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Personal Narrative for Tenure and Promotion Review

My journey into academia was a long and winding one, and I often joke that I was a “late bloomer.” Unlike many academics I was not a gifted student in high school, and I did not think I was suited for college. After graduating from high school, I attended a state university for a year and a half before dropping out. I later started attending classes at another state university, alternating between part time and full time while I worked to support my tuition but again dropped out before completing a degree. I was in my 30s when I decided to try again, choosing a social work program at a diverse, urban-serving university that catered to “non-traditional” students and it was at this institution where I finally thrived. Earning a social work degree was the culmination of many years of informal community work on behalf of individuals with foster care, orphanage care, and other out-of-home placement experiences, and their families.

With the support of my undergraduate social work professors I was encouraged to continue on to graduate school and I received my MSW in 2006. As a practicing social worker in the child welfare system, I began to have questions about the practice models and approaches we were using. I was a beneficiary of child welfare services as a child, and I thought the interventions did not take into consideration the lived experience of those on the receiving end of services. I was also concerned by the deep racial disparities and the inequalities I observed. These questions inspired me to pursue a PhD in social work; I wanted to intervene in the research process by designing and conducting research that was firmly grounded in and informed by those most impacted by social services. While I was in my doctoral program, I coordinated training programs for child welfare professionals, wrote curriculum, taught as an adjunct for two accredited social work programs, supervised student internships, conducted evaluations, and partnered with numerous child welfare agencies. I received my PhD at the University of Minnesota in 2015.

I start this narrative with this background information because it provides context into why I accepted a position as an assistant professor at UW Tacoma. I began my appointment at UW Tacoma in the autumn of 2015. I chose UW Tacoma because it was so similar to the school where I finally felt success as a student and graduated with my social work degree. UWT’s commitment to serving students with broad and diverse lived experiences, racial and ethnic heritages, and so-called “non-traditional” students felt like a place where I would thrive as a scholar and teacher. I was also excited about being part of a program that connected social work with the field of criminal justice and that this connection was grounded in social justice. When I entered the job market, I only applied to universities that had a reputation for valuing social justice, equity and inclusion. I also knew that as a primarily qualitative researcher engaged in community-based research it was important to find an academic home that valued this type of scholarship and understood that community-engaged research often takes longer to conduct and publish. UW Tacoma has a core set of strategic impact goals which align well with my own values. In my research, teaching and service activities I strive to support students

to achieve their dreams; participate in publicly engaged scholarship; work in partnership with communities; ground my work in social justice and embrace diverse communities, advocate for a respectful, productive and inclusive campus climate, and embrace and promote the types of innovations that benefit our communities.

My scholarly approach is interdisciplinary. I draw from social work, sociology, psychology, education, and disability studies and include critical disability, critical race, and feminist frameworks to all my professional activities. Embedded in my scholarly work is a commitment to conduct research that is responsive to, and generated from, the needs of the populations most impacted by my research. As a teacher, my goal is to support and facilitate students in developing intellectual knowledge and critical thinking skills. It is also vitally important that all my teaching activities are directed toward teaching students to identify the structural inequalities that contribute to the problems in society and to develop the advocacy skills needed to respond. I have a global definition of community and participate in efforts to address inequality and oppression in local, national, and international spheres.

The School of Social Work and Criminal Justice at UW Tacoma has experienced many transitions since my appointment including the change from a program to a School. As an assistant professor, my typical teaching load is 6 courses per year (two per quarter), with an expectation that I publish 1-2 scholarly pieces per year. We are encouraged to apply for grants, while being mindful that large grants with course buyouts are not easily accommodated in our program. Faculty in the School of Social Work and Criminal Justice are expected to serve on two to three school and campus committees each year. This narrative outlines the ways in which my scholarship, teaching and service has benefitted UW Tacoma; demonstrates my commitment to supporting our excellent diverse students; highlights the recognition my work (and thereby UW Tacoma) has received locally, nationally, and internationally; and documents my good citizenship as a member of the UW Tacoma and greater community. I have been fortunate to be the recipient of much guidance and mentoring in my time at UW Tacoma. I particularly wish to thank my colleagues, students, staff, directors, mentors and reappointment committees; I am appreciative for their time, assistance, and support.

