

Cindy Sousa
Bryn Mawr College

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I believe the role of a social work scholar-educator is to work alongside colleagues, students, and communities to promote critical inquiry about well-being. I am so pleased to be on the faculty at Bryn Mawr College, and particularly to be located within the Graduate School of Social Work and Social Research. I have found a thriving intellectual home within the very unique context of a well-established school of social work that is part of a small, liberal arts college. Our school of social work is a part of a larger campus environment that places a high emphasis on intimate student engagement and mentorship; strong faculty governance and service; and scholarship that spans disciplines and methodological traditions.

I designed this document to convey how I have utilized my first five years at Bryn Mawr College with regards to three key areas: research, teaching, and service. My robust research agenda, and my strong record of teaching and service, reflect how I strive to be a collaborative, productive, and innovative scholar. I know that reviewing materials for tenure takes a great deal of dedication, and I wish to thank all reviewers for their time and consideration.

Scholarship

Through my scholarship, I commit myself to understanding the realities of violence and resilience from a global, interdisciplinary perspective. My interest in this topic arose quite clearly from my years of practice in the fields of health education and youth development, particularly with immigrant and refugee youth and families. In the fall of 2001, I was working in the Bay Area. 9/11/2001 was on one of our busiest days, and we decided to keep services going that day and in the days following. On 9/12, we got together to process the events with the youth in our program, including one young man from El Salvador, who was in foster care and on probation. He was silent for most of the time. Then, he suddenly shared, with deep emotion, that he did not know how to react to this event in the United States. He said that as he watched the events unfold, he could only think of his early life in El Salvador. His family and neighbors regularly witnessed mass and targeted killings and ongoing repression, as well as crippling poverty that resulted from years of colonialism and deliberate economic underdevelopment. His narrative revealed not only the trauma of these events, but the added pain of being resettled in a country that was largely responsible for these atrocities – and whose populace was largely ignorant of the suffering they supported due to the US involvement in Latin America at the end of the twentieth century.

Every time I look back on this experience, it strengthens my resolve to promote a global perspective within social work and public health research. I believe this is not only an intellectual endeavor, but one that requires deep emotional and ethical consideration of global dynamics that have engendered terrible unbalances of power on both international and local scales. It also requires regular attention to the very quotidian, yet quite spectacular, work of living within situations where, faced with adversities from multiple fronts, people cannot assume the physical and psychological welfare of themselves, their families, or their communities. My investigations

of survival in these contexts have taught me, among other things, to approach the study of resilience as not a static, measurable outcome, but rather a constellation of ongoing, diverse attempts people regularly exhibit within challenging circumstances.

My scholarship reflects several of my core values within social work research. I prioritize the relationships of people and their social, economic and political environments. I also focus on establishing and maintaining long-term partnerships with diverse organizations and research collaborators, including mentors from my doctoral training; community practitioners and researchers in Palestine; and undergraduate and graduate students. As well, I transgress disciplinary and methodological boundaries. Much of my work is interdisciplinary and I use diverse methods, including qualitative and advanced quantitative techniques, as well as narrative and systematic literature reviews.

My publication record reflects my unique contributions to advancing a global perspective about the experience and survival of multiple types of violence. In my first five years on our faculty, I have published or gotten in press eight peer-reviewed articles on this topic; for seven of these publications I was the first or solo author. In addition, as a first author, I have one conference abstract in press with the Lancet and another three manuscripts under review. As either the first or second author, I also have completed four invited chapters (one is in press and the other three have been published). I also have several manuscripts and two more invited chapters in progress.

Overall, my diverse body of work highlights, first, the health effects of multiple types of violence and adversity and the need for critical analyses of resilience within violence, particularly political violence. Second, within the particular expertise I am developing about political violence, I also look at the ethical and practical concerns inherent in violence research, including how social work and public health researchers might understand our professional responsibility in the face of collective suffering. Finally, my diverse work on multiple forms violence, especially but not only political violence, has led me to an exciting new focus on parenting, particularly mothering, within violence.

In the section that follows, I present an overview of my scholarship within these three priorities, paying particular attention at the end to my future research plans. In Table 1 (see appendix), I summarize my scholarship by topical area since being hired at Bryn Mawr in July of 2012. In this narrative, I do not attempt to provide synopses of each writing project. Rather, I aim to provide a broad overview of my contributions and to highlight pieces of work that are particularly emblematic of my developing expertise and unique contributions to the field of violence research.

1. Examining the physical and mental health effects of multiple forms of violence

My passion for understanding the complex dynamics of how early violence exposure impacts people across the lifecourse builds from my research endeavors prior to joining Bryn Mawr. In these, I integrated examinations of multiple forms of violence, such as children's dual exposure to child abuse and parental IPV. As my career has progressed, I have continued with this line of research. In Sousa, Mason, Herrenkohl, Prince, Herrenkohl, & Russo (in press), I

used longitudinal data from the Longitudinal Study of Exposure to Family Violence (Dr. Todd Herrenkohl, PI) from across three developmental time points: childhood, adolescence, and adulthood. With structural equation modeling, I examined the long-term mental health effects of repeated child abuse and chronic environmental stressors (e.g., economic hardship; neighborhood violence; and family conflict, emotional problems, substance abuse, or trouble with police/incarceration). Our results highlight how mental health may well be affected not only by child abuse, but also by other stressors that one encounters throughout the lifecourse. I shared these results at the American Public Health Association (APHA) annual meeting in 2014 and the 2015 conference for the Society for Social Work Research (SSWR), where the abstracts were subject to blinded, peer-review.

As with this article, some of my work focuses on the complex ways that exposure to one form of violence plays out across the lifecourse. For example, I was the first author for a book chapter in which I led an extensive review process of the trends and consequences of childhood maltreatment, along with theoretical explanations for these consequences (Sousa, Klika, Herrenkohl, & Packard, 2016). I also have completed research on the long-term effects of early exposure to IPV, in collaboration with a professor at Hebrew University in Jerusalem. In these projects, we were concerned with the complexities of how early exposure to parental IPV influences future perpetration of IPV; in one paper, we considered how it interacts with patriarchal ideology and, in another paper, with distress (Haj-Yahia, Sousa, Alnabilsy & Elian, 2015 and Haj-Yahia, Sousa, & Lugassi, revision under review).

