

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

The support for innovative and socially engaged scholarship, teaching, and service at Bryn Mawr College has helped me advance a distinguished track record of contributions to social work and public health, from an ethos of collaboration and social justice. In the last decades, I have dedicated myself to being productive as a researcher and creative as a teacher while also assuming increased responsibilities in terms of leadership and service for my School and my field. 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 designed this document to convey the significance and distinctions of my scholarship, teaching, and service. I know that reviewing materials for promotion takes a great deal of dedication, and I wish to thank all reviewers for their time and consideration.

Scholarship

As I move into consideration for this new phase in my career, I am reflecting on the ways that I have worked collaboratively and been supported by many others as I developed, over the course of the last decade, evidence of distinguished intellectual leadership. I strive to have this intellectual leadership reflect my core values within social work research. I establish and maintain long-term partnerships with diverse organizations and research collaborators, including colleagues from the college, the Philadelphia area, and around the world; mentors from my doctoral training; community practitioners and researchers in Palestine; and undergraduate and graduate students. I prioritize the relationships of people and their social, economic, and political environments. 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.

Metric-based evidence of scholarly excellence

Some of the ways that I have demonstrated sustained and significant contributions are evidenced in externally established metrics of recognition. One example of external recognition of my scholarly leadership is my recent (2021) induction as a Society for Social Work Research (SSWR) Fellow (the number of inductees each year is approximately three percent of the total number of SSWR members in that year; 17 were inducted in 2021). The Society for Social Work and Research (SSWR) Fellows are “members who have served with distinction to advance the mission of the Society — to advance, disseminate, and translate research that addresses issues of social work practice and policy and promotes a diverse, equitable and just society.”

Though imperfect, another measure of scholarly productivity and contribution can be seen in citation metrics. A report generated from my Web of Science profile (Figure 1) illustrates a steady growth over the past decade and a half in the citations of my work, and a sustained record of publication productivity, punctuated by the typical ebbs and flows within the cycles of projects (for example, in 2016, I published more book chapters than peer-reviewed pieces, and I was also building new projects in 2015, so there is a dip in the year 2016). My portfolio on Web

of Science reflects that since 2008, I have published 34 publications in peer-reviewed, indexed journals; have over 1,000 citations across these publications; and have an H index of 12.

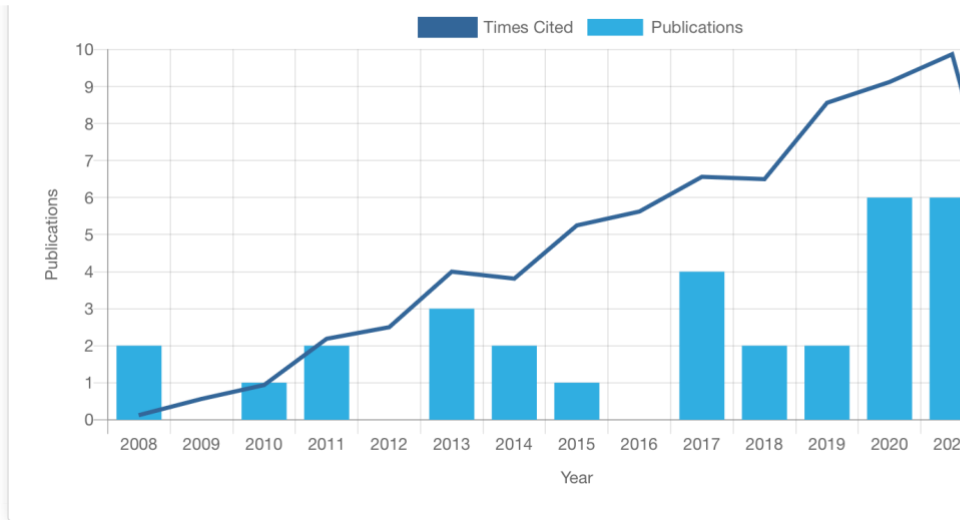


Figure 1 My peer-reviewed impact over time (note: report generated half-way through 2022, thus the declining line and lack of data for that year)

<https://publons.com/researcher/5275834/cindy-sousa/metrics/>

Global reach of my scholarship is also important to consider when reflecting on my scholarly contributions; one measure of this is citations of my work from around the world, which is depicted in Figure 2.