## **Scholarship**

### ***Scholarly achievements***

As of the date of this narrative, I have achieved a strong record of scholarship since my appointment at UW Tacoma. I have been awarded four internal School of Social Work and Criminal Justice grants for a total amount of \$17,360 and been part of other funded research projects (totaling \$325,000) awarded to community partners. My scholarship includes:

- Ten peer-review journal publications, (one sole-author, four first author, four second author, one fourth author)
- Six book chapters (two sole-author, one first author, three second author)
- Three technical reports (two second author, one third author)
- Nine other publicly engaged scholarship including:
  - Two sole-author publications for service organizations/ agencies

- Two university center publications (one sole-author and one fourth author)
- One curricular guide (collaborative group authorship)
- Two university-sponsored curricula for trainings (sole author)
- Two book/film reviews (sole author)
- One peer-review journal article under review (5<sup>th</sup> author)
- Created two training curricula
- Contributed as a featured content expert for a Federally funded national online child welfare training curriculum (National Training and Development Curriculum)
- Presentations including:
  - Eighteen peer-reviewed presentations; two of these presentations were accepted via peer-review for an international conference cancelled because of COVID-19
  - Ten community conference presentation/workshops (including five keynotes)

My publicly engaged scholarship activities include participation in a UWT Lightning Talk, one podcast interview (Adopted Feels), and one video blog interview (Not Your Orphan). I was interviewed as a research/content expert for articles for NBC Asia America, Salt Lake City Weekly, Psychology Today, ProPublica, and USA Today. I also maintain two public blog/websites.

### ***Research philosophy***

My research philosophy is centered on prioritizing the questions and needs generated from marginalized communities whose concerns have historically been dismissed or actively silenced. Many marginalized communities are demanding greater methodological and theoretical accountability in the research conducted on their communities. As a member of several marginalized communities my positionality as a researcher is often that of an “insider.” However, because of my educational and institutional privileges, I am conscious of the ways in which I am also an “outsider” to the very same communities. It is with this recognition and understanding of my power, privilege and positionality as an “insider-outsider” that I strive to ensure my research approaches are always grounded in the needs of the communities in which I study, and that the questions and methodologies are sensitive and anti-oppressive. Because so many of the people who participate in my research have expressed being silenced by researchers, I often choose qualitative methodologies that are grounded in the narratives of the participants themselves. I am also open to the methodological approach that is the best fit for the research question, and that sometimes means quantitative approaches are needed. I approach research from an interdisciplinary and intersectional framework which includes feminist, critical race, and critical disability theories.

### ***Scholarly agenda***

My overarching scholarly agenda is to expand the knowledge base related the experiences of individuals that have experienced alternative care after separation from their families of origin in childhood, with specific focus on the post-permanency stability of children and their families. The geographical scope of this research focuses on both domestic and international child welfare. Children who experience separation from their family of origin are also more likely to

have other social identity factors that increase their potential for physical, social, and psychological harm, social injustice, and oppression. These social identity factors include race, ethnicity, gender, sexual orientation, national origin, immigration, citizenship status, and having a disability.

My scholarship explores how these identity statuses affect individuals who experience alternative care (including foster care, orphanage care, guardianship, and adoption) and their ability to experience stable relationships with formal and informal caregivers/parents, or what is referred to in the child welfare literature as *permanency*. Through my work I critique concepts and discourse used in child welfare such as *permanency* and *special needs*; I explore the theme of *displacement* (when a child is removed from their adoptive family) and whether the concept of *permanency* adequately addresses an adoptive family's sense of relational connectedness. I explore how adoptive parents understand the role a child's race, ethnicity, country of origin, and disability status plays in terms of the child's placement stability in the home. I also pay attention to the ways in which existing child welfare practices incorporate children's identity statuses as important considerations for their placement and well-being. As I mentioned in my opening section, I include critical disability, critical race, and feminist frameworks as well as social work frameworks to all my research inquiries.

Through my scholarly activities I seek to accomplish the following goals:

- 1) To expand the knowledge base about the experiences of those with lived experiences of alternative care because of family separation, including the those who have experienced adoption and foster care displacement
- 2) To broaden the scope of adoption research to focus more attention on the meanings adopted individuals ascribe to their experiences and identity development throughout their lifetime
- 3) To critique approaches to child welfare practices that do not prioritize children's racial, ethnic, sexual orientation, gender identity and expression, and disability needs in terms of alternative care options and determinations of "the best interests of the child."
- 4) To forward a framework of transracial/transnational adoption justice
- 5) To prepare and support current and future social work practitioners to better meet the racial, ethnic, and disability needs of those they serve, especially within the adoption/foster care communities.

Below, I describe how my scholarly work has advanced these goals.

*1. To expand the knowledge base about the experiences of those with lived experiences of alternative care because of family separation including adoption and foster care displacements*

As I mentioned in my introduction, I believe it is critical that as often as possible, my research prioritizes the voices of those who have been most impacted by family separation and alternative care. In particular, I seek to amplify the voices of individuals who experienced family displacement and those who care for children with family displacement histories.