At the same time as I am excited to look at family violence, as demonstrated above, I am building a particular expertise in political violence, defined by the WHO as the process of harming or intimidating entire populations within wars and armed conflict through the deliberate use of power, physical force, or targeted deprivation of freedom or resources (e.g., food, healthcare, or schooling).

In understanding the health effects of political violence, I am particularly concerned with how the experience undermines health due to its detrimental impacts on not only individuals, but also their political and social environments. To this end, in one article, I completed an extensive literature review wherein I analyzed over 50 qualitative and quantitative studies from across multiple disciplines, including public health, anthropology, and psychology, to further our understandings of how political violence influences health. Here, I sought to move beyond individual pathology to consider the state of knowledge about the ways that political violence undermines well-being as it threatens collective functioning. I used my analysis of the literature to develop a conceptual model of how political violence weakens health through undermining three inter-related domains of functioning: individual functioning in relationship to their social-political environments; community functioning and social fabric; and governmental functioning and delivery of services to populations (Sousa, 2013, *Medicine, Conflict, and Survival*).

I followed up on this paper as the lead author of another extensive review paper I published about resilience within political violence. For this paper, I analyzed 49 quantitative, qualitative, and mixed-methods studies to develop a theoretical and empirical foundation for understanding aspects of individual and community resilience in the face of political violence (Sousa, Haj-Yahia, Feldman, & Lee, 2013, *Trauma, Violence and Abuse*). I co-authored this

paper with two of our PhD students, along with another colleague.

Much of my empirical work on political violence resulted from an independent focus I developed during my dissertation in which I focused on how, from a global perspective, violence and trauma play out in the lives of women and children. To pursue this topic, I established a partnership with the Palestinian Medical Relief Society, one of the oldest and largest Palestinian-run healthcare NGOs in Palestine, and did original quantitative (surveys) and qualitative (focus group) data collection for a project exploring political violence, health, and resilience.

In my first paper from this collaboration, I used the original quantitative data to explore the direct effects of political violence on the physical and mental health of women. In this study, I also tested, using hierarchical regression models with interaction terms, if several modes of coping (proactive coping; self-reliance; reliance on family, religious, and political support; and political/civic engagement) interacted with political violence such that those who score high on their use of these modes of coping showed improved physical and mental health outcomes (Sousa, 2013, *American Journal of Orthopsychiatry*). In another paper on this topic, co-authored with one of my former PhD committee members, Dr. Susan Kemp, I used the focus group data we collected, to examine how women in Palestine experience the intentional destruction of the salutogenic sense of home within political violence. In the analyses for this paper, we also explored how women defend the space of the home as a site of resilience for themselves and their families (Sousa, Kemp, & el-Zuhairi, 2014, *Health and Place*).

2. Professional responsibility in the face of collective suffering

As a part of my focus on political violence, I am passionate about reflecting critically on the ethical and practical considerations of research about the health effects of political violence. This has been the topic of two book chapters that are published or in press (Sousa, 2016, *Social work in health settings*; Knoshnood, Sousa, Clark, in press) and another sole authored invited chapter that is in process for *The Routledge handbook on the politics of global health* (Sousa, in process). Each of these chapters provide reflection into the complexities of research in conflict settings. I am also completing an article, authored with two Bryn Mawr College undergraduate students, in which we consider the practical, ethical, and epistemological dimensions of cross-language health research (Sousa, Chen, Ghosh, in progress). This body of work, taken together, reflects my commitment to take seriously the complications inherent in working on the topic of political violence.

One such complication is the very ways that political violence and resilience are conceptualized, and the ways that colonialism and neoliberalism have shaped global research and practice related to war and armed conflict. As a part of an exciting cross-disciplinary collaboration, I worked with a cultural and political geographer who specializes in geographies of children, and who also had done a great deal of research in Palestine. Together, we developed and analyzed case studies from our respective work in Palestine. We used these to consider how current conceptualizations of political violence and recovery processes further a medicalized understanding of the phenomena, to the detriment of research and practice with populations in conflict settings. For our article based on this work, published in *International Social Work*, we explored how two trends central to neoliberalism- individualism and the medicalization of

inherently social and political problems- discount larger forces that affect risk and resilience, thereby undermining mental health recovery from political violence. As the first author, I provided much of the framework and the conclusion. In the conclusion, I focused on providing a critical discussion of how values and practices of international social work might help to articulate more effective forms of healing, highlighting the discipline's mandates to prioritize self-determination, and analysis and intervention across multiple levels (Sousa & Marshall, 2015). In the chapter that followed from this work, we drew on critical psychology, particularly liberation psychology, to highlight alternative approaches to recovery that honor the collective and political nature of meaning-making and healing from massive tragedies (Marshall & Sousa, 2016).

My body of work also reflects my passion for engaged scholarship and professional advocacy around political violence. To this end, in 2013, I co-authored a resolution on the health effects of the conflict in Palestine for the American Public Health Association (APHA) and lobbied for its passage. Writing this resolution required gathering and summarizing scientific evidence from over fifty scholarly sources and over twenty-five documents from the UN and other international agencies to detail the effects of the conflict on: the conditions in which Palestinians live due to the occupation, including humiliation; poverty and unemployment; maternal and child health; mental health; and, finally, health systems. Our proposed resolution aligned closely the three over-arching APHA policy priorities of addressing public health infrastructure, ensuring the right to health and health care, and creating health equity. While the resolution gained considerable support from many APHA members, who spoke 2:1 in favor at the public hearing, it did not pass the Governing Council. Nonetheless, I continue my engaged scholarship with health in Palestine. I am now the lead author on a paper where we reflect on these efforts and analyze the conditions that might underpin successful policy making on this topic (Sousa, Stoller, Hagopian, in progress). I also was the lead author for two papers presented at the 2014 APHA annual meeting on the topic: one focused on our advocacy work within APHA and one focused on the importance of a global human rights focus within the field of public health. In addition, I took the lead in preparing and submitting a letter that was published in *The Lancet* in 2014 in reaction to the attacks on Gaza (Sousa, Stollner, & Hagopian, 2014). Our piece, for which I was the first author, focused on the obligation to protect public health in conflict settings. In a matter of days, we gathered signatures of support from 17 public health leaders for our scholarly letter.

As I sum up my work thus far, I would like to note that I believe a review of my work makes evident from how much my dedication to examining multiple types of violence benefits my scholarship. While I primarily focus on political violence, it is important for me to develop a comparative view on violence that looks at multiple types of violence for two reasons.

One, violence is rarely confined to just one domain; there is ample evidence, including some that I have produced, of the connections between child abuse and IPV, for example, as well as IPV and political violence. For example, in my 2015 article (Sousa, Yacoubian, Flaherty-Fishette and Haj-Yahia, *Journal of Interpersonal Violence*), I used quantitative data from my project in Palestine to examine the relationships between and particular effects of political violence and intimate partner violence (IPV). Our findings point to the tendency for these types of violence to co-occur and the distinct consequences these types of violence have on specific mental health outcomes. Specifically, political violence was associated with PTSD symptoms,

whereas IPV was associated with distress. My work with this data highlighted to me the importance of a comparative perspective about violence to inform research and interventions.

Second, I have learned myself how much research and practice around violence benefits as findings about distinct forms of violence are integrated to build more comprehensive theories about the role of varied forms of adversity within people's lives. There is much to be learned, for example, about the complex, multilayered process of resilience when we integrate research from across many types of violence. One example of the potential gains of exploring violence across multiple types was a roundtable I was a part of at the 2014 Society for Social Work and Research (SSWR) Conference. Here, I worked with three other researchers to compare definitions, measurement challenges, and strategies for analyzing child maltreatment, community violence, and political violence. My ability to engage in these types of conversations is a testament to the strength of my commitment to develop an expansive, contextual view of violence and resilience.

My deep engagement with the topic of violence, particularly in the lives of women, has recently led me to a new focus in a relatively under-explored area of inquiry: the lived experience of parenting, particularly mothering, within various types of violence and adversity. In the remainder of this section, I will focus on my current and future work, which focuses on this topic of inquiry. My interest in this topic very much emerged from my integrated approach to understanding the practical realities of and daily attempts at resilience within diverse types of violence.

3. Parenting within violence

My engagement with the topic of mothering within violence emerged quite organically as I was analyzing my qualitative data from my doctoral field work with women and health organizations in Palestine. While mothering was not an original area of inquiry for me with this project, it was a particularly captivating theme. I also have a full-length article on this analysis under review, which I co-authored with a Palestinian colleague and a Bryn Mawr College undergraduate student (Sousa, el-Zuhairi & Siddiqi, under review). My work has been received well both within domestic venues and international ones, including an international conference sponsored by the Lancet, for which I have a conference abstract under review.

As I worked on the conceptual framing around this topic for the analyses I described above, I knew I would benefit from bringing together literature about how parents endure in their caretaking practices in the face of multiple forms of adversity. Thus, while I was writing the paper I referenced above, I worked with an undergraduate student at the college who I was mentoring in the field of global public health. My goal was to integrate findings related to parenting within three types of violence (intimate partner, community, and political violence). To accomplish this, I led a systematic literature review to consider the state of knowledge about how these diverse, but often interrelated, forms of violence influence parenting and how parents attempt, nonetheless, to ensure children's well-being. Together, we completed a systematic review in which we identified over 6,000 articles, and reviewed almost 600, ending with 309 articles that we included in our extensive analysis. This manuscript is currently under review (Sousa & Siddiqi, under review).

As I have become more interested in the topic, I was increasingly convinced of its relevance for social work, and this new focus on parenting within violence and adversity forms the basis of where I am now directing my scholarly attention. Social work has long been aware of how effective parenting can protect children who are living in even the worst of circumstances. We also have an important body of knowledge that explores the general tasks of parenting (particularly mothering), as well as the particulars of doing so within hardship. Overall, however, scholarship on families and violence tends to take children as a primary focus of research and intervention. We have too little information about how structural and contextual challenges, including violence and the refugee experience, undermine the role of a parent, along with their well-being, which in turn influences children's well-being. We also know too little about the varied strategies parents use to protect themselves, their children, and their communities. In my research on this topic, I take seriously the experiences, identities, and subjecthood of parents, and attempt to promote deeper understandings of parents' struggles and resilience in their daily practices, what Scheper-Hughes (1993) terms "the pragmatics" of parenting. In my new work, I build on classical theories of child development by drawing on frameworks emerging from feminist and critical perspectives on parenting that address the social and political contexts of parenting, such as those forwarded by Patricia Hill Collins (1990).

One article I have in progress, tentatively titled *Parenting under adversity: A Critical Analysis and a Future Agenda for Social Work Research and Practice Spanning Domestic and Global Contexts*, very much plays to my focus on understanding violence across multiple contexts. With four other colleagues, I am working on a paper following a presentation in 2016 at SSWR in which we used case studies from various types of adversity (political violence across multiple armed conflicts, and structural inequality and oppression among parents involved in the child welfare system in the United States) to explore what parenting means in these contexts ([author order to be determined] Sousa, C., Akesson, B., Marcenko, M. O., Rodriguez-Jenkins, J., Bogue, B. (in progress)). Using this venue to draw together perspectives on parenting from within multiple challenging circumstances affirmed to me just how important it is to continue my comparative perspective on adversity and resilience. The idea to turn this presentation into a paper emerged as during our roundtable, discussions with the audience highlighted the usefulness of presenting and comparing theoretical and conceptual frameworks to develop a framework for understanding parenting in other areas. We saw the relevance of this work for understanding family adversity and parental resilience within multiple other contexts, such as in families with medically fragile children, and within communities targeted by poverty and police violence.