Figure 2: Citation map for my work, generated June 8, 2022 from Web of Science (red circles denote single citations and the cities) <https://publons.com/dashboard/tools/citation-map/>

More important than metrics, however, is the quality of my scholarship and the ways that I am advancing our field through contributions that are unique and collaborative constituting a strong individual contribution within a context of a larger supportive scholarly community. To this end, one testament to the scope of my work is the growth in extremely generative collaborations I have fostered since gaining tenure, which arose from the reach of my work as well as connections I made at international conferences.

For example, in 2019, I officially joined for Dr. Guido Veronese's lab in Milan, Health, Conflict, Psychology as a research affiliate. His lab "aims to develop pathways of research, teaching and clinical activity, and psychosocial intervention within a perspective of critical analysis of human rights, focusing on social injustice and structural inequality and their impact on people's mental health and well-being." Alongside the team, I have published five papers as a supporting author (contributing to data analysis, interpretation, and writing) for highly respected journals (e.g., *Health and Place*; *Journal of Interpersonal Violence*; *Violence Against Women*) and published one as a lead author for a piece in *Psychological Trauma: Theory, research, practice, and policy*. Within this team, I have also mentored PhD students and post-docs, co-led presentations, and generated and helped launch new projects.

Another fruitful international collaboration has been with Dr. Bree Akesson, at Wilfred Laurier University in Ontario, Canada. In 2021, after years of successful joint papers, presentations, and projects, I joined her as a Research Affiliate in her lab with the Global Adversity and Wellbeing Research Group, Center for Leading Research in Education at Wilfred Laurier. This group examines intersections of extreme adversity and wellbeing through the lens of place theory, with a specific focus on the family and home, with core research areas including parenting in the context of war, *domicide* (the willful destruction of home) as a human rights violation, and global social systems strengthening. Projects have included analysis of data from over 300 Syrian refugees in Lebanon for a paper published in 2019 (Akesson & Sousa, 2020) that we presented for a peer-reviewed oral paper presentation for the Society for Social Work Research (SSWR) in 2019 in San Francisco. Akesson has also named me as a collaborator for a new project that explores family strengths and suffering among Syrian refugees in Lebanon, Turkey, and Jordan, *Families under fire: A multi-country study examining the psychosocial impacts of restricted mobility for families affected by war*. Pending funding, I will be responsible for data collection in Lebanon, and will be involved in data analysis with data from all three locations.

Substantive-based evidence of scholarly leadership and excellence

Finally, yet another way of understanding evidence of scholarly acumen is the continual refinement of an original voice in the field. In the remainder of this section on scholarship, I reflect on the most important substantive and meaningful projects I have undertaken in the past decade. I have chosen these projects because they reflect the ways I contribute to my scholarly community via innovation in the theoretical and empirical basis of inquiry within my specific areas of research.

Through my scholarship, I commit myself to understanding the realities of violence and resilience in the lives of individuals, families, and communities from a global, interdisciplinary perspective. My interest in this topic arose directly from my years of practice in the fields of community development, health promotion, and youth empowerment, particularly with survivors of war, interpersonal violence, and the structural violence inherent in poverty and oppression. This early work drew into sharp relief for me how, within significant risks to well-being within

their social and political contexts, people continue to strategize and protect their own well-being. The work also strengthened my resolve to join with others in our field to promote global, emancipatory, and anti-oppressive perspectives 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 the multiple dynamics of violence and oppression 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 oppressive contexts have taught me, among other things, to approach the study of trauma with an eye to the ways trauma overlaps with multiple other risks across multiple generations, and to consider resilience as not a static, measurable outcome, but rather a constellation of ongoing, diverse attempts that individuals, families, and communities regularly exhibit within challenging circumstances.

Situated within this philosophical orientation, my record of publication and scholarly presentations reflects my unique and sustained contributions to advancing a global, interdisciplinary perspective about the experience and survival of violence and oppression. Broadly, my work focuses on furthering understandings of global adversity and resilience, especially among families, from a critical lens that considers the role of power, resistance, and grassroots healing.

Evolution of scholarship and intellectual leadership.

I have evolved throughout the last decade and a half, taking more intellectual leadership in moving forward how social work conceptualizes and studies trauma around the world. I laid the groundwork for my continued focus on this topic in my early work, in which I sought to explore multiple dimensions of both suffering and resilience within political violence (Sousa, 2013; Sousa, Haj-Yahia, Feldman, & Lee, 2013). I also sought to re-define the connections between resistance and resilience through a lens of liberation psychology (Marshall & Sousa, 2017).