My dissertation research, “Placement Stability for Internationally Adopted Children with Disabilities,” integrated several of my research interests: adoption, disabilities, racial and ethnic diversity, and international social work. This qualitative study is the first published research that focused specifically on adoptive parents who placed a transnationally adopted child in out-of-home care. My publications (Kim, 2017), an article for *International Social Services (ISS Monthly Review, 2019)* and another manuscript in preparation highlight the lack of preparation adoptive parents receive about the potential risk of adopting a child with a disability and that the challenges they face obtaining appropriate services negatively impacted their child’s stability. I have also been actively collaborating on a set of research studies focused on foster parents with colleagues at University of Washington Seattle (School of Social Work) and the National Council for Adoption. I led the qualitative analysis from three state surveys and contributed to three technical reports, one revised manuscript under review (*Families in Society*), and two others in preparation. We are currently in the process of conducting focus groups of foster care providers to better understand how COVID-19 has impacted foster families. Across the study findings thus far, our team found that although foster families feel challenged by the behavioral challenges of their foster children that it is the larger system – including the behaviors of the agency staff and the lack of supports – that contributes to placement instability. On July 1, 2020 my colleague Claudia Sellmaier and I launched a study on the experiences of parents with adopted children with disabilities. This study expands on my previous research; we aim to understand if themes related to pre-adoption preparation and access to disability services for intercountry families also apply to parents of domestically adopted children with disabilities. We also seek to understand how parenting an adopted child with a disability affects parent’s employment and work lives. As of this date we are just about to begin analyzing the data.

Understanding the lived experiences of caregivers is important; however, I also want to understand the lived experience of individuals who experienced a family displacement themselves. I am currently working on a manuscript presenting the findings of my qualitative study of 20 adult transnational adoptees who experienced an adoption displacement. The results of this study underscores that the idea of “permanency” is more than just where they live and who has parental rights and that professionals need to consider the relational and cultural losses that result from adoption displacements. Another study aimed at understanding the experiences of youth in alternative care was conducted with colleagues at the University of Minnesota. Our study focused on the intersections between youth with adoption histories in out-of-home care and disabilities. Our manuscript (Kim, Piescher & LaLiberte, 2019) found that youth with adoption disruption and dissolution experiences in out-of-home care were more likely to have experienced multiple placement disruptions in their lifetimes and were also more likely to have a disability. These findings suggest that greater attention is placed on the impact of disability and placement history in terms of adopted youths’ stability and urges for more training for staff who work with these youth in residential treatment centers and group home facilities.

Taken together, these studies have focused on those with lived experiences with family displacement, including the perspectives of adoptive parents, foster parents, and adoptees.

*2) To broaden the scope of adoption research to focus more attention on the meanings adopted individuals ascribe to their experiences and identity development throughout their lifetime*

My scholarship related to the needs of adoptees has focused on the identity development needs of transracial and transnational adopted children and adults. My scholarship on this topic includes a book chapter that explored the ways in which school environments support or hinder the full, holistic development of transracial and intercountry adopted children and offered recommendations and strategies for education professionals on best practices to increase adoption competency in the classroom and school environment (Kim & Hall, 2016). My work with community organizations are some of my favorite projects. In partnership with Amara, a child welfare agency in Washington state, I have been working on developing a practice model centering on supporting openness in adoption between adoptive and birth families. Our article (Kim & Tucker, 2019) described the practice framework. The agency received funding to evaluate of the implementation of this practice model. In this evaluation we aim to identify the practices that best support adoptive parents in facilitating transparent and open adoption relationships with their children's birth families as an important aspect of adoptee identity development.

Much of the research focusing on transracial/transnational adopted individuals focuses on childhood; few studies look at how racial and ethnic identity manifests in adulthood for transracial/transnational adoptees. To explore racial and ethnic identity in adulthood, I conducted a study examining the racial, ethnic, and adoption socialization practices of Korean American adoptee parents with colleagues from the University of Minnesota. Our first publication (Zhou, Kim, Lee & Lee, 2020) found that Korean adoptee parents reflected on the ways their parents had practiced racial, ethnic and adoption socialization for them, and that ethnic and adoption socialization offered opportunities to delve deeper into their ethnic and adoption identity alongside their children. Our second article (Wu, Lee, Zhou, Kim, Lee & Lee, 2020) examined how these parents were raising multiracial children specifically in terms of racial and ethnic socialization. A third manuscript (lead author), examining the racial, ethnic and adoption socialization of the subset of adoptive parents from this sample, is currently in preparation. These articles on the parenting experience of transracial, transnational adoptees add additional dimensions on the existing literature on parent socialization practices and also expands on the research on transracial adoption past young adulthood. These studies, along with the study of transnational adoptees mentioned earlier, contribute to expanding on the ways in which identity is salient for adopted individuals throughout different periods of their life.

*3) To critique approaches to child welfare practices that do not prioritize children's racial, ethnic, and disability needs in terms of alternative care options*

In my research, I aim to analyze the ways in which child welfare practices support children's racial, ethnic and disability needs in placement. A study I conducted with colleagues at University at Buffalo, St. Thomas University, and St. Catherine's University focuses on the use of voluntary placements for foster care, a service typically used for children with disabilities. Our

first article (Jones, Kim, Hill & Diebold, 2018) describes a statutory review of voluntary placement policies. We found that states had a large range of policies guiding why and how voluntary placements should be considered or conducted. In particular, we found only a handful of states explicitly included language about the disability needs of a child in a voluntary placement. We have since completed interviews of child welfare workers and stakeholders and are in the process of developing a manuscript of our findings.

Other work analyzing child welfare practices include a in the edited book, *A good time for the truth: Race in Minnesota* (Kim, 2016). In this chapter, I provide a history of the racial and social context of Minnesota as a state in which transracially adopted persons are hyper-visible racially and simultaneously invisible in a climate that does not affirm racial and ethnic identities. In the wake of the death of George Floyd and the civil unrest, this book has been selected as for a number of city library summer book clubs. Another the book chapter (Kim, Kim & Tarnowski, 2017) analyzed the legal, cultural, and social “push-pull” factors that create, support, maintain and sometimes halt intercountry adoption programs and ends with recommendations for ways countries can ensure their adoption programs are based in ethical practices and policies and avoid exploitation of vulnerable children and vulnerable families. Finally, the article for *The Future of Adoption* publication (McGinnis, Baden, Kim & Kim, 2019) describes how four adult adoptee scholars assess the historical landscape of adoption research and offer ways to incorporate more focus on the importance of race, ethnicity, and the perspective of adoptees.

#### *4) To forward a framework of transracial/transnational adoption justice*

Over the past two years I have been developing a framework for child welfare professionals I call transracial and transnational adoption justice. This framework has been presented as a keynote for a national child welfare conference and described in a book chapter forthcoming in the fall of 2020 (Kim, 2020). My chapter, “Race and power in transracial and transnational adoption: Historical legacies, current issues, and future challenges,” describes the history of racial policies governing adoption in the U.S. including the use of adoption as a way to assimilate children of color, as well as practices and policies that support the erasure of adopted children’s racial and ethnic identities and needs.

#### *5) Prepare and support current and future social work practitioners to better meet the racial, ethnic, and disability needs of those they serve*

A core goal of my scholarship is to prepare future and current social work professionals. Two projects exemplify my work related to preparing social work professionals on meeting the racial and ethnic needs of their clients. In a study I conducted with Drs. Bibiana Koh and Ruth McRoy, our team found that very few undergraduate or graduate programs offer adoption-specific courses and as a result there is little preparation for social work and mental health practitioners to meet the diverse racial, ethnic, and disability needs of adoptive and foster families (Koh, Kim & McRoy, 2018; Koh, Kim & McRoy, 2020). Working with Drs. Koh, McRoy, as well as Drs. Elissa Madden and Donna Aguiniga, our team conducted six focus groups of child welfare professionals about their training and preparation to work with adoptive families and we have

begun the data analysis. In addition to the aforementioned research, I served as lead guest co-editor for a special issue focused on adoption pedagogy for the interdisciplinary journal, *Adoption & Culture* (Kim, Myers, McKee & Raleigh, 2019) as well as a co-guest editor for a special issue focused on adoption ethics for the interdisciplinary journal *Adoption Quarterly* (forthcoming late fall 2020). Both of these peer-review journal issues provide empirical data and theoretical frameworks that support adoption-specific and culturally relevant content for social work practitioners and scholars and students. Finally, I created a day-long in-person training for the Center for Advanced Studies in Child Welfare at the University of Minnesota (2019) and a web-based training curriculum on adoption discontinuity for the state of Vermont in partnership with the University of Vermont's Department of Social Work, Burlington, VT (2016). An emphasis on the racial, ethnic and disability needs of children are embedded in these trainings.

The second area of professional preparation focuses on integrating disability in social work programs. Along with my colleague Dr. Claudia Sellmaier, I have worked on a few projects that aim to improve disability content and promote disability justice in social work education. Our conceptual article (Kim & Sellmaier, 2019) described ways social work programs can integrate proactive approaches to including disability throughout the institution and explicit and implicit curriculum. Dr. Sellmaier and I also conducted a study on experiences of social work students with disabilities. In this study we recruited BSW, MSW and doctoral social work students across the U.S. and asked about their experiences with disability accommodations, faculty and staff interactions, and field. Our peer-reviewed article (Sellmaier & Kim, 2020) found that only half of the students in our study were registered with their institution's disability resource center, and that students with mental health disabilities reported having more challenges accessing and receiving accommodations. The findings from this study are an important follow-up to our conceptual article, as it demonstrates the importance of disability-inclusive social work programs for students who identify as having disabilities. This article was awarded the 2020 CSWE Council on Disabilities and Persons with Disabilities Manuscript Honorable Mention award. We are currently in the process of writing a second manuscript on the stigma that disabled social work students experience in their social work programs. I was invited to participate in a national Disability Competent Care workgroup consisting of scholars, disability organization leaders, and people with lived experience in disabilities. Our workgroup created the "Curricular Resource on Issues of Disability and Disability-Competent Care: Diversity and Justice Supplement" that became part of the CSWE Council on Disability and Persons with Disabilities and the Center for Diversity and Economic Justice (2019).