Much of my attention in the coming years will be dedicated to leading a new community based project on parenting among refugees in the local Philadelphia area. Along with my co-PI at Bryn Mawr College (Janet Shapiro), I am working in partnership with Philadelphia's leading agency for refugee resettlement, the Nationalities Service Center (NSC) to launch a new project, *Promoting family well-being amidst adversity: Stress and coping practices of refugee parents*. Our project explores how, despite the magnitude of the challenges faced by refugee families (including surviving political violence and the processes of flight and resettlement), parents mobilize incredible strengths to ensure the safety, continuity, and well-being of their families and cultures. In addition to contributing to scholarly literature on the subject, study findings will be applied to articulating implications for programs and interventions that reflect both the

challenges endured and the strengths exhibited by parents who are refugees. Our aim, therefore, is to work within the collaborative nature of our project to ensure that our findings advance not only scholarship about family functioning in the context of hardship, but also interventions that consider both the challenges and the strengths of refugee parents.

With the help of NSC, we recently completed a series of interviews for the first phase of this project, which focused on interviewing local refugee service providers about their perspectives on parental resilience through eleven in-depth interviews and two focus groups. This past year, I led a team that consists of Janet and I from the GSSWSR as well as professionals from the Nationalities Service Center in downtown Philadelphia, and Research Assistants from Bryn Mawr College in devising an analysis plan and coding scheme for this project. We are now finishing coding, and preparing a manuscript based on this work (Sousa, Shapiro, Shanfeld, Cristaudo, Siddiqi, Haffield, & Reddy, in progress). Findings from this paper have also been accepted for a poster presentation at the 2017 APHA meeting.

Once we have completed analyzing the data from this phase, we will be positioned well, theoretically and practically, for the second phase of the project. In this phase, we will hire community leaders from five refugee communities in the Philadelphia area to interview refugee parents from Bhuteneese, Burmese, Congolese, Iraqi, and Syrian communities (target N= 50-85 parents). Again, the goal here is to gain a grounded perspective about the challenges and practices of parental resilience within diverse refugee communities. For this project, I have submitted two grant proposals, one to the Silberman Fund in 2014 and one to the William T. Grant (WTG) Foundation in 2017. Neither of these were funded, but I am currently editing the grant proposal for submission to the Harry Frank Guggenheim Foundation in August and a possible edit and re-submission to WTG. In 2017, I was awarded funding from the Bryn Mawr College Faculty Research Fund (\$4700) to continue preparations for the second phase of the project, including hiring RAs and an editor to assist with grant applications.

To further pursue the line of inquiry about parenting amidst adversity, I also joined two research teams. One, project *The Impact of Political Conflict on Youth: Assessing Long-Term Well-Being via an Event History - Resource Model* (the PAL Project, PI: Brian Barber), takes a holistic and lifecourse perspective on youth and well-being. The project uses data gathered from over 1,700 Palestinians using the Event History Method, an innovative and highly regarded approach to capturing significant occurrences over the lifecourse. I am working with data from the PAL Event History Calendar related to the political violence in Palestine (e.g., political conflict exposure, political activity, health, material loss, access to basic needs), along with events related to family (e.g. family formation, significant separation from family members) to examine several facets of family separation within a setting of ongoing political violence (e.g., who they are separated from; and the developmental and geopolitical timepoints at which these separations occur; whether or not these are attributable to political conflict). I have also begun a collaboration with a colleague in Canada, Bree Akesson, whose research also focuses on parenting in conflict settings. She has invited me to join her in analyzing data gathered with families in Syria and Jordan.

Teaching

I teach PhD, master's degree, and undergraduate students. At every level, I am passionate about using a variety of methods to help students establish professional identities grounded in the ethics of social work and rooted in its transformative traditions. As with my research, in my teaching I promote critical thinking and a rigorous engagement with social problems.

Since arriving at Bryn Mawr, I have realized the great advantage of teaching social work and social welfare within a liberal arts context. A strong liberal arts foundation should promote deep inquiry as it inspires, among both faculty and students, a constant unfolding of confidence and humility. These mutually reinforcing attributes are required for any in-depth examination of social problems, as well as for any truly joint efforts at intervention. To foster learning with this goal in mind, I use an experiential and collaborative pedagogy that spans disciplinary borders; brings theory together with practice; and promotes rigorous, engaged development of both concrete skills and critical thinking. I provide rich subject matter and prioritize the incorporation of field experiences and case studies. I also consistently require that students continually evaluate how issues of power and positionality affect community practice, and to critically consider how their practice reflects principles of community ownership and empowerment.

Across the board, students tend to write that my courses are the most challenging that they have encountered. I think it is not small coincidence that students also resoundingly write that I am one of their favorite professors or one of the best they have ever had. Students also write that they know me to be passionate and well-versed about the topics that I teach, as well as helpful and authentic. Student also comment on how my courses foster “critical engagement, consciousness raising, dialogue, and reflection.”

Teaching in our Foundation course sequence provided me with a real opportunity to engage with students about the ethical and practice priorities and traditions of social work. These courses have been an opportunity for me to consider the necessarily broad base of social work education in the first year, a process that has required me to reflect on both my own philosophical commitment to social work and to think about how, pedagogically speaking, to best prepare students for the breadth of our field. I also learned a lot about teaching as I worked to balance multiple activities and themes each session through a combination of lectures, big group discussions, small group discussions, reports from their field placements, and skills-building exercises such as role plays or case studies. Overall, students in my foundation practice rated me highly, and commented that I am “a great listener and thoughtful instructor [who] clearly takes teaching seriously and brings care, respect, and political conscience to all of her classes and students.”

The main focus of my teaching has been in our three-semester Community Practice, Policy, and Advocacy sequence. I not only teach in the sequence, but convene the teaching group, a job which has included evaluating and re-working each of the syllabi for the courses. My first effort here was to develop and launch a mixed-methods inquiry among local community organizers and program managers to gather their visions and recommendations for our educational priorities. I collected and analyzed input from 24 surveys and 16 interviews into a refinement of the goals of the concentration and its associated curriculum. Using this data, I drafted new advanced competencies and associated practice behaviors for this concentration, which were inspired by work done by Dorothy Gamble and the Association of Community

Organization and Social Administration (ACOSA). I also used the interview data to author, along with several student authors, a paper that is now under review at the Journal of Community Practice titled Refining curriculum for a macro social work concentration: A community-based process (Sousa, C., Yutzy, L., Campbell, M., Cook, C., Slates, S., under review).

In the three-semester Community Practice, Policy, and Advocacy sequence, I focus on helping students develop sound theoretical frameworks so they may appropriately assess critical issues and effectively organize for principled, well-structured social action. In all three of my CPPA courses, students must work in earnest to grapple with practical competencies and theoretical approaches necessary for tasks like engaging and conducting community assessments; planning interventions and evaluations; forming and sustaining coalitions and partnerships; and soundly analyzing and transforming policy. I accomplish this by drawing, for instance, on theories of collective trauma and collective resilience, Freirian principles of dialogue and praxis, and intensely skills-based content on program development and evaluation where students construct logic models using well-tested theories of change along the levels of the individual, organizations, and communities. Throughout their three courses in the concentration I emphasize that community work is usually fraught with uncertainty, and they need to develop the practical and reflective skills to deal with the complexities of community practice. My success in emphasizing this point was reflected in a comment from one of my students in the Fall of 2014, who wrote, “The assignments were difficult, but that’s because they compelled us to do the hard and transformative work of really delving into critical interrogation of our professional work.”

Teaching in our macro sequence has been a source of constant joy and inspiration for me, and the evaluations from these courses are overwhelmingly positive. As one evaluation for the Community Assessment course puts it, I know that I am “slightly ambitious.” I have no misgivings about this, and only work to be transparent from the start that students in my classes should be prepared to work hard and to bring their full selves to the tasks at hand. I am clear with my students that I am here to help them to learn how effective negotiation of real-life work within communities and agencies requires they both acquire concrete technical skills and that they regularly contend with the ethical challenges surrounding community centered work – and that this is often a difficult road.

For the first course in the sequence, my Community Strategies and Assessment course, I draw heavily on public health literature and practice around community based participatory health research. In this course, students work in groups alongside local agencies with whom I’ve built careful relationships to gather and interpret primary and secondary data (both qualitative and quantitative) about a pressing community issue. Students work in small groups, alongside the agency representative and other members of the defined community, to undertake a community assessment on critical community issues. Within this project, students are expected to act in the role of professional consultants to the agency. Through challenging theoretical and practical reading, intensive class discussions, and time with community members and leaders, students learn to use published research and secondary data (e.g. census and other administrative data); to develop instruments for and engage in the collection of primary quantitative and qualitative data (e.g. surveys, interviews, focus groups); and to analyze, interpret and present quantitative and qualitative data. Initial results and interpretations are reported back to the community in an oral presentation where students gather feedback; findings and

recommendations are then compiled into a final written report for the agency and community. The process of the project is just as important as the final product. Students are challenged to practice skills in group facilitation, group decision-making, group task identification and completion, and in overall project management. They also encounter and are expected to grapple with various practical, philosophical and ethical aspects of community engagement and assessment. From the beginning of this course, I am clear that I do not attempt to provide a sterilized environment that pretends that there can be certitude or ease, but rather aim to help students use dialogue, self-reflection, and a variety of theoretical and empirical literature to work through these tensions.

One student described this project as “behemoth,” which it is, and this student also commented on how often the process can be quite unclear, but, as they write, this ambiguity is “part of the point.” While students’ comments reflect the often overwhelming nature of the project, when I ask them on the final day if it was worth it, students invariably and emphatically say yes. Evaluations for this course are quite positive, and I think one student really summed up my goal for the course with the simple comment: “it was challenging but it was rewarding.” Students from both years I taught it (2013 and 2014) note that the course is well organized, follows a logical progression, and that I was engaging and knowledgeable. Indeed, for my Spring 2014 Community Strategies and Assessment course, I earned the write-in value of “amazing,” rather than just satisfactory or unsatisfactory. Two students from separate years of this course used the word “phenomenal” to describe my teaching, and a student from this course wrote they thought I was “one of the best professors [I] have ever had.”

Following the course Community Strategies and Assessment, students complete two semesters of Community Practice, Policy, and Advocacy (CPPA I and II). Drawing on the foundation provided in the first course, these two semesters focus on helping students to refine their identities as macro social workers. The two-semester curriculum focuses on helping students not only developing deep understandings of the ethics and tensions within the field, but also develop ways to navigate the diverse landscapes of macro practice. I help students develop sound theoretical frameworks to effectively assess issues and organize for principled social action. I accomplish this by drawing on comparative theories of community change along with highly practical skills-based content on intervention planning. I expect that by the end of the concentration, students can actively draw on multiple theories and frameworks to effectively plan for, implement, and evaluate interventions, including organizational and systems theories; theories of change; theories of community development/ organization; and theories of policy advocacy.

In CPPA I, I lead students in an exploration of basic theories of community organizing (e.g., community involvement, leadership development, comparison of models such as the Alinsky model versus the Freirian model of organizing). I complement this theme with concentrated work wherein students must develop an understanding of a community issue and build a sound intervention, using logic models to guide their work. Whether their intervention is a program for their agency, an organizational change, or a grassroots activist movement, the students are obliged to follow a strategic, disciplined process that includes consulting with the community, along with discovering and integrating well-established theories and literatures on effective strategies for change. In CPPA II, students acquire additional course content on

evaluation and grant writing; they use this information to take their intervention from the Fall and turn it into a grant proposal, which they then review in groups.