As I moved into a new phase of my professional standing, I furthered these conversations, collaborating with scholars from around the world to build more nuanced understandings of the lived experience of war, occupation, and structural violence. I worked with scholars and data from the Health, Conflict, and Psychology lab in Milan to publish pieces exploring previously under-examined aspects trauma within war, including the daily experiences and communal, cyclical nature of coping within unrelenting warfare (Sousa & Veronese, 2021; Veronese, Cavazzoni, Russo, & Sousa, 2019; Veronese, Sousa, & Cavazzoni, 2021). In the paper for which I led analyses, I relied on a novel method of data collection that the team had done – retrospective diaries – to explore the shifting, unpredictable, and traumatic nature of life during a series of major aerial attacks. I used this data to develop an updated model of the theory of stress and coping that furthers that mid-level theory, enhancing the theory with dimensions of collectivity, political engagement, and details about the ongoing nature of coping (see Figure 3).

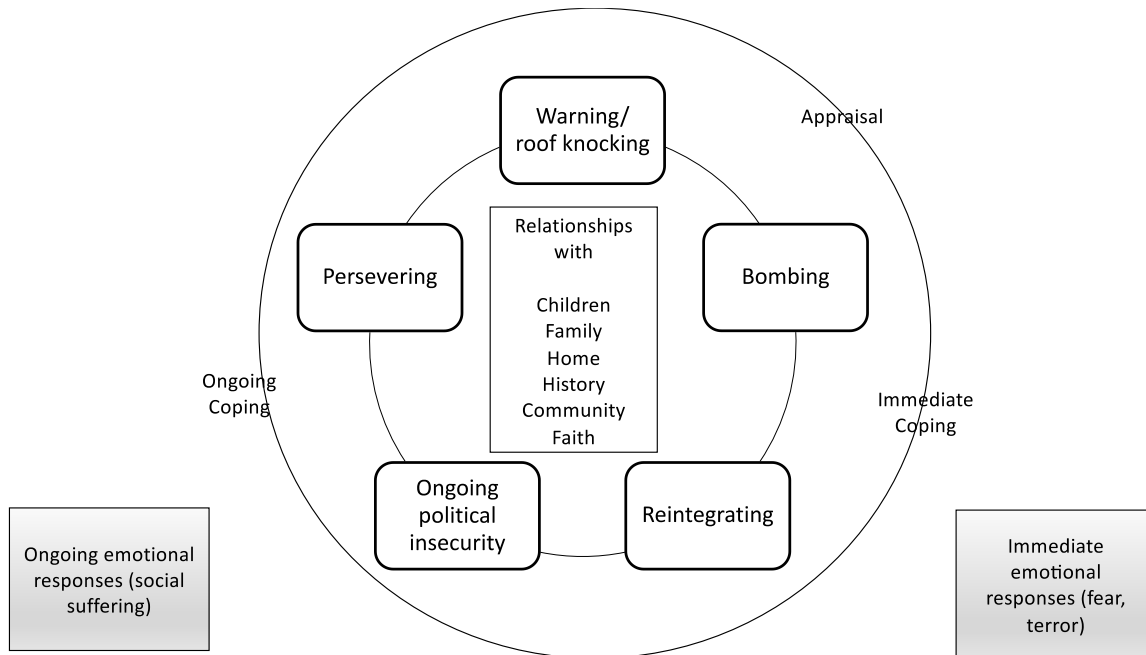


Figure 3: *Temporal Process Model of Stress and Coping within Active Political Violence, from Sousa & Veronese, 2021*

I have also led collaborations to deepen collective conversations about international trauma and resilience from critical post-colonial lenses. I have worked with scholars with whom I have had lasting, generative relationships on the topic, coordinating, and moderating or participating in special sessions within annual meetings for The American Public Health Association (*Sovereignty as a core determinant of health: The imperative for both social connection and independence, 2021*) and the Society for Social Work Research (*Conceptualizing and researching “trauma” within social work science: Critical interrogations of research theories, modalities, and constructs across cultures, 2021*); engaging in these collaborations to share collective thinking on the topic in innovative ways such as podcasts (*Conceptualizing “Trauma”: Navigating suffering in international research, 2022* audio podcast for the Centre for Research on Security Practices at Wilfred Laurier University); and lead-authoