrar's Office and the Development and Alumni Affairs Office meet monthly to have such conversations. All senior level administrators also attend the Monthly Anti-Racism meetings that the school holds.
4) EFFORTS TO IMPROVE AND SUPPORT FACULTY DEVELOPMENT THAT ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Office of the Dean

The Bertha Reynolds Senior Fellowship Program

The Bertha Reynolds Senior Fellowship program has continued with two adjunct faculty of color who help the school with our anti-racism commitment 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. In 2010, Dr. Lisa Lynelle Moore served first term and led a discussion group in relation to a film on racism that the SSW community was invited to see. Ruth Spencer, M.S.S.A, J.D., served as Fellow during the second term. In Dr. 2011 Ann Marie Garran served first term, and Dr. Victoria Winbush was Fellow during the second term. As part of her service to the SSW community as Bertha Reynolds Fellow, Victoria Winbush facilitated a series of cross-racial, cross-cultural dialogues for each student class cohort (see Section 7).

Pedagogy and Diversity Workshops

The Pedagogy and Diversity Workshops serve as another avenue for faculty development. Meetings are held weekly each term for any faculty members to process issues of race, racism, diversity and pedagogy in the classroom. The goal of these workshops is to provide summer teaching faculty ongoing support and space to reflect on classroom transactions in connection with diversity content. The Pedagogy and Diversity Workshops are a major vehicle for furthering the SSW's anti-racism commitment by deepening the capacity of faculty to explore and develop their awareness and skills to manage the inclusion of this content while also processing issues that arise in the classroom. The seminars include a mixture of discussion, problem-solving, presentations, and exercises that are developed by participants and the facilitators. The minutes of each pedagogy and diversity session are posted on Moodle and distributed to all SSW faculty for information and resource sharing, comment and dialogue. While these workshops are not mandatory, all faculty and particularly adjunct teaching faculty are encouraged to attend. It is significant to note that this past summer of 2011 the school began offering CEUs (a total of 10) to faculty that attended four of the five sessions throughout the summer. The fact that these CEUs were offered at no cost demonstrates the school's commitment to reaching faculty and creating space for dialogue around issues of race and diversity. There was a very favorable response to this outreach, as attendance and participation were up considerably from other summers and the seminars were quite well received and evaluated.

Online Course

Professor Josh Miller created an online course that he 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 commitment 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 Drs. Miller and Garran, writing some reflections that pertain to their teaching and participating in two conference calls. In 2010, Assistant Professor Hye-Kyung Kang taught the course, and in 2011 it was taught by Professor Miller.

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 has continued since the past report issued in 2009. The following are examples of papers that directly focus on or attend to issues of race and racism:

In July of 2010, the Studies published a special double issue on Spirituality and Social Work Practice, in which a wide variety of papers attended to cross-cultural religious and worldviews.

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 faculty and students engaging in research with human subjects to consider, including 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.

5) HIRING AND APPOINTMENTS OF FACULTY AND STAFF ARE CONGRUENT WITH THE ANTI-RACISM COMMITMENT

Office of the Dean

There has not been a faculty hire since the last report in 2009. There was a staff hire this past year into a new part-time position of Communications Specialist and this position was filled by a Hispanic male, Juan M. Ruiz-Hau. All search committees for any vacant faculty or staff position are charged with ensuring as diverse a pool of candidates as possible and interviewees are assessed, in part, on their awareness of and experience with working with issues of diversity and within communities of color.

In addition, 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.
Sequences

The school continues its commitment to diversifying its faculty and staff. In the practice sequence, in 2010, 13% of the faculty were people of color, while in 2011, the number was 14%. The percentages were higher in the first and second summer required courses (23% in 2010 and 20% in 2011).

In the summer of 2010, seven of the 35 faculty teaching both required and elective courses in the HBSE sequence identified as faculty of color. In 2011, eight of the 19 instructors (42%) teaching courses (both required and elective) predicated on integrating issues of diversity were faculty of color. In all required courses, resident and adjunct faculty met weekly to discuss curriculum content and pedagogy and diversity, among other things.

Eighteen faculty taught courses in the Social Welfare Policy and Services sequence in the summer of 2010. Diversity in the teaching faculty was widespread; over half were faculty of color. Three of the faculty of color taught first-year required courses Introduction to Social Welfare and Agency and Community Practice while the remainder taught elective courses (two of these were taught by resident faculty of color). Many of the policy faculty attended the Pedagogy and Diversity seminars, noting that such an opportunity was not available to them elsewhere. In the summer of 2011, of the 17 faculty who taught courses in the sequence more than one-third were of color.

In 2010 one of the four research faculty members was a person of color, and in 2011 four of the eight total classes in this sequence were taught by women of color. There were 47 research advisors who were assigned to the class of 2010 and the post residents, 23% of who identified as persons of color, including one African American, five Asian and one Native American. There were 52 advisors who were assigned to the class of 2011, including six African American, seven Asian and two Hispanics, for a total of 29% of the advisor group. For the upcoming 2011-12 academic year there are 56 research advisors on board, consisting of six African American, six Asian, two Hispanic and one Native American – 27% of the total advising group.

Doctoral Program

Hiring doctoral-level instructors continues to be a challenge given the payment offered. We have been fortunate to maintain a high caliber crew, including the addition of two adjunct faculty of color teaching Culture and Development and Clinical Social Work Practice with Oppressed Populations, as well as a new professor of Statistics. Each of these new faculty members was well received and evaluated very positively. However, the effort to obtain appropriate instructors is challenging. Often, when our payment is discussed with prospective doctoral faculty members, they reply that they could earn three times the amount at other colleges or universities for a comparable course. Others comment that after factoring in the cost of travel, teaching at our program becomes essentially a pro bono endeavor. This continues to be a serious concern. The doctoral program hovers at about 20% faculty who are persons of color.

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

Student Groups

Student Org continues to play an important role in supporting the school’s anti-racism commitment. The student body has been working with Dean Jacobs and Irene Rodriguez Martin, Ed.D., to increase the number of students of color in the program, and Student Org fully supports the efforts of the school to attract and maintain students of color in the master’s program. Student Org continues to be involved in discussions with the Dean and faculty around course content and curriculum, and making sure issues of race and racism are integrated and mainstreamed into the curriculum.

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.
The Unlearning Racism Group was revived by students in the summer of 2010 and continued to gather strength in numbers throughout the summer of 2011. This is a leaderless student space in which whiteness is felt, embodied, and explored through personal experience, with the intention of supporting members in chipping away at their own learned racism.

Events

Numerous events occurred in the summers of 2010 and 2011 sponsored or co-sponsored by student groups that were supportive of the anti-racism commitment of the school. In 2010 several student organizations co-sponsored an On-Campus Film Festival featuring movies themed around race, immigration, gender and sexuality, and intersectional oppressions. Films were followed by a discussion, and included:
- “Paris is Burning” (sponsored by the LGBTQ Alliance)
- “Crash” (sponsored by Council for Students of Color)
- “Crossing Arizona” (sponsored by SWAA)
- “Real Women Have Curves” (sponsored by Size Matters)

The Council for Students of Color also hosted their annual International Party, featuring international food, drinks, dancing, and open mic performances.

In 2011 the Council for Students of Color hosted two events centered on the Kwanzaa themes of **ujima** (collective work and responsibility) and **kuumba** (creativity). The first event was a poetry performance and workshop by the performing artists, Climbing Poetree, a performance duo who speak to issues of oppression and social justice. After their performance and workshop, the Council facilitated a living art project meant to share as a community the different perspectives and images of what these themes mean to them. Participants used fabric, paint, stencils, and their imagination to create a collective banner. Later that summer several student organizations co-sponsored a performance by Slanty-Eyed Mama, a duo of Julliard-trained classical artists who take on issues of race and gender by subverting stereotypes and discussing the misconceptions about Asian American women through spoken word, music, and comedy.

**In addition to these events, each summer the Council for Students of Color sponsors graduating students in the dissemination of their theses related to issues of race and racism.** Disseminations are open to the entire SSW community.

7) **Efforts to Improve SSW Sponsored Lectures, Workshops, Task Groups and Speakers Are Congruent with the Anti-Racism Commitment**

Every summer there are specific events and activities for students, faculty and staff, that work toward the school’s commitment to becoming an anti-racism institution. In addition there are two SSW-sponsored groups that focus primarily on addressing issues of race and racism in the SSW community:

The Anti-Racism Consultation Committee is an important committee made up of student and faculty members who are available to anyone in the campus community in order to address and resolve race-related concerns on campus.