I also developed a new course for our PhD program focused on qualitative analysis. This course aligns with our new commitment to require two semesters of qualitative inquiry, one in study design and implementation and one in analysis and interpretation. Like the rest of my courses, this one focuses a great deal on integrating theory with practice and fostering an atmosphere of collegial sharing and feedback. Drawing on the theories and practices presented through readings and lectures, students will regularly use their own data from the first semester to practice, and then present these to their peers in a workshop format. The feedback from my teaching of this course during the Spring of 2017 was quite positive; students especially liked the discussion based format and the support and encouragement I provided.

Finally, I have had the amazing opportunity of developing and teaching a new elective: Perspectives on Social Welfare: Local to Global, which is open to both undergraduates and graduate students. I later adapted this course into a new course called Global Public Health, which I offered in the Fall of 2016. This course focuses on how several interrelated global trends, particularly imperialism, colonialism and neoliberalism, undermine health and well-being around the world. One of the highlights of teaching this course is the fact that both MSS students and BA-level students are in this class, which offers a rare opportunity for students from across levels to work together. In 2014, I was extremely fortunate to be invited to bring this course into a course cluster (what we refer to at Bryn Mawr College as a 360) called Global Health Equity with two other courses. It was a powerful process to join with colleagues from across the college and bi-co to design a course cluster that not only provided a historical and theoretical context for health, but also provided concrete opportunities for undergraduate students to move learning outside of the classroom and into communities, both local and international. My participation in this experience has further crystallized my passion for collaborative, interdisciplinary learning, particularly related to global health. In 2018, I will offer this class again as a part of a 360 on trauma and comics; my course will focus on global, cross-cultural perspectives on trauma and recovery.

My teaching thus far has provided me with many opportunities to not only demonstrate my strengths, but also to grow and evolve. I continually strive to master new content and to devise new ways to be more effective and collaborative in the classroom and between the classroom and the community. Just as I expect students to use the classroom as a demanding space for growth and community, I also expect that of myself. In line with one of my core teaching goals, “critical responsiveness” (Brookfield, 1990): the ability to change the methods and means through which my teaching occurs, I consistently strive to improve my teaching through engaging in critical reflection and dialogue about my curriculum and my methods.

I love teaching, and I think my evaluations reflect this. In my first year teaching, students wrote about me: “[she is] one of the most attentive professors I have ever had” and “Cindy is very intelligent and that shows – she encourages us all to not only understand the concepts but to care. I loved this course.” These types of comments continued through each year of my teaching, and again in Fall, 2016, a student wrote of CPPA I: “This is easily the best course/instructor I

could ask for.” Finally, one of the most moving comments I have received on my course evaluations was, “this course has helped reconcile my relationship with academia.”

Above, I have attempted to summarize much of the student perspectives on my teaching. In reviewing my course evaluations and discussions with students, it is clear that one area that I must continue to focus on in the timeliness of my feedback to students. Overall, students describe my feedback to them as being insightful, thorough, thoughtful, and constructive. Students emphasize that my feedback was “exceptional,” and that it strengthened their work, with one student even commenting that the feedback “exceeded [their] expectations” and another stating that it was “the best feedback I ever received about a paper throughout my academic career.” While students overwhelmingly assessed my patterns of delivering feedback as extremely detailed and helpful, I find, like most professors, that staying on top of student papers can be a constant challenge. While only a relative few expressed concern with this area of my teaching, I am constantly aware of the imperative for prompt and detailed feedback, particularly given how this practice reflects so much of what I value in terms of a dialogical process between instructor and students. I am still very much grappling with the challenge of upholding the standards I have set for myself regarding offering comprehensive (and in some cases, exhaustive) feedback to students within the constraints of time I face. I have been thinking about ways to improve regarding this task, and have been successful in implementing a few of these. One strategy is to rely more on the writing tutors in the GSSWSR and for my undergraduates, the writing center. I have also begun to mandate regular, systematic peer review processes, where students fill out evaluations of each others’ work and provide oral feedback. Another practice I am implementing uses a lecture I have developed that I now regularly deliver that covers the skills for strong writing, particularly around finding and using sound literature to support arguments. Finally, I am working more at looking across my courses and any deadlines that might be predictable to stagger the due dates for major assignments – particularly those that I know will require much attention from me. Considering how to improve the timely delivery of effective feedback to students is one example that illustrates my attempts to both evaluate my teaching and to work to further engrain my core values into my pedagogy.

In closing, I would like to offer one additional example that I believe highlights my commitment to understanding the classroom as a critical site for lively and collective processes. After reflecting on my first year of teaching, I re-wrote my syllabi to more clearly articulate my beliefs about the classroom as a place of community. I crafted a statement of philosophy regarding our learning community:

This course represents the best of what we can collectively create. My vision for this course (and for all my courses) is that it is a reflection of the practices of creating and nurturing communities focused on learning and action. As such, the following principles are core to our time together this semester-both in our classroom and in the various opportunities we will make to work on class outside our weekly meeting:

- Individual accountability to the commitments you make (including accomplishing readings and assignments as agreed)
- Group accountability to our collective learning goals

- Accountability for *both* your own learning and that of your colleagues
- Kindness and humility
- Honesty and integrity
- Acknowledgment of the notions of joy and struggle, both of which make learning and social action possible

Service

In this section, I will highlight specific areas of service in four areas: my profession and my communities of scholarship; the Graduate School of Social Work and Social Research (GSSWSR) and the larger geographic community in which it is situated; and the College. In addition to highlighting some accomplishments (more of which are listed in my CV), I will also discuss the ways that I hope to forward my contributions in the coming years.

My profession and my communities of scholarship

Since finishing my PhD, I have solidly moved into providing professional service to my field. I was elected for a two year term as a section councilor for the International Health Section of the American Public Health Association. Among other duties, this responsibility includes participating in the leadership of the section; making recommendations as to the annual meeting program and the sessions of the International Health section; and collaborating with global partners on issues of international and global health. I also serve as a regular reviewer for several journals, including *Social Science and Medicine*, *Child Abuse and Neglect*, the *Journal of Research on Adolescents*, *Child and Family Social Work*, and the *Journal of Interpersonal Violence*. I have also served as an occasional reviewer for journals such as *Peace and Conflict: The Journal of Peace Psychology* and *Medical Anthropology Quarterly*. At any given time, I am typically working on two or three reviews.