### ***Future directions***

As I consider the body of work I have produced thus far and my future scholarship, I see two areas of focus that will overlap. The first area relates to my work on transracial adoption justice and how this framework that I have been developing will develop further. My most recent work on this area will be published in a forthcoming anthology due early fall of 2020. As the final edits of that chapter were being completed during the chaos of both COVID-19 and the Black Lives Matter movement, I felt the urgency of further expanding this framework. I have already received interest from scholarly peers and community organizations interested in my work as a

result of the heightened awareness of racism, anti-Blackness, and transracial adoption. I intend to develop more research projects explicitly using this transracial adoption justice framework. Second, the child welfare system has often used race as a “disabling” characteristic, particularly for Black families, and has racialized disability – for example, criminalizing the externalization of Black youth’s mental health disparately compared to white youth’s mental health behaviors. A disability justice framework analyzes the ways in which disabled youth of color experience the child welfare system as an intervention that harms, rather than supports, their well-being. Disability justice requires applying a critical race analysis to disability research as well as a critical disability analysis to transracial adoption research. Both these frameworks are important, and currently missing, perspectives in the child welfare and in the disability literature. One manuscript in preparation is a conceptual article outlining the importance of using a disability justice lens in transracial/transnational adoption practice, bridging these two areas of scholarship.

## TEACHING

I enjoy teaching and one of the reasons I chose UW Tacoma was because of how much teaching is valued at this institution. My teaching priorities and activities complement UTW’s goals of a) supporting students to achieve their dreams, b) grounded in justice and respect for diverse communities, c) advocate for a respectful, productive and inclusive campus, and d) promote innovations that benefit our communities. Tenure-track faculty in the School of Social Work and Criminal Justice teach six courses per year, typically two courses per quarter. I had one course release spring 2016 as part of my start-up package. I also had a one quarter course release in the spring of 2018 as part of my re-appointment review, and the spring of 2019 I received one course reduction as part of my Social Work Degree Chair position.

As of the date of this narrative, I have taught 26 classes for the Social Work and Criminal Justice program. My first year I taught five distinct courses which were all new preparation for me. These courses included TSOCW 502 Human Behavior and the Social Environment I, TSOCW 503 Human Behavior and the Social Environment II, TSOCW 532 Advanced Integrative Practice I, TSOCW 532 Advanced Integrative Practice II and TSOCWF 404 Cultural Diversity and Social Justice. In the TSOCW 532-533 sequence course students learn how to bring together the knowledge and skills they have learned in their practice, research, policy, and field practicum to develop their own intervention and create an evaluation plan for that intervention. This is a course in which students must shift from demonstrating what they learned to demonstrating the application of what they learned in creating an intervention that addresses a social injustice. Students often find this course challenging; they begin the first quarter with anxiety and fear about taking that leap. I often have to push them to acknowledge that they have become experts in their topics, and they know more than they think. I also challenge them to think of their assignments as an opportunity to be a change agent for the communities they love rather than as merely an exercise for me as their instructor. The pride and sense of accomplishment these students exhibit at the end of their second quarter is one of the highlights of my teaching year. The TSOCW 532-533 sequence is a particularly time-intensive series of courses because it involves shepherding students through the development of a

Capstone intervention that is presented at an open community event each year, the Capstone Fair.

As is typical of social work programs, the Council on Social Work Education requires a core curriculum for both undergraduate and MSW programs. This means opportunities to develop and teach electives is limited. Despite this limitation, I have had the opportunity to develop two courses focused on disabilities. With my colleague, Dr. Claudia Sellmaier, I have developed an undergraduate course, TSOCWF 356 Disability: Individual and community perspectives, and a graduate course, TSOCW 553 Critical Disability Frameworks for Social Work Practice and Policy. I was fortunate to be able to teach TSOCW 553 in the spring of 2019, and because of our program's shift due to COVID-19, I will be teaching this as an online course this coming summer 2020. I have also supervised three TSOCW 590 Independent Study courses, two SOCW 599 Independent study courses for UW Seattle School of Social Work student and one TGH 494 Global Honors thesis for an undergraduate Global Honors student. In addition to the courses I mentioned, I have mentored several students. Each academic year I serve as faculty advisor for MSW students BASW students. I have written numerous graduate application letters of recommendation and provided job references for several graduating MSW students.

My overall combined median evaluation score for all classes is 4.47 out of 5. I take pride that out of 26 courses only two courses received a combined median of less than a 4. My two lowest evaluations (combined median score of 3.4 respectively) came during the autumn quarter of my second year. It was the first time I taught both sections of TSOCW 532 with my own revisions to the course; I had taught based on the previous instructor's syllabus. Despite the challenges I experienced in making this course "my own," I used the students' evaluation comments to improve my course and the following quarter I taught the same students in the second course in the sequence and my evaluation scores improved. I am missing one evaluation (TSOCW 533 2018) which I have learned was not ordered by the department.