The Anti-Racism Task Force (ARTF), similarly, consists of and is open to all members of the Smith community and works with other organizations on campus to coordinate anti-racism initiatives. It 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 ARTF also facilitates the referral of concerns around racialized incidents. It has been the engine for many of the changes brought about at Smith SSW as the school has progressed with its anti-racism commitment. Workgroups within the ARTF focus on themes such as building sustained conversations about racism, integrating anti-racism material throughout curriculums, orienting and preparing all students on the meaning of the commitment, and recruiting students of color. The ARTF, following a period of relative inactivity, experienced a reinvigoration in the summer of 2010 and a yet greater level of involvement and activity in 2011. During
In the summer of 2010, the ARTF, (facilitated by Associate Dean Susan Donner and Fred Newdom), conducted a survey of student responses to the school’s anti-racism commitment. Results were analyzed and disseminated during the following year. This was a large undertaking by the ARTF and was met with a high participation rate, with almost half of the student body responding to the voluntary survey. The survey (spearheaded by students Sarah Matlock and Anna Cable in 2010 and followed up on by Jessica Rotem, Philip Horner, Thaddeus Desmond, Penelope Williams, Bronwyn Shiffer and Zelda Alpern in 2011) gathered feedback from students about their experiences and concerns with the school's anti-racism commitment. Feedback included:

- Lack of clarity about the commitment;
- Concern about the lack of dialogue. Students cited fears of public shaming, unskillful facilitation, and silencing of students of color as major problems;
- A sense among respondents that the school provided learning to white students at the expense of students of color;
- A desire for a more complex treatment of issues of oppression. For some, this meant incorporating class, gender or other dynamics. For others, it meant a more complicated portrayal of race beyond the African American/white binary;
- Problems with facilitation and faculty comfort in talking about race. Students described experiences of faculty members appearing uncomfortable, allowing certain students to derail conversations, or micro-aggressing against students of color. However there was also positive feedback of professors handling issues of race and racism.

Students also identified a number of areas in which the implementation of the commitment could be strengthened. The following are a sample of suggestions made:

- Several suggested required reading-such as Cornell West’s Race Matters-before the beginning of the summer;
- “I think the anti-racism class should run throughout the second and the third summer… students would stay with the same class they had the previous summer, this would allow time for more case material to be brought into class and deeper conversations to be had;”
- Students suggested teaching multiple models of anti-racism engagement alongside each other-such as a more post-structural discourse analysis model alongside Dr. Josh Miller’s model of racial identity development: “[That way] students can engage with deep-level thinking about what it even means to have an anti-racism [commitment] and what some of the intended and unintended consequences of doing so might be;”
- Many students questioned the racial balance of students, faculty and staff. Some suggested that the school build connections with historically non-white colleges. Others suggested that since many students of color return to school later in life, Smith could make recruitment agreements with community colleges.

Survey results were disseminated in the summer of 2011 and presented to the school’s Curriculum Day in the Fall.

In October of 2010, the ARTF work groups met on the morning after the school’s annual Curriculum Day to continue to brainstorm ways of improving the school’s anti-racism commitment. This was an important step in sustaining summer dialogues over the course of the field year. The SSW provided continental breakfast and lunch for all attendees of this meeting.

The ARTF held a number of special meetings in July 2010 after an incident of racial micro-aggression occurred on campus and sparked multiple conversations. In these meetings, open to all members of the community, the ARTF helped facilitate beginning dialogues to examine the manner with which the many communities at SSW negotiate, struggle with, and give voice to the pervasive, disparate impacts of racism.
on campus and in the greater community. At the end of each dialogue/meeting, salient points were collected by email, collaboratively reviewed by students and administration, and then disseminated again by email to the greater school community.

Anti-Racism Symposium

The annual Anti-Racism Symposium is a required event for all first-year M.S.W. students, and is open to the entire SSW community and public. In 2010 Gary Bailey, M.S.W., A.C.S.W., presented “The Color of Fear: The Paradox of Race and Oppression in the New Millennium.” Professor Bailey addressed racism and other forms of oppression in relation to sociopolitical and economic factors and historical themes in order to stimulate critical thinking about racism/oppression in its broader context and to provide a framework for confronting racism/oppression more resourcefully on personal and professional levels. Follow-up discussions were held in Practice 101 classes for entering students, and in other classes as well.

Professor Bailey’s lecture was followed by a lunch in which he shared his experience and insights about the development of the social work profession in Uganda. This discussion was open to the entire community and was of particular interest to those interested in the factors surrounding anti-homosexuality legislation that was proposed in Uganda and to those interested more broadly in international social work.

In 2011 the Symposium consisted of a panel of speakers in an event entitled “Talking about Race and Racism: A Racial Dialogue.” Panelists Norma Akamatsu, M.S.W., L.I.C.S.W., Joshua Miller, M.S.W., Ph.D., Jennifer Matos, Ed. D. and Patricia Romney, Ph.D., illustrated an actual multiracial dialogue about race and racism from multiple perspectives, which was then followed by their reflections and then a dialogue with members of the audience. The presentation concluded with the presenters highlighting critical points about what facilitates talking about race and racism.

Summer Lecture Series

The summer lecture series for both 2010 and 2011 continued to include presentations related to race and multi-culturalism, such as:

2010

- **Silent Racism: Citizens of African Descent in the American Imagination**
  Mary F. Hall, M.S.W., Ph.D.
  This lecture drew on selected comparisons of the experiences of citizens of African descent in the United States, Brazil and Cuba to make visible and give voice to the enduring stereotypical images and paternalistic assumptions that have served as platform for uniquely American cultural enactments around race and African Americans from slavery into the present.

- **Race and Clinical Work in the Office and in the Community**
  Neil Altman, Ph.D., Lydia Rapoport Lecturer
  This topic explored racial dynamics in the U.S. with a particular eye on how these dynamics may play out between therapists and clients. Dr. Altman considered how the process of working through racial dynamics may work to therapeutic benefit, and paid particular attention to the invisibility of whiteness.

- **Whom Should We Serve? Analyzing Social Worker Practitioners' Views of Undocumented Immigrants**
  Yoosun Park, M.S.W., Ph.D.
  Dr. Park presented her study of social work practitioners' views on undocumented immigrants and the role of social work. This work of discourse analysis was conducted to investigate the particular ways respondents represent, constitute, and thus make sense of undocumented immigrants and immigration, and to explore what meanings and significance such representations and constituted identities might have for social work. Social workers' views on undocumented immigrants is illustrative of the ways in which we determine inclusion and exclusion, writ large in national immigration policies and laws but played out in the arenas of social work and social services. Drawing upon empirical data, Dr. Park
examined the profession and its professionals' relationship to law, social policies, as well as its own professional ethics and identity.

- **Geographies of Vulnerability and Silence: Meanings and Effects of Political Violence**  
  Marie B. Breen Smyth, Ph.D.  
  Much experience of political violence is self-censored, relegated to forgetfulness, and forms a "hidden historical otherness." This has grave implications for our understanding of the meanings and effects of political violence. We tend to emphasize psychological sequelae over other effects, which accentuates the sense of vulnerability. An increasing tendency to demonize and to ignore the pain of the "other" leaves our understanding of the meanings and effects of political violence incomplete and narrow. An enhanced understanding of the social and political effects of violence is an essential component of our ability to prevent and mitigate the effects of violence in the future.

2011

- **Making Sense of Walt: A Psychodynamic Understanding of Racism**  
  Brian Rasmussen, Ph.D., R.S.W.  
  Walt Kowalski, the lead character in Clint Eastwood’s 2008 movie Gran Torino, is clearly racist. His explicit and brazen racism is an unmistakable expression of his hatred. So what can we learn from Walt? Inspired by a contemporary Kleinian perspective, this lecture explored a psychodynamic understanding of racism using Gran Torino as a case study. In particular, Dr. Rasmussen examined Kleinian concepts of paranoid, schizoid, and depressive positions, projection, projective identification, splitting, envy, guilt, love, hate, and reparation, and the implications of this analysis for antiracist strategies, education, and clinical practice were explored.

- **International Field Placements and Social Work Education: Surfacing Cultural Assumptions Enacted in Clinical Practices**  
  Catherine Nye, M.S.W., Ph.D.  
  Learning about “culture” is central to social work education. Too often this learning focuses on accumulating information about our clients’ cultures rather than on examining our own. This lecture explored the ways living and working in another culture can help surface the taken for granted cultural assumptions embedded in our own clinical practices. Because such assumptions shape and constrain our perceptions and behavior, becoming aware of them allows us to use ourselves more flexibly and appropriately in cross cultural clinical encounters.

- **Survive and Thrive: Fostering Resiliency When Responding to Major Disasters**  
  Joshua Miller, M.S.W., Ph.D.  
  This lecture presented a model to guide work with individuals and communities after a disaster, a model known as psychosocial capacity building, which is strengths-based and fosters resiliency. Psychosocial capacity building recognizes that individual and community well-being are intricately related and that local cultural practices are an essential foundation for recovering strengths and healing. This approach builds on a social ecology conceptualization of disasters and is multidimensional and multisystemic, often involving the use of groups and activities. Psychosocial capacity building was compared with more traditional methods of offering mental health services after a disaster, and sources of individual, family and community resiliency were discussed drawing on research and practice. Case examples from work in Haiti, China and the U.S. were used to illustrate theoretical points.

**Other events** in support of the anti-racism commitment included:

2010

- **Pedagogy and Diversity Event: Guest Edith Fraser and Film Deadly Deception followed by seminar**  
  The first session of pedagogy and diversity of the 2010 summer was devoted to feedback, further processing the pedagogy issues raised at the Winter Faculty Meeting in connection with the film
"Deadly Deception," which addresses the Tuskegee Experiment. The benefits and challenges of using such films in the classroom were discussed. Dr. Edith Fraser, former Bertha Reynolds faculty and long time adjunct faculty member, was guest facilitator at this event.

- **Anti-Racism Film & Discussion**  
  *The Price of a Ticket: The Price of a Ticket* is a film about James Baldwin, writer and social activist. An African American, gay man, his voice was part of a chorus who believed in social justice for all individuals. It is a moving film which includes many other artists and activists such as Maya Angelou and Amira Baraka. Baldwin's voice is one of both anger and compassion. Baldwin also helped forge the political path that Smith School for Social Work has been walking. A discussion facilitated by Bertha Reynolds Senior Fellow Lisa Moore, LSCW, Ph.D., followed the film screening.

- **Discussion - Why Can't We Talk to Each Other?: Toward a Civil National Discourse**  
  *Fred Newdom, M.S.W., A.C.S.W.*  
  In response to the recent polarized political national discourse, and the lack of rigorous repudiation of homophobic and racist remarks at political rallies, the school sponsored a lecture and discussion, facilitated by Fred Newdom, on this growing phenomenon. The discussion was followed by a letter writing campaign.

- **Presentation - The Haiti Earthquake: Tragedy, Loss and Resilience**  
  This presentation described the recent earthquake in Haiti in the context of the social ecology of that country. The consequences of the earthquake for people of Haiti were considered with an emphasis on challenges faced as well as strengths and sources of resiliency. A model of psychosocial capacity building that was used in Haiti was described and illustrated.

- **Colloquium with Dr. Neil Altman for Faculty and Doctoral Students: "Taking Psychoanalysis Out of the Office and into the Community"**  
  When psychoanalysis moved to the United States from Europe, it responded to the capitalist socio-economic system here by locating itself in the world of medical private practice. Thus, psychoanalysis has come to be thought of in the U.S. as an office-based treatment for the well-to-do. But there is no reason this tradition must be continued. Psychoanalytic concepts of transference, countertransference, and the unconscious are as or more useful in community-based practice. This discussion explored some of the possibilities that open up when we take psychoanalysis out of the office and into various communities with groups that vary socio-economically and ethnically.

- **Discussion on Silence in the Classroom**  
  Ruth Spencer, second term Bertha Reynolds Fellow, facilitated a discussion group to address the experiences of those who have been silent in the presence of micro-aggressions in the classroom.

- **Jewish Identity: A Struggle between Dominance and Marginality**  
  This discussion focused on questions such as: In what spaces do Jewish folks feel a sense of power? What have been some of the effects of assimilation? How is history used as a vehicle for both understanding and/or justification of oppressive actions? What are the struggles today for various Jewish communities to have a voice both within and outside Jewish communities and the broader community?

- **Paulo Freire Workshop: Education for Liberation**  
  Esperanza Martell, from the Brecht Forum Institute for Popular Education and adjunct faculty member, conducted an introductory hands-on workshop in the use of Popular Education concepts and techniques, based on the complementary approaches to Education for Liberation developed by two Brazilian cultural activists: philosopher Paulo Freire, author of Pedagogy of the Oppressed, and theater director Augusto Boal, Workers Party (PT) activist and founder of the Theater of the Oppressed.

2011
• **Cross-Racial, Cross-Cultural Dialogues**  
Victoria Winbush, Senior Bertha Reynolds Fellow, conducted a series of cross-racial, cross-cultural dialogues for students. Each two-hour interactive session used dialogue as a framework for building conceptual and affective understanding of the dynamics of cross-racial and cross-cultural interactions. Individual reflections, one-on-one interactions, and small and large group discussions were used to create an environment for learning, exploring and skill building. One evening of dialogues was offered for each M.S.W. class year.

• **Orientation for Entering Students**  
Adjunct Professor Fred Newdom again presented on the background and meaning of the school’s anti-racism commitment to the entering students during the 2010 and 2011 orientations. In these orientations he describes the history of the commitment, how it is manifested, its goals, and the SSW organizations that support the commitment. In addition the school expanded its orientation in May 2011 to provide the first “Networking Orientation for Students of Color.” This orientation was created in response to concerns from the student body that the differential impact of the anti-racism commitment on students of color had not been sufficiently addressed and that entering students of color are not given an adequate sense of what is ahead of them in regard to the commitment. The two day program included presentations by Dean Jacobs, resident faculty of color, and alumna Edith Fraser, Ph.D., and was attended by 66% of entering students of color and 42% of returning students of color. Based on the positive feedback the program received the Dean has made a commitment to repeating the program in 2012.

**Commencement Speaker**

One African American social worker was the commencement speaker during this period; Dr. Edith Fraser the speaker in 2011. Her address included remarks related to race and social justice and the social work profession.

8) **FACULTY RESEARCH IS CONGRUENT WITH THE ANTI-RACISM COMMITMENT**

**Kathryn Basham, M.S.W., Ph.D.**

**Publications**  


**Joan Berzoff, M.S.W., Ph.D.**

**Publications**  

The third edition of *Inside Out and Outside In: Psychodynamic Theory and Practice in Multicultural Populations* was also just published in July 2011 with new content on race and racism.

**Presentations**

Oct. 2010  
*Psychoanalytic Theory and Practice with Vulnerable, Oppressed and At Risk Populations.* Second endowed lecture at the University of Texas School of Social Work on psychoanalysis and social work.

2011  
*Falling through the cracks: Psychodynamic practice with at-risk clients.* Council on Social Work Education, Atlanta, GA.
Joanne Corbin, M.S.S., Ph.D.

Publications


Susan Donner, M.S.W., Ph.D.

Publications

Presentations
Mar. 2010 Intersubjectivity: A Relational Crucible, Michael E. DeBakey VA Medical Center Social Work Department, Houston, Texas.


Joyce Everett, M.S.W., Ph.D.

Publications


Presentations


Hye-Kyung Kang, M.S.W., Ph. D.

Dr. Kang has continued to engage in personal and professional work toward anti-racism through presentations, clinical service, and community service.

Publications
*Cultural Citizenship and Immigrant Community Identity: Constructing a Multi-Ethnic Asian American Community*, was published in January 2010 by LFB Scholarly Publishing, LLC, El Paso, Texas. In this book Dr. Kang explores cultural citizenship and immigrant community identity development in the
International District (ID) of Seattle, Washington, investigating the particular social, political, and historical contexts within which a ‘multi-ethnic Asian American community’ identity arose.

Presentations

Jan. 2011  Toward effective teaching in a changing institution. (Co-presented with Josh Miller, Ph.D.) Williams College. Williamstown, MA.


Oct. 2011  Claiming immigrant cultural citizenship: The case of Mrs. Moon. Accepted for paper presentation at the 57th Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Oct. 2011  Psychosocial capacity building in response to disasters: Empowerment and sustainability. Accepted for paper presentation (as a co-author) at the 57th Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Nov. 2011  Asian women and immigration policies: making of a subjugated (non)citizen subject. Presented at University of Massachusetts Amherst, Women Study program.

Clinical Service
Dr. Kang provided pro-bono counseling services to undergraduate students (mostly students of color) from January to May, 2011, and currently volunteers as a pro-bono counselor at Elms College, serving students of color and other non-traditional students.

Community Service
College: Dr. Kang joined and serves as a member of Smith College Diversity Workgroup to assist the institution in its effort for recruiting and supporting students of color. (2011)

School: Dr. Kang coordinated (with Dr. Annemarie Gockel) the Anti-racism symposium. (2011)

Community: In January 2011, she joined the organizing committee of Julius Ford/Harriet Tubman Healthy Living Community, a local, multi-racial and multi-cultural grass-roots organization working toward social justice and community organizing, and helped organize and facilitate its fifth annual week-long, intergenerational, community health conference. This conference focused on comprehensive health and wellness issues of youth of color. She currently serves on the organizing committee to help address sustainability issues of this community.

