

Episode 186 - Dr. Ashley Davis and Dr. Allyson Livingstone: The Anti-Racism Project: A Strategy for Preparing Social Work Educators

[00:00:08] Welcome to in social work the podcast series of the University of Buffalo School of Social Work at www.insocialwork.org. We're glad you could join us today. The purpose of social work is to engage practitioners and researchers and lifelong learning and to promote research to practice and practice research. We educate we connect. We care. We are in social work. Hello and welcome to social work. I'm your host for this podcast Charles Syms. The preamble of the NASW code of ethics states that social workers should strive to end discrimination oppression poverty and other forms of social injustice. The International Federation of Social Workers statement of ethical principles calls for social workers to challenge negative discrimination and unjust policies and practices in the United States racism remains a long lasting and pernicious example of those types of policies and practices. If social work is to be a leader in the fight against this particular social injustice social workers must be trained to identify and address racist policies and practices. This will not be an easy task in a society that has declared itself to be post racial. So how might Social Work and Social Work Education prepare the new and perhaps not so new social worker to undertake this challenging work. Today's guest will discuss anti-racism work through their development of the anti-racism project. Ashley Davis Ph.D. is a licensed independent clinical social worker and an assistant professor of social work at Wheelock College in Boston Massachusetts. She teaches in both the DSW and MSW programs. Her courses include social work practice with children and families.

[00:02:14] Social Research and the dynamics of oppression and privilege Dr. Davis's scholarship focuses on anti racism and white privilege and social work practice and an effective teaching strategies for helping social work students gain the knowledge and skills necessary to promote racial justice. She is active in anti-racism work in her community and maintains a private practice in which she sees couples and families from diverse backgrounds Allyson Livingstone Ph.D. is an assistant professor of social work at Salem State University. Salem Massachusetts she is also a licensed independent clinical social worker with nearly 15 years of experience. Dr. Livingstone's teaching research and social work practice interest are in the areas of racial justice analyzing and eradicating Multisystemic privilege and oppression social identity equity in education and student mental health. Her practice experience includes work in psychotherapy teaching and mental health and racial justice consulting the anti-racism project was developed and led by our guest during their doctoral training. In this podcast Doctors Davis and Livingstone discuss the project's development research and their experience as the group's facilitators as well as members in the group process they identify four important themes that seem to emanate from their work. The experience with racism during their doctoral education the nature of white privilege developing the ability to teach about racism and anti-racism work and their thoughts about their career trajectories following their experience. They provide a rationale for their contention of the need to make equity work a core component of doctoral level training in preparation of teaching and becoming social work leaders. They also offer their thoughts on changes that could be made to better integrate equity and anti-racist content into education at the doctorate level.

[00:04:29] Doctors Davis and Livingstone were interviewed in January of 2016 by Berg Miller a student in the Ph.D. program at the University at Buffalo School of Social Work. Hi Dr. Livingstone and Dr. Davis I'm delighted to be speaking with you both today. Can we start with the story of how the antiracism project came to be. Sure. First thank you very much for having us and for inviting us to have a conversation about our work. So Allyson and I were doctoral students taking a Clinical Practice Course Finnin Of course we read an article by Dr. Betty Garcia and Dr. Carol Swensson to social work faculty members and their piece was called writing the stories of

white racism. And in this piece they described a shared journal writing project that they had created back in the early 90s. And their project entailed participants who are faculty members Petrina either in cross racial pairs or same race pairs and exchanging journal entries in which they were describing and recounting personal experiences with racism. So we read this keeper and were just intrigued and inspired by what we read. We had never come across something like this in academic work before or something like this that was situated within a school of social work. The writing was honest and there was a lot of candor and both revealing of themselves and holding each other accountable for what was noticed and shared. And in the article that we've read Dr. Versey and Dr. Swenson suggested that this sort of approach this journal writing approach could be replicated either within agency settings or other faculties or even with advanced students who wanted to become more self-aware and develop these sorts of anti-racist practices.