Although I have expressed interest in teaching across the curriculum every year, I have been assigned to teach the TSOCW 532-533 sequence every year since my appointment, and TSOCWF 404 every year in which I have not had a course release. As a result, I have had the opportunity to revise and fine tune these courses to really make them my own and to incorporate feedback based on student evaluations and peer evaluations from my colleagues. I have invited peer reviews of my teaching from Dr. Erin Casey (2015-2016), Dr. Jose Rios (2016-2017), Dr. Claudia Sellmaier, and Dr. Rachel Hershberg (2018-2019), and Dr. Michelle Garner (2019-2020). I intentionally sought peer teaching reviews from faculty outside Social Work and Criminal Justice who are known for their strong teaching skills whenever possible. The feedback I receive from my colleagues' generous reviews have greatly improved my teaching.

### ***Teaching philosophy***

My philosophy for teaching is greatly influenced by Paulo Friere and bell hooks. Friere advocated a non-hierarchical pedagogy in which every person in the classroom acts as both student and teacher. Students sometimes are uncomfortable with this approach at first, especially if their education experience has been one of being told what they should know

instead of one in which people come together to learn. hooks' framework of engaged pedagogy in which teachers and students are a space for exploration and mutual participation and growth, can also be a transformative shift for students in thinking about what education and learning is supposed to be. By incorporating these frameworks in my teaching, I hope students come out of my classroom feeling more confident of their own skills for communicating knowledge in a collaborative way, which as future social workers is incredibly important for their work with clients and colleagues.

There are two specific outcomes that I want for students take with them after completing a class with me. First, I want them to connect the content learned in the formal classroom to the world in which they work and live. Second, I hope to facilitate critical thinking. To achieve these outcomes, I am constantly looking for classroom exercises that can reinforce the application of knowledge to practice. For example, when I teach the TSOCWF 404 Cultural Diversity and Social Justice course, one exercise I use to facilitate critical thinking is a campus scavenger hunt. In this activity, after grappling with the concepts of power, privilege, and oppression, the students are tasked with walking around the UWT campus to find evidence of ways that this institution supports or oppresses students, staff, faculty and/or community members with various social identities such as race, ethnicity, immigrant status, sexual orientation, age, ability, gender, immigrant status, and religion. While students find this activity very engaging, they also find it challenging to assess whether policies, physical spaces, programs, and visual materials that appear at surface level to be supportive may in fact be oppressive, and vice versa. After discussing what the students discovered through the scavenger hunt, we then discuss how to better advance social justice on our campus for all.

As often as possible, I look for opportunities to implement activities that help students bring the theoretical into the practice realm. I often use case studies where students work together to use their knowledge about theory and human development to develop questions, check their assumptions and consider a range of ways to address a problem. For example, in a course on Human Behavior and the Social Environment, I might have the students choose the "best" adoptive home for a child from among three potential families. There is no "right" answer in this activity, as each family has both positive and negative qualities depending on each person's own values and biases. The goal of this activity is to help students recognize the multiple ways of solving a problem and what might seem to be "right" on the surface depends on one's professional and personal frame of reference. To help reinforce the importance of bringing theory to practice, this past year in TSOCW 532-533, I used a Seattle Times article about the Bonny Lake, WA community's response to their homeless population as a case example. In one class I had students read the article and discuss how their small group might develop a problem statement, a goal statement, and analyze what existing forces would help or hinder addressing their goal. In another class session, I created an interactive activity in which students were assigned to different affinity groups mentioned in the article. Each affinity group had to discuss and decide on their group's top priorities for addressing the problem. Then I placed students into mixed groups where they now had to represent their affinity group's position with others; in their new group their task was to come to consensus about how to address the issue. Feedback from the students about this activity highlighted how well it showed the importance

of listening to people with diverse views, how challenging it was to bring opposing views to consensus, and how important it is to make sure everyone has a say in proposed interventions aimed at addressing a social problem.

Although I had several years of teaching experience prior to joining UW Tacoma, it took some time to learn how to juggle multiple courses and manage my time, particularly around scheduling student appointments and grading. I also inherited courses that had been taught for many years by an instructor and was challenged to make these “my own.” Fortunately, I have had the opportunity to further my teaching development by participating in Strengthening Educational Excellence with Diversity (SEED) and the iTech Fellows program, both of which inspired me to reconsider my teaching strategies. The iTech Fellows program taught me how to be more effective in the use of online resources and platforms in both the delivery of content as well as to engage students which really helped when I had to suddenly switch to online delivery of courses as a result of COVID-19. I found the SEED program the most beneficial to my development as a teacher. In addition to the general philosophical focus on equity in the classroom and the many resources provided, the biggest outcome was that I learned new methods of approaching grading. I implement contract grading into my courses and found this to be much more aligned with my teaching philosophy; contract grading encouraged students to approach their coursework and assignments developmentally rather than just to make a certain grade or attempt to please me. In the TSOCW 532-533 course, for example, I found students were more creative and took greater ownership in their work when they understood that the assignments were there to help them learn and refine their knowledge instead of having to submit a perfect assignment. As part of the students’ grades in TSOCW 532-533 they must have at least one office-hour with me. At first this can seem burdensome for students; they grumble when they learn this is one of their assignments. However, after meeting with me they always tell me how much meeting reduced their anxiety and led them to believe they were capable of completing their project. Often, they tell me they were afraid to meet with me at first because they want to be seen as smart and competent. They are relieved when they discover that I am there to support them, not just merely grade their academic work.