Dennis Miehls, M.S.W., Ph.D.

Publications

**Joshua Miller, M.S.W., Ph.D.**

Dr. Miller has been busy responding to, teaching and writing about disasters while on sabbatical in 2009-2010. He spent three weeks in Haiti working for a local NGO, CapraCare, providing psychosocial capacity building after the earthquake. He taught a course at Beijing Normal University during the fall semester of 2009 on psychosocial capacity building and conducted workshops on this topic at the University of Hong Kong and Hong Kong Polytechnic University. In June 2010 he was appointed as a research fellow at Taiwan National Science and Technology Center for Disaster Prevention. Future projects include teaching at Beijing Normal University and National Taiwan University in October and editing a book about Chinese responses to the Sichuan earthquake with two Chinese colleagues.

**Publications**


Miller, J., Chan, C., & Zhang, X. (Eds.) (forthcoming). *Psychosocial capacity building in response to the Wenchuan Earthquake*. Final chapters are due in June, 2011. We have a book contract with Hong Kong University Press.


**Presentations**

Jan. 2011 Social identity in the classroom (with Dr. Hye-Kyung Kang). Workshop for faculty and staff at Williams College, Williamstown, MA.

Jan. 2011 Teaching about, talking about, working with diversity in the classroom (with Dr. Hye-Kyung Kang). Workshop for faculty and staff at Williams College, Williamstown, MA.


Jan. 2011 Social identity in the classroom (with Dr. Hye-Kyung Kang). Workshop for faculty and staff at Williams College, Williamstown, MA.

Nov. 2010 Psychosocial Capacity Building in Response to Disasters: Workshop for disaster social workers in Kaoshiung, Taiwan

Nov. 2010 Supporting family resiliency when there has been a disaster. Lecture given to faculty of the School of Social Work, National Taiwan University.
Nov. 2010  Psychosocial Capacity Building in Response to Disasters: Workshop for disaster social workers in Pintung, Taiwan.

Nov. 2010  Psychosocial Capacity Building in Response to Disasters: Workshop for disaster social workers in Taitung, Taiwan.


Apr. 2010  Becoming an antiracism institution. Invitational workshop at Massachusetts NASW Biannual conference, Framingham, MA.

Catherine Nye, M.S.W, Ph.D.


Presentations


Yoosun Park, M.S.W., Ph.D.

Dr. Park received the honorable mention of the 2010 Society for Social Work Research (SSWR) Excellence in Research Award for her article, “Facilitating Injustice: Tracing the Role of Social Workers in the World War II Internment of Japanese Americans.” In conferring the honorable mention, the Society recognized the significance of the problem addressed in her research, “the rigor of the analysis and its contribution to the knowledge in social work and social welfare.” Her award was presented at the Presidential Awards Ceremony in January at the 2010 SSWR Conference in San Francisco. Dr. Park has also received a grant from the Lois and Samuel Silberman fund to further develop this history and is at work on a book for Oxford University Press. In addition, she presented a 2010 summer lecture at SSW titled, “Whom Should We Serve? Analyzing Social Work Practitioners’ Views of Undocumented Immigrants,” based on a larger project on social worker’s attitudes toward immigrants and immigration. Finally, she is continuing her ongoing collaborative work with the Columbia University Mailman School of Public Health on immigrant acculturation and its relationship to obesity and the built environment in New York City.

Publications


**Marsha Pruett, Ph.D.**

**Publications**


**Presentations**


**Recognitions**

In 2011 Dr. Pruett received the *Nurturing Fathers Alliance Award*, awarded by Enlace de familias/Holyoke Family Network for her work with Hispanic fathers and families. In addition she is in the process of developing a federal grant with UMass faculty about low-income women’s return to work after childbirth, and the supports and stresses that stabilize the family.

9) **PROCEDURES FOR PURSuing CONCERns AROUND ISSUES OF RACE AND DIVERSITY**

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<td>III. Field Work (Winter)</td>
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<td>II. Community and Residential Issues</td>
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<td>III. Field Work (Summer)</td>
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Ad Hoc Summer Advisory Committee

The dean may also call together the Dean’s Ad Hoc Summer Advisory Committee that 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 go directly to the Office of Institutional Diversity. 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 and dissemination 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.