[00:06:36] So Allyson and I had a conversation and many conversations and decided that we wanted to create our own anti-racism project. We were at the same school of social work. Many years later and felt like doctoral education was a natural time to do something like this. We were already back in school to deepen our knowledge to gain new skills to develop our professional identity as advanced clinical scholars and felt like this that as a piece of that to be a leader in the field who could really address racism and white privilege in our immediate surroundings and then bring those conversations forward. So our anti-racism project really arose out of part inspiration of reading a piece that resonated with both of us and in part out of a felt need that we had to grow and develop in this way during our doctoral education. Oh that's really interesting. So what did your anti-racism project entail. Right. So I love to Ashley that you spoke about our foundation as this balance between inspiration and felt needed. It was the right time at the right moment for our lives personally professionally academically and so I feel so relieved that we found each other about time because I wonder how it would have felt otherwise. Just thinking about that now. So in terms of what the package entailed I think about it as you know developing the AARP the interest and projects as prep work beginning middle and in that post work for us. So in terms The prep work as Ashley mentioned. We found each other. We were both wanting something more. We started spending time together and brainstorming what would this look like. What was the still need.

[00:08:27] What did we feel like we were getting. Where did we feel like it were limited this time also included as connecting with the intergroup dialogue literature and so integral dialogue is about doing cross identity dialogue and acknowledging Multisystemic systems of privilege and oppression with the purpose of taking actions that is kind of one of our foundational concepts that we work with as well to get this going to help guide our work. We also really hard to understand and really think about the place of power within managing this kind of group. We also thought a lot about how we wanted to place and situate the promotion of mutuality and transformation and growth in this group. It's really at the forefront of our work together. In this stage we also found faculty members who understood our vision doctoral faculty members were students who also agreed to be our consultants our support advocates. We asked for it all to get approval from our doctoral program director to earn credit from this work. And just as an aside most Doctor programs do not have built in equity or cough offering. So this work is often an add on. That's really important. Equity work which means sometimes the equity work doesn't happen as a core course or otherwise because we're limited by institutional support and the lack of institutional supports and the support the academic or financial or social. So we were able to do this at work and also get some academic kind of compensation or support for doing this kind of work which is really essential.

[00:09:56] Were social workers and we need this work to really count and be visible and to take a space to prostatic as social workers so this Kremer also included identifying topic areas and just to guide our group. We wanted to have some structured program while also allowing flexible space. We wanted to make sure that we had a direction right to go to work. So these topics included an

introduction to the project how social workers talk about race and racism the interpersonal facts of interest work anti-racist approaches to teaching anti-racist approaches to practice. In a conclusion of the project. So again it's all happening before we had our group members who wanted to make sure that we create a space that was clear and transparent where we did the right amount of work on the front and to make sure that it was effective and strong space. So during the premier stage we also gathered readings. We recruited members of which we ended up with six including ourselves and Ashley. So was tears of protest against such talk a little bit more about in a minute. But that was an important piece of our work. We also got our viewer approval. We located audio equipment and we acquired space so all the nitty gritty pieces are a little bit boring but are really essential to doing the kind of work we have to carve out the physical space for it. So we discussed the previously identified topics but we didn't hold up topics rigidly. We use them to provide some structure and as a common starting place but we really let the group just talk and do the dialogue and bring in pieces of narrative that were present and relevant in the space for the particular group members.

[00:11:29] I think that's really a good thing. The other part of this was that our group members also exchange journals and peers. Several times during the semester our Ashley and I created the drilling pairs based on the group members self-identified experiences and interests so they share this information with us before the group started to help us get a sense of who will be in a of appropriate matches and what kinds of matching pairs would support growth and transformation and question and challenge Ashley and I also exchanged journals and we exchange journals within our dual role as both participants and facilitators. So that was the body of the work that's the during the work and at the end of the project Ashley and I met again to talk about what things felt like and also to write a report and to think about next steps. That was the work that was what it entails. Well I hear you saying that you had a dual role that you both created a space for others as facilitators and that you also furthered your own anti-racism work by participating. What was it like to fill those dual roles as part of the anti-racism project. Exactly. So Allyson was describing these dual roles really fit well together and what informed the other and we were committed to participating fully and deeply in the project. We didn't want to just create a forum and a space for others and then observe our Earthwork. So in many ways our process was quite similar to the other pairs. We exchanged journal entries and took turns. Who would write the first entry and who would respond and how we would negotiate that.