## **SERVICE**

Consistent with my scholarly and teaching, my service activities also align with the strategic goals of UWT. As much as possible I choose to serve on committees and with organizations that focus on students, promote and advance social justice and inclusivity, and help connect organizations to innovative scholarship needed to improve their services to their constituents.

### ***School of Social Work and Criminal Justice***

In my first couple of years in the School of Social Work and Criminal Justice I consciously looked for ways I could specifically engage with or support students in my service responsibilities. Some of the ways I have served in support of students include the participating on the Social Work BASW and MSW admissions committee (2015-2017). In autumn of 2016 I became one of the two faculty advisors for our Phi Alpha Xi Pi Social Work Honor Society, a position I still hold. As Co-Advisor, I attend executive committee meetings, assist the student-led executive

committee officers with administrative and programmatic support, and provide mentorship to the executive committee officers. I also serve as liaison between our Xi Pi Chapter and the national Phi Alpha office. This service has been meaningful to me because it highlights and supports our social work students' academic achievements and community work. Phi Alpha students have participated in numerous volunteer activities and projects that serve the local Tacoma and Puget Sound region.

I have also served on a total of seven search committees driven in part by my commitment to social justice. Since diversity and inclusion is important to me, I chose to serve on our school's internal Equity and Inclusion committee for its first two years. The racial composition of our social work faculty has not been representative of the students in our BASW and MSW programs. I recall in one of my classes I had a Korean student come up to me after class and tell me, through tears, that it meant a lot to her to have an Asian professor because she had never had an Asian teacher before. This moment really cemented my commitment to address the importance of a diverse faculty for our students. This is why I have participated in faculty searches for three consecutive years, so I can work toward eliminating bias in the search process and advocate for diversifying our faculty. In 2017-2018 I served on a committee for one full-time Assistant Professor; in 2018-2019 I served on three committees for one full-time Assistant Professor, one full-time Lecturer, and one BASW Field Coordinator position; and in 2019-2020 I served on two committees for one full-time Lecturer, and one BASW Field Coordinator position. I am grateful to have been able to have a role in diversifying our faculty. In addition, I also served on the search committee for the School's inaugural dean in 2019-2020 and again was proud to serve on a search committee that included numerous of diverse faculty and staff at UWT and resulted in a strong pool of diverse candidates.

A strong school depends on faculty to step up to leadership roles. I was elected by our faculty to serve as Social Work degree chair for two years (2017-2018 and 2018-2019). During this term my major tasks were to facilitate discussions and planning related to MSW curriculum revisions and participate in the campus-wide academic plan for UWT on behalf of the social work programs. I also served as co-chair of the Faculty Council for our program. As of this narrative, I have been elected by our faculty to serve as the inaugural Social Work and BASW Director beginning July 1, 2020. In this role I will continue to facilitate the management of curriculum and supporting our BASW students and faculty.

### ***University of Washington Tacoma***

My service for the larger UWT campus includes efforts to increase student knowledge and understanding of privilege, power, oppression, and social justice. Some of the activities I have helped organize in light of these goals include co-organizing the *Turning Worry Into Action* forum in 2016 with Drs. Harris, Casey and Garner from the School of Social Work. This event brought in over 100 participants from the community to hear from community organizations about strategies for advocacy. In 2016 I also partnered with the Center for Equity and Inclusion and Bates Community College for a film screening of *Cambodian Son* with a Q&A with local award-winning filmmaker Masahiro Sugano. Along with Dr. Toews and Dr. Hill from the Criminal Justice Program and former Lecturer Thea Drescher, I helped partner with the Tacoma Public

Schools to bring Social Work and Criminal Justice students to attend a Poverty Immersion Simulation in spring of 2016. This event was so powerful to the 40 UWT students and 40 Tacoma Public Schools faculty who participated that we recommended our program sponsor this event to UWT students which was held in 2017. In addition, I serve on the advisory council for the Office of Global Affairs and supervised a Global Honors student's thesis (Spring 2019). I served on the Fulbright Student Committee review committee in 2018 and the Collaborative Publicly Engaged Scholarship (CPES) review committee in 2018.

### ***University of Washington (Seattle)***

I serve as a committee member on the Child Welfare Training Alliance Research and Evaluation Advisory Committee, a partnership between University of Washington, Partners For Our Children, and the Department of Children, Youth and Families. I attend quarterly meetings as part of this committee and provide feedback on the evaluation of statewide training for child welfare workers, CWTAP students, and foster care providers. I also participate in the Disability Studies program at UW Seattle where I attend meetings and events with faculty and students associated with this program.

