

## Supporting Black Faculty, Staff, and Students in Social Work Education

*A Statement and Resources from the Council on the Role and Status of Women in Social Work Education*

June 29, 2020

The Council on the Role and Status of Women in Social Work Education (Women's Council) is a group of members of the Council on Social Work Education (CSWE) charged with the development of educational resources relevant to women's issues in social work education. It is a council of the CSWE [Commission on Diversity and Social and Economic Justice](#). The Women's Council works to eliminate all procedures within academia that hinder the full participation of women, makes recommendations to the CSWE Board of Directors on all matters of policy, and initiates and coordinates programs and activities related to women in social work education.

Like many others in social work academia, we have found that the recent national conversations about racial justice bring to mind examples of systemic and structural racism within our programs, schools, and social work community. The systems that create this racism often compound it with words and actions that are also sexist, homophobic, ageist, ableist, and classist and affect Black members of our communities who carry other marginalized identities on or within themselves.

Based on our conversations as the Women's Council and building on the statements made by [CSWE on social justice](#) and [CSWE Board Chair Saundra Starks, EdD, LCSW](#), we acknowledge that social work education is not immune to oppressive practices and policies. Today, in this moment, we want to affirm our intention as a group to continue to fight the barriers that face Black faculty members, staff members, and students in the social work academy. We will read, cite, and use the findings of research done by Black researchers, sharing the voices of Black participants, and using methodologies that promote racial and ethnic equity. We will provide space for our Black colleagues, both within the Women's Council and throughout our profession, who are faculty members, staff members, and students to share the barriers they have faced and work to remove those barriers. We will also make it clear to our White colleagues in those spaces that the work of the Women's Council puts the needs of Black women at the center of our work "to eliminate all procedures within academia that hinder the full participation of women."

As a profession, we are called to think, teach, and write about social change, specifically antiracism, and to engage in antiracist practices. How can you use your own research, knowledge, and activism in this battle? To that end, we encourage you to take action that will use your voice to address systemic racism and sexism as well as to illuminate and end White supremacy. Members of the Women's Council (noted in bold) contributed to the research,

writing, and presentations described below. These pieces offer a starting point for this research, discussion, and activism.

**Shannon Butler-Mokoro** and Laurie Grant, [\*Feminist Perspectives on Social Work Practice: The Intersecting Lives of Women in the 21st Century\*](#)

Henrika McCoy, **Camille R. Quinn**, **Y. Joon Choi**, Jacquelynn Duron, Jenny Jones, and **Bernadine Waller**, ["The Intersection Between Racial and Economic Inequality and its Impact on Navigating the Academy"](#)

**Shantel Crosby**, ["Trauma-Informed Approaches to Juvenile Justice: A Critical Race Perspective"](#)

Suzanne Shatila, Samuel A. MacMaster, Jenny Jones, and **Kate Chaffin**, ["CRACK: Unethical? What About Misogynist, Racist, and Classist?"](#)

**Christa Gilliam** and Kesslyn Brade Stennis, ["Developing Leaders, Building Collaborations, and Addressing Social Justice: One Historically Black College and University's Experience"](#)

Sujeeta Menon, **Sandra Jeter**, and **Camile Quinn**, ["Real Black Girl Magic: Understanding the Role of Parental Incarceration and School Suspension in Juvenile Justice Involvement"](#)

**Tiffany Yvette Lane**, Christina Chiarelli-Helminiak, Casey Bohrman, and Terrance Lewis, ["The Teachable Moment: Engaging Students in Social Justice Movements"](#)

Anna Maria Santiago, George Galster, **Jessica Lucero**, Karen Ishler, Eun Lye Lee, Georgios Kyriotakis, and Lisa Stack, [\*Opportunity Neighborhoods for Latino and African American Children\*](#)

**Erin Nau**, [\*I Have Had Enough\*](#)

**Tina L. Peterson**, Linda M. Chatters, Robert Taylor, and Ann W. Nguyen, ["Subjective Well-Being of Older African Americans with DSM IV Psychiatric Disorders"](#)

Saba W. Masho, **Sarah Kye Price**, Patricia Anne Kinser, and Nancy Jallo, ["Racial Disparities in the Association Between Stress and Preterm Birth"](#)

**Camille R. Quinn** and Giesela Grumbach, ["Critical Race Theory and the Limits of Relational Theory in Social Work with Women"](#)

Isiah Marshall, Jr., **Belinda Davis Smith**, Makeba T. Green, Brian Anderson, Sonja V. Harry, Yolanda M. Byrd, Natasha C. Pratt-Harris, Errol S. Bolden, and Solomon Hill, ["Scholarly Productivity of Social Work Faculty at Historically Black Colleges and Universities: Are h-Index Scores a Suitable Measure?"](#)

**Bernadine Waller, [Hindered Help: How Societal Stereotypes Hinder African American Women Intimate Partner Violence Victims from Getting the Help They Need](#)**