[00:13:05] And in these journal entries we really grappled with what was coming up for us in this process whether it was talking about our racial socialization whether we were talking about our current racial identities and how that has evolved over time. From Tigi matter daily experiences within a racist culture. For me noticing my white privilege and all of the ways that it shows up so we share the stories and feelings and questions and responded to one another and ask permission to ask more questions and really support and explore what was arising and we did this work and then when we came together for our discussion sections as a whole group Allyson and I took turns alternating with the various duties of the siltation things we were very familiar with from doing group work as social workers. So things like drafting an agenda posing questions to begin a discussion or transitioning from one part to the next. Being a time keeper. These are two things we really traded off so that we both took ownership of the space and could be present in different ways and then we exchanged a separate journal an additional journal which we called the facilitators journal in which we reflected on what we noticed in the group session. Some of these comments tended to be things like the ways we noticed the group was moving towards us or maybe from a particular topic or the ways that group members were challenging or supporting other members or ways that different individuals were using the group's space for consultation perhaps.

[00:14:40] So we reflected on all of them so we really tried to step back from our own involvement and think about the group as a whole and how we could support each other and really in some of these observations to the next session and kind of where we would go next. It also felt like to that

you know it was such a powerful position holding dual roles and it's kind of a tricky dance at times because part of it is about staying into an active then the dynamic of a group or also doing your own transformative work. As a human and social worker and so it was exhilarating and complicated at times. I can imagine when considering the ways that each of you bring yourself to this work I'm aware that you are a biracial pair. What did that mean for this project. Right. So I'm black American and Ashley identifies as white American. And so the research about facilitating mixed social identity justice groups is that they can be most effective when this work is done and cross cultural or cross identity parents. And anecdotally I've been in jobs where kind of racial equity dialogue was the goal. And I know this to be true based on what I'd experienced before and to experience it now for sure. You know the truth of the matter is sometimes white people dialogue about Multisystemic racial purple depression in their facts the white person and sometimes people of color need to do that work with a white person. Right. Sometimes people of color need to talk about Multisystemic racial privilege and oppression. And there are facts not another person of color. And sometimes when people do that work with other people of color.

[00:16:18] And so as a result Peter I needed my partner to make use of our identities that are different from mine to be of support and to validate and to authentically and to clarify. And so it was important for us to be very aware of our social identities and be really honest about them and really make use of them for the benefit of the group and for ourselves. And so in a group in the moment it's not always clear when this is going to happen like what we're going to meet each other in these ways. So it's so important that we are both there. And I really appreciate it so much doing this working across racial pairing. It changed my life and a lot of ways. By that I mean it was really important for our relationship and our growth and transformation as people as social workers as participants as facilitators and as burgeoning educators. I really believe that one way to heal from the illness of Multisystemic Pribyl is repression. You're talking about racism is to be part of an honest and supportive and mutual caring relationship and that pulsation dialogue with them that relationship you know we're social workers right. We know that healing occurs through the relationship in part. There are many ways to do healing but want us in relationship to also work with one another. And I don't know I anticipated that going in but it's something that happens for me. I got to have this experience right being seen warts and all right and being accepted and heard and challenged and questioned and then accepted again. That said it has to be the right relationship. Sometimes we just can do damage. But this was the right relationship for me for sure.

[00:17:45] And it changed my professional life as an educator as a person who teaches equity content both in a core format and integrated format and also as a person a social worker. It sounds like a truly transformative experience. Just to echo that as well I think we were excited when we began the project but didn't fully realize all of what was going to unfold and really how we would be changed as individuals but also how our relationship would depend. And I think there's a way that we know our peers that we think we know our peers. But it's until we really have a sustained and ongoing commitment to having conversations like this that we really get to know each other and get to reveal parts for ourselves that we might not reveal fully in a classroom discussion or a casual conversation. And I think many of those qualities that build good relationships have authenticity trust feeling understood and working through conflict looking through those times we feel misunderstood or wish we had been seen and supported more deeply. That gets you to a new place and a new respect for one another and trust in the relationship as a whole. And all of that happened and continues to happen and I think that's been one of the gifts that I wasn't expecting. We started all of this work. The truly wonderful the seems like a good point to shift towards your research and your analysis together since you talk about how this allowed you to develop a relationship that was part of your collaboration. You used the material generated from the anti-racism project as research data. What findings emerged from the data analysis.

[00:19:30] So we have the hunch that we might like to reflect on the process and the content of

what came up after the project finished. So as Alison said we obtained Iraqi permission to use both the journal entries as well as our audio tape discussions sessions with research data and had our participants sign an informed consent that they knew that this was being asked of them and that they agreed. We did make sure to respect the privacy of each journaling dyad as they were building a relationship and immersed in the process. So we assured them that we were not going to access their journals until after the project ended so that they really had the space to do that work without feeling like we were looking over their shoulder and we actually waited a while after we finished the project before we accessed the journals and first listed that initial immersion in the data and spent some time really reading the exchanges and appreciating what all unfolded for each pairing and were actually surprised by some of what we read. Things that we had no idea were unfolding between partners at the time Alison and I engaged in a qualitative thematic analysis. We surface themes and made sure that the themes were present across all of the pairings and while much of the reader really did focus on the participants personal experiences that focused on doctoral education. And I wanted to mention the four main themes that we found because I think they are. They tell us something important about where anti-racism work and doctoral education meet.

[00:21:13] So the first theme could be described as experiences with racism in doctoral education has adopted that things like whether or not racism was raised in courses where it was where it was and our reaction to not having a race on issues of oppression and privilege of a doctoral level in our program. The racial composition of our student body and the faculty and really grappling with how to infuse anti-racist principles in the work that we were doing in our emerging research and scholarship and then the second theme related to the ways that we notice white privilege in social work education. Certainly at the doctor level but in my experience this holds true across level of social work education of thinking about the ways that white students privilege affects myself and move and what I expect from a school and noticing the ways the white privilege just really infused in the structures of the school in ways that are problematic and not always transparent. And then a third theme related to our developing the ability to teach as an anti-racist educator. All of the members of the group really saw themselves going into academic positions after graduation and so we thought about in our current positions as adjunct instructors how we experienced and managed students resistance to learning about racism. How we used ourselves with a lot of attention paid to our social location how we use ourselves to students grapple with this material and taking responsibility for teaching about racism and privilege no matter what content area we teach it doesn't matter for teaching practice or policy or research. The theory course working in a field we need to be talking about this everywhere. Our last theme that came up repeatedly was around anticipating the job market.

[00:23:02] So as I said we were off looking for faculty positions and so we sat together about how to navigate and evaluate every athlete positions given how different the racial climate could be and at different schools and thinking about what resources and allies we would need to locate to feel like we could be supported and sustained in this work wherever we ended up. So these were the themes that came up having to do with social or doctoral education. And I think it's important to highlight these also as opportunities for schools to support doctoral students in becoming more equipped. These themes certainly spoke of our experiences but can also help us understand more about the ways in which social or doctor programs could prepare us to become leaders in the field. I see how your work really speaks to how doctoral students of social work have the potential to be change agents. What do the findings tell us about how social work doctoral programs could prepare students to be leaders in advancing social justice. These findings got us thinking about a lot a whole lot of things. And so one kind of major piece is that there are little curricular and co curricular action steps that we felt arose from our findings. First and foremost I do believe we believe that core courses about Multisystemic privilege oppression and orses about how to teach about Multisystemic privilege and oppression and courses about how to organize and lead social justice movements are really essential to advance social work. Scholars it's an essential part of our work.

This really outlines who we are as a profession and what Ashley and I realized was that about 90 percent or so of social or doctoral programs do not include a core course about equity content.

[00:25:02] We did find that boast about a 100 percent right a doctoral programs do offer or at least a diploma course about research about statistics. But this equity content is missing largely and it really made us wonder about that. You know what sorts of messages. What does this mean rate about what is relevant to us. What is of importance to us. What is material as a group of social worker leaders. We need to really think about that. We argue that this content should be both operate in a core capacity but also integrated. That said there will start to be systemic supports for this kind of work. Faculty who are teaching these courses need support. Faculty are teaching these courses so what the research shows and what I've also found because I teach an equity core course at my current institution and I've taught this course in the past. Other institutions. This work is marginalized and marginalizing because of sit on the edges faculty and teachers content I've found are more likely to be challenged about the realities of privilege and oppression sometimes to microaggression and sometimes through clear expressions of Multisystemic privilege and oppression that are not at all subtle faculty in his courses need to haul the needs of the entire group. We have to care for historically marginalized students and also care for those students who experience more of verbal jamai we haven't thought about these ideas these concepts very consistently and don't have a frame for critically analyzing them because in this kind of setting things get said the purpose is intergroup dialogue.

[00:26:37] But that means these are areas of complet and of fear and maybe some outdated language that one is surprised about. And so the faculty member is managing all of these pieces and there more to it of course. The other pieces like making sure the syllabus makes sense and making sure the concepts you share. That's what all faculty members face. But there's also the under lying aspect of talking about content that we are constantly told by society doesn't exist and doesn't matter that Multisystemic privilege and oppression is a thing of the past. Those are the narratives see as a society. But our job as we teach these courses are actually to say wait a minute that's actually not the case. And this is how it comes up until there's a lot of defensiveness and feeling in wonder and fear in these courses and faculty have to negotiate that and it can be a lot. I also think that so faculty need support they need support from other faculty members need support from the institution but students obviously also need support. That's why we're here so micro regressions flying out of the space we have to figure out how to manage conflict in the space swap the numbers and also help our students understand how to manage conflict when these kinds of dialogues arise. It's important for us as students so let's talk about a time you've experienced conflict and a conversation. What what. Well what less well what were you like in this situation. What was the other person like. Was there anything you would change or anything that he would repeat so that students can problem solve on their own.

[00:28:08] Because our job really is to build skills is to help them understand some of his concepts but also build skills around doing intergroup dialogue to all of these pieces are happening in the room so that some of the curricular stuff. And another thing to add about that is that it's important to also fuse historical components into his classes while also staying current helping present day students understand where Multisystemic privilege and oppression exist in the lives in the air they breathe around them currently because I that students have a hard time with that piece because again the narrative suicidality is that these things don't exist anymore so we have to help students understand that unfortunately they still are here. And our next step is seeking liberation and changing systems in terms of the curricular efforts. You know there also need to be programming outside the classroom for students and faculty to work together on interfaith dialogue to engage in social action. To do this in affinity groups and mixed identity groups while also staying very aware of power and that the will power in these kinds of groups for sure. But again things need to happen in the classroom and outside the classroom and not just in the schools or building in the hallways

there but also across the campus. I really do think that scoffers can be sure at the front lines of this. But before we can do that we have to make sure our social workers are trained to do this work. So kind of brings me back to where I started if doctoral schools or students don't have this kind of core content that means we're missing an opportunity for advanced Softworks scholars to lead these kinds of efforts in a Multisystemic fashion with individual bodies in the classroom but also across campus.

[00:29:46] Oh absolutely. We need that kind of training to lead these difficult conversations. I can see your passion for the work. Have your experiences in the anti-racism project affected your professional life trajectory. Absolutely. I think both of us together and separately three things come to mind for me. One is simply having the chance to talk about this work has been powerful and a way to keep the momentum going forward. Being able to talk about what the experience was like for us but also to encourage other people to do their own self-assessment work and to use the self-assessment to really surface actions that can be taken because I think that's an important piece. The reflection needs to take action and the action needs to come back to more reflection to keep the process going. And it you know it feels especially timely to talk about this work now. I think it's always timely and important to talk about racism and the white supremacy that exists but with certainly with the uptick in racial violence and you know throughout the U.S. and the lack of accountability for these acts and the ways the racism is really embedded within the institutions and structures of our society it just feels that even more important to use our positions as teachers and leaders in social work to do our part to calling attention to the need to do racial justice work. So that's one piece of where this work has continued on as we mentioned in 13 or doctorates Alisyn and I have both moved into academic positions and social work programs.

[00:31:27] And so in our roles as instructors I think we're cognizant about using ourselves and using our voices in the classroom and within a faculty to call attention to the ways that inadvertently are the very structures of our school where the very ways that agencies are run where our students are trained can reinforce the racial hierarchy that we want to call attention to go into effect change. And then I think for me the last thing is really you know this experience creating the anti-racism project it came about because we didn't find places in her doctoral program where we could fully delve into issues around racism and white privilege. And I think having had that experience it's helped me realize that you know something is missing and I can create it. I don't have to be for others to come along with the resources and the supports in the spaces that I need. But together we can figure out what's missing and support each other in creating what we need. And I think those are really empowering lessons in professional development and one that I can continue to replicate when I have that sense going forward. I love what you just said about kind of plugging into your power and breaking saying that he may against this lax systemic lack. But I can do something to make change. Isn't that what social work is right. It's identifying where systems are not maybe functioning as optimally as we could. Smart systems and larger systems and then thinking about well what do I need to do to change the system no matter how small or large. As Ashley mentioned we both are in academic positions. I was having a similar feeling about OK so what am I going to do next.

[00:33:04] And my research is centered around racial justice and teaching racial justice and social work education. But part of what I felt like I needed this year as a new faculty member a junior faculty member was to create my own kind of informal consultancy around teaching racial equity. And so I asked two other faculty members who are senior faculty members one white and one black woman who are also teaching this content to start meeting together just talk. What do you see when you hear what you feel. Because again teaching is kind of content. It's emotional. It's really challenging. It's exciting and it takes some real skill and self-awareness and ability to reflect. And I knew I needed their perspective taught me be an even better teacher of this content and I don't know if I hadn't worked on the air. Ashley I don't know if I would have known that that's what I needed or that I could do it or that I should do it and that I'm worth doing it. Well it sounds like it was a great

success earlier. One of you described a cyclical process of action followed by reflection. And I'm wondering knowing what you know now is there anything that you would have changed about the structure or process of the anti-racism project. Yeah I'm thinking about that a lot as again I teach equity accord pretty content first now. And so I'm constantly wondering about what I learned from being part of the LNP and how they use that knowledge to be a better teacher. And I think what I do now as a teacher is that I talk a lot more about intersectionality.

[00:34:40] So the LNP was a group that was really centered around racial justice which is incredibly important but I think because of my developmental space my age the time I didn't know how to use the concept of intersectionality telling myself talk more about the ways that Multisystemic privilege and oppression work themselves out in the lives of our group members. By this I mean I think it was hard for some of us to really understand our role in racism because we weren't as clear about how it impacted us because we didn't understand intersectionality that we possessed both targeted and privileged identities in the same body. And I think for some of the group members if I had been held top. More about that maybe they would have understood racism in a different way. That's one thing. Did we talk about intersectionality of course we did but I don't know. My understanding was deep enough to help the group members or I don't know if they would have helped. But I think it helped me to talk about things in a deeper way. I also would have loved if we could have made this group a year long. But I think that there is something to talk about like kind of what now. But I also think that I wish that there had been more institutional support for us to kind of campaign in a different way to get the AARP moved into a more institutional space meaning I kind of wish that there had been support for the Arpita be replicated or be kind of part of the curriculum Okoro curricular efforts in the doctoral program.

[00:36:09] That's not something about the AARP necessarily but kind of the outcome I suppose. I also think based on where I was in terms of like development in agent and level of power and agency I wish that I had been more confident to work through some of the conflicts arose in the group which I allowed myself to sit with some of the conflict a little bit longer. I think that I could've learned something from that and the group members could also make my really eco ideas that you have and about ways that this work could have been expanded and held within the institution not just within a passionate and committed group of our peers. I think one of the other pieces that I was really struck with that I don't think I anticipated from the start but maybe I would have thought about in a different way was really the relational piece when we started this work. I was very focused on the work facilitation and reading doing the reflection in the journal Scotians.

[00:37:11] But as I've reflected on this I've realized that really the heart of it ended up being the relationships that were formed between journalling partners as facilitators within the group as a whole how we continued to seek each other out even after the group ended because we needed consultation and we knew who are our allies were and we had developed that level of trust and I really as I continue to go on doing anti-racism work and dressing like I have come to appreciate how big racial injustice is just how the disparities and inequities are so real and so significant and profound and I can easily find myself in that place of feeling like well I'm just one person and I can get overwhelmed or paralyzed or feel like I have to figure it all out or feel an urge to just walk away at times. I mean all of those are really manifestations of my privilege. But I think it's you know when I really settle in to doing this work in a relational way and finding people who are committed and trying as well that it feels like there's something it can be sustained and that it's hopeful and that I've got support and accountability and I think we do need each other in different ways in this process and need to keep calling others into the movement as well. And this is where I feel like a social worker doing this work and social work is very relational and anti-racism work is very relational and I think I get that in a deeper way now Ashley I love that you just said that because I've been thinking so much lately about doing this work and really doing the kind of intergroup dialogue Multisystemic Pribyl and oppression work. I've been saying to Boek lately and that this

doesn't sound too wild but I feel like I finally get what it means to a social worker. Really. Yeah. How both of you comment on how this part of being as a social worker is the relational work. And with that in mind I have either of you been a part of campus specced racial justice work and those kind of relationships since the anti-racism project. I think we both have. For me I now teach at a school that has a Social Work Department that's committed to that is based social work practice.

[00:39:27] So my teaching and my scholarship the work in my department as it is infused with this anti oppressive framework that just guides how we see things and how we think and how we address issues of power and privilege. So I think I have found a home where I can continue to do this work and a really connected and authentic way. I have to say that no matter how many times I teach this material whether it's a course that specifically about oppression and privilege towards mentoring student projects and being connected to student organizations you know the students keep it real and they're the best teachers and I have felt this powerful energy from students particularly students I think of this millennial generation do feel quite mobilized are very aware of things that are going on beyond just our campus or politically active to embrace concepts like intersectionality and the systemic nature of oppression much earlier than I certainly did. And so I think there's something to connecting with the energy of students that helps certainly keep me involved in a way that I feel quite passionate about. I also feel really connected to doing this work across campus. I was at another social work program before this year. And so part of my role was to sit on a campus wide diversity and inclusion committee because I feel like this work again needs to happen in every corner of every campus. And that means the president's office. That means the classroom. That means in the lunch room when I started teaching at a new institution this year I immediately reached out to the director of the multicultural student office to get a sense of all what's the current climate what's going on.

[00:41:14] Where can I be here. I was fortunate enough to be a small group facilitator in a racial justice maybe around campus a couple months ago to work in solidarity with other folks of color and other marginalized folk and response to our national context of police brutality and also to reflect and connect with some of the campus movements across the country that are racial justice identity justice social justice movements. And that was really exciting. It also helped me get a sense of where my school currently is and also help me to think about what actions we need to take as a community to really bring our campus where it needs to be because like any other institution in this country on this globe are not where we need to be with regard to social justice. Also in February we're going to do a campus wide Teach-In and so one week in the month every faculty member on campus has the opportunity to create a lesson plan around the Black Lives Matter movement. And I don't think every faculty member will do it which is too bad. But I also think that not every faculty member thinks they can do it. And so part of my role when we talk about this effort in our next faculty meeting is I'm offer myself and I don't know everything but I do know a couple of things but to offer myself up to support my colleagues taught them think about lesson planning and doing lesson planning in a way that will be helpful and thoughtful around some of the content so that's part of the work. There's so much going on nationally and across college campuses.

[00:42:44] It will be a real shame for boke not to get connected with this work. Well there is a lot of anti-racism work left to be done and I think to offer an exciting model for how to further anti-racism and doctoral education and beyond and to make this something accessible within an academic context. Thank you Dr. Davis and Dr. Livingstone so much for taking the time to share your work with us today. Thank you for having us. Yes thank you. Our pleasure. You have been listening to Dr. Ashley Davis and Dr. Allyson Livingstone talk about their work with the anti-racism project. We hope that you found their discussion to be enlightening and thought provoking. This is Charles Syms your host. Please join us again. Add in Social Work. Hi I'm Nancy Smyth professor and dean of the University of Buffalo School of Social Work. Thanks for listening to our podcast. We look forward to your continued support of the series. For more information about who we are as a school

our history our online and on ground degree and continuing education programs we invite you to visit our website at www.socialwork.buffalo.edu. And while you're there check out our technology and social work research center. You'll find it under the Community Resources menu.