### ***Community***

Being of service in the community is one of my core values. Since arriving at UWT, I have participated in many activities that support local, national and international communities. These opportunities not only allow me to give back to communities with whom I feel an affinity, but it also enables me to fulfil my commitment to help communities get access to the academic resources that benefit their work.

I served on the inaugural advisory committee for Amara's first Post-Adoption program serving adoptive families in Pierce and King counties. I was also an advisory board member from 2016-2018 for Adoption Museum Project, a collaborative organization using art exhibits to explore themes related to adoption and kinship, based in Oakland, CA. For both of these organizations I was able to provide the organizations with updated research that was helpful to their services and offer recommendations related to diversity and inclusion, program evaluation and service provision. I served on the WA State Department of Social and Health Services, Children's Administration Regional Advisory Group (Pierce Co, WA) from 2016-2018. More recently, I was elected to serve as a board member of Tacoma Community House, an organization that has provided services to refugee and immigrant communities in Tacoma for over 100 years. As part of my work at Tacoma Community House, I also serve on two subcommittees including engaging with policy makers and working on strategic planning. I also serve as a board member of the North American Council on Adoptable Children (NACAC), an organization that serves adoptive, foster and kinship families in the U.S. and Canada. As a board member of NACAC I help with conference planning, advocacy, evaluation of programs and services, and bringing in evidence-based research frameworks to inform their work. I've continued to serve on the advisory board of the Center for Children, Law and Ethics at Cumberland School of Law in Alabama. Some of the activities I've engaged with for this organization includes reviewing evaluation materials for the Hague Convention on Protection and Co-Operation in Respect to Intercountry Adoption and advising on ethics related to intercountry adoption.

In addition to these organizations, I provide continuous non-credited support to many grass-roots organizations and small community organizations that are centered on adoption or child welfare. I currently consult for two grass-roots organizations working to effect policy and cultural change for intercountry adoptees without citizenship, Adoptees For Justice and Adoptee Rights Campaign. I provide pro-bono research and policy advice for these organizations. Based on my scholarly expertise and community activism, I am often asked to consult on student research theses, program or project evaluations for small organizations, training curriculum, and legislative policy. Part of my commitment to the community is to provide resources and support through maintaining two blogs (via harlow-monkey.com and jaerankim.com). These blogs serve as sites where the community can find resources, learn about current and past research that I have conducted as well as other relevant research, and connect community members to one another. Part of my service to the greater community includes being available to respond to the media as a content expert. Finally, I have been selected to participate in Research to Policy Collaboration, a program that brings researchers into conversation with federal legislators in order to increase evidence-based policy decision making. As part of this service, I engage with RPC staff to identify, highlight, and summarize research that they can bring to legislators. Through the RPC and support of the School of Social Work and Criminal Justice, I was also able to attend meetings at the capital in November of 2019.

### ***Social work profession***

My service to the profession includes service on the Council on Social Work Educations (CSWE) Council on the Role and Status of Women in Social Work (also known as the Women's Council). In my time on the council, I created and maintained their website archives of meetings and historical documents, attended council meetings twice a year, reviewed submissions for the Feminist Manuscript Award, and assisted with their social media sites. I served on the Disability Competent Care Curriculum Workgroup, a national workgroup of professionals and scholars working in the field of disabilities. Our workgroup put together a curricular guide that was published by CSWE.

In my time at UWT I have served as a peer reviewer for several journals including *Journal of Comparative Family Studies*, *Adoption Quarterly*, *Child and Family Social Work*, *Children and Youth Service Review*, *Child and Family Social Work*, *Families in Society*, *Journal of Community Psychology*, *Feminist Foundations* and *South African Review of Sociology*. I was also invited to guest edit two journal issues. I was lead guest editor for *Adoption & Culture's* special issue on Adoption and Pedagogy (published June 2019) and as co-guest editor for *Adoption Quarterly* special issue on Adoption and Ethics. I have served as a peer reviewer for several conferences including the 9<sup>th</sup> Biennial (2016) Adoption Initiative Conference and the 2016 International Korean Adoptee Association (IKAA) G16 Research Symposium.

## **Conclusion**

This narrative summary of my scholarship, teaching and service achievements are evidence that I have been a productive member of the Social Work and Criminal Justice Program at UW Tacoma. I look forward to the opportunity to continue to develop and grow in my scholarship and teaching, and to further my service activities within local, national, professional, and university communities. It has been my honor to serve the students, staff and faculty at UW Tacoma over the past two years and I am thankful for the opportunity to seek reappointment and continue to work toward a vibrant and engaged UW Tacoma community. As an academic who values publicly engaged scholarship, I have continued to seek ways to find avenues to better connect communities to valuable and beneficial research to communities. As part of this commitment I've made efforts to participate in activities that expand my professional skills in this direction such as participating in campus reading groups related to digital scholarship and mindful technology use.