I also dedicate a great deal of time to public health and social work advocacy. My advocacy work has mostly centered around advancing our imperative to take seriously the effects of political violence, and to work to not only alleviate its immediate consequences, but to also speak to policies and practices that advance peace and social justice. My leadership within APHA around issues of health in Palestine is a testament to this effort. In addition to the work described in my scholarship section and CV (co-authoring a resolution, presenting and preparing a scholarly paper on the topic; several presentations at APHA on the topic), I chair the Palestine Health Working Group within the International Health section of APHA. This responsibility includes organizing over 30 people from around the country on quarterly conference calls, chairing our annual meeting at the yearly APHA meeting, and supporting our members in their diverse efforts. I also recently joined the board of directors of a local organization, *La Puerta Abierta*, provides mental health support and advocacy for the Latino immigrant and refugee communities in the Philadelphia area.

The Graduate School of Social Work and Social Research (GSSWSR)

In addition to providing several guest lectures for different venues within the GSSWSR (for instance, the Center for Child and Family Well-being, the Career Changers Program, and a doctoral colloquium); serving as the departmental reviewer for the IRB; and taking part in several committees/work groups within the GSSWSR (our curriculum committee; the Rivitz Award Committee; the Hiring Committee for Director of Field Education), I have taken on a few additional responsibilities that bring me particular pride.

I feel particular pride in the leadership I've taken on as teaching group convener for the school's Community Practice, Policy, and Advocacy (CPPA) Concentration to refine the curriculum for our macro social work track so that it is more responsive to and engaged with our local community. This work coincided with the leadership I have taken to lead our macro concentration through the larger process of CSWE reaccreditation. Using the survey and interview data from community practitioners I described in my teaching statement, I drafted new advanced competencies and associated practice behaviors that were aligned with those set forth by the Association of Community Organization and Social Administration (ACOSA), but were also unique to our school.

Within my work at the GSSWSR, I am also particularly proud of the attention I have given to mentoring students in various capacities. I have included seven doctoral students and three Masters student on papers that have either been published, are under review or in preparation, a task that represents considerable ongoing time spent in mentoring and supervision. Also, in addition to serving as an official academic advisor for over 20 Masters-level students and 1 doctoral student, I consistently promote my availability to consult with graduate students who are interested in either public health or who are in or interested in our CPPA concentration.

I also am assuming increased responsibility within our doctoral program, having served on a special working group on exams and curriculum for the GSSWSR Doctoral Program, as well as on our doctoral admission committee. I also chair two doctoral committees, and this year mentored one student through her proposal defense and another through her comprehensive exams, including her practice paper. In addition, I have been a member on three additional doctoral committees.

Finally, I am particularly happy with the ways I fostered productive partnerships with several agencies that resulted both in learning experiences for our students as well as benefits for the agencies. For my Community Assessment course, I have initiated, developed, and overseen the progress of students as they engaged in collaborative community assessment projects undertaken with/for People's Emergency Center (PEC) (2012-13); Health Promotion Council (2013-14) and La Puerta Abierta (2016-17). Students collected quantitative and qualitative research to assess the challenges and needs regarding community issues. As described in my section on teaching, these projects resulted in open community presentations where students present their findings and gather input, followed by their preparation of official reports and recommendations for agency and community.

I am pleased with the contributions I have made to the GSSWSR and to the college as a whole. Above, I described my various contributions to the GSSWSR. In this last section, I will detail the various ways that I have been involved in the larger college.

Bryn Mawr College

Like within the GSSWSR, my work mentoring students within the larger college has been a major main source of pride for me. I mentor students through serving as an advisor on one independent major in Global Public Health; serving as a reader for another student whose work focused on maternal and child health; advising several students applying for fellowships and MPH programs; and including several undergraduates in my research endeavors.

At the college level, I was a member of the hiring committee for the Cities department in 2017, a role that took considerable time and energy. I also was a regular member on the Committee on Libraries, Information Services, and Computing (CLIC). Most of my other college service has focused on helping with efforts to develop a global focus for our college. For instance, I have been involved in several interesting projects at the college level where I helped with programming focused on international issues and/or spoke on my international scholarship. These projects have been great opportunities for me to integrate further into the larger college community. I am a member of the subcommittee on International Curricular Initiatives (ICI), part of the International Action Plan for Bryn Mawr. In 2014, I also was a panelist for a Bryn Mawr Faculty Panel titled *Structural Violence: Global and Local* that was part of the themed programming titled Dissent, Violence, Justice. This event was in Thomas Great Hall and was attended by about 80-100 people. I also helped plan for the topic of the role of the justice system in post-conflict resolution the Women in Public Service Institute, hosted by Bryn Mawr College in 2013. I served as moderator for this event, as well for another international colloquium in 2012 hosted by Bryn Mawr College: *New Leaders, New Strategies, for The Next Wave*. This panel brought together leaders of several organizations that seek to engage a new generation of young women in women's advancement efforts in the U.S. and around the world. I also spend much of my efforts at the college level helping to enrich our college wide focus on health. I take part in the Health Studies minor and, in 2014, I was an invited speaker for the KIM (Knowledge, Innovation, Momentum) Talks celebrating the Inauguration of ninth President of the College. Working alongside a BMC faculty member and student, we presented our perspectives for the topic *Health Studies in a Liberal Arts Environment*.

Conclusion

Since I saw the job posting, I was excited to join the faculty at Bryn Mawr College. This sentiment further crystallized in me when I came out for my job talk in 2012. I have found constant joy and energy in locating my teaching and scholarship here, as well as in serving the College and the School of Social Work. Working on this self-assessment have provided me with great opportunities to reflect on my recent accomplishments and to plan for my next steps. I wish to thank all of the reviewers for your consideration.

Appendix

Table 1: Manuscripts published since July 2012 (hire date at BMC), organized by scholarship topic area; * denotes student co-author

Citation	Author position	Published in; Impact factor (if available)	Conference presentation of work
Health effects of violence			
Sousa, C., Mason, W.A., Herrenkohl, T.I., Prince, D., Herrenkohl, R., & Russo, J. (in press). Direct and indirect effects of chronic child abuse and cumulative stress: A lifecourse perspective on adversity and depression.	first	<i>American Journal of Orthopsychiatry</i> Wiley 1.276	APHA 2014
Sousa, C., Klika, J.B., Herrenkohl, T.I., and Packard, W.B.* (2016). Child Maltreatment. In Cuevas, C. (Ed.)	first	<i>The Wiley handbook on the psychology of violence</i> Wiley	
Sousa, C. & Marshall, D.J. (2015). Political violence, neoliberalism, and social work: An analysis and suggestions for practice.	first	<i>International Social Work</i> . Sage. 0.438	
Marshall, D.J. & Sousa, C. (2016). Decolonizing Trauma: Liberation Psychology, Postcolonial Theory, and Childhood Trauma in Palestine. In Harker, C. and Horschelmann, K. (eds) <i>Conflict, Violence, and Peace</i> , Vol. 11 of Skelton, T. (editor-in-chief)	second	<i>Geographies of children and young people</i> Springer	AAG 2016
Sousa, C., Kemp, S., el-Zuhairi, M. (2014). <i>Dwelling within political violence: Palestinian women's narratives of home, mental health, and resilience. Health and Place.</i>	first	<i>Health and Place</i> Elsevier 2.435	SSWR 2014
Sousa, C., Yacoubian, K., Flaherty-Fishette, P., & Haj-Yahia, M.M. (2015). The co-occurrence and unique mental health effects of political violence and Intimate Partner Violence. <i>Journal of Interpersonal Violence.</i>		<i>Journal of interpersonal violence</i> Sage. 1.579	SSWR 2014
Haj-Yahia, M., Sousa, C., Elnabilsy, R., Ka, H. (in press). The Influence of Palestinian Physicians' Patriarchal Ideology and Exposure to Family Violence on Their Beliefs About Wife Beating. <i>Journal of Family Violence.</i>	second	<i>Journal of Family Violence</i> Springer .657	
Haj-Yahia, M., Sousa, C., Lugassi, R. (revising for resubmission). Exposure to Violence in the Family-of-Origin During Childhood, Psychological Distress, and Perpetrating Violence in Intimate Relationships During Young Adulthood.	second	<i>Journal of Child and Family Studies</i> Springer 1.802	
Sousa, C. (2013). Political violence, collective functioning, and health: A review of the literature.	sole	<i>Medicine, Conflict, and Survival</i> Taylor and Francis	
Sousa, C., Haj-Yahia, M.M., Feldman, G.*, & Lee, J.* (2013). Individual and collective dimensions of resilience within political violence.	first	<i>Trauma, Violence and Abuse</i> Sage 2.939	
Sousa, C. (2013). Political violence, health, and coping among women in the West Bank. <i>American Journal of</i>	sole	<i>American Journal of Orthopsychiatry</i>	APHA 2013

<i>Orthopsychiatry</i> 83(4) 505-519. (special acknowledgement to the Palestinian Medical Relief Society)		Wiley 1.276	
Ethical and practical concerns of violence research			
Knoshnood, K., Sousa, C. , Clark, K.* (in press). Ethics of research in conflict settings. In Silverman, H. and Arawi, T. (Eds.), <i>Ethical issues in conducting research in conflict settings: Case Studies from the Middle East</i> . Springer.	second	<i>Ethical issues in conducting research in conflict settings: Case Studies from the Middle East</i> Springer	
Sousa, C. (2016). Conducting a collaborative assessment for health advocacy and program improvement in the West Bank, Palestine. In McCoyd, J. and Kerson, T. (Eds.) <i>Social work in health settings: Practice in context</i> . 4 th Edition. Haworth Press.	sole	<i>Social work in health settings: Practice in context</i> . 4 th Edition Haworth Press	
Sousa, C. , Hagopian, A., Stoller, N., and 17 signatories. (2014). Correspondence: Israel-Gaza conflict. <i>The Lancet</i> . 384(9943), 578-579. doi: 10.1016/S0140-6736(14)61304-0	first	The Lancet	
Sousa, C. (in process). Geopolitics, political violence, and global health: Ethical obligations for professionals acting within wars and conflict settings. In Garcia, J. and Parker, R.G. (Eds.), <i>Routledge handbook on the politics of global health</i> . New York, NY: Routledge.	sole	<i>Routledge handbook on the politics of global health</i> . Routledge	
Sousa, C., Chen, N.*, Ghosh, M.* (in progress). Cross-language qualitative research: Analysis of a translation process.	first		
Parenting, particularly mothering, within violence			
Sousa, C. & El-Zuhairi, M. (in press). Mothering within the context of political violence: An exploratory study of mental health risks and resilience. <i>The Lancet</i> . [Part of a collection of abstracts from the 2014 Lancet Conference on Palestinian Health.]	first		2014 Lancet Palestinian Health Conference
Sousa, C. , el-Zuhairi, M., Siddiqi, M.* (under review). "I Have Been Strong All the Time, to the Utmost Strength I Can Bear": Strategies and Psychological Costs of Mothering within Political Violence.	first		
Sousa, C. & Siddiqi, M.* (under review). Suffering and strategizing: A review of literature about parenting within violent contexts.	first		APHA 2017 (poster)
[author order to be determined] Sousa, C., Akesson, B., Marcenko, M. O., Rodriguez-Jenkins, J., Bogue, B. (in progress). Parenting under adversity: A Critical Analysis and a Future Agenda for Social Work Research and Practice Spanning Domestic and Global Contexts.	TBD		SSWR 2016 (oral presentation in roundtable)

* APHA= American Public Health Association; SSWR=Society for Social Work and Research Conference; AAG = American Association of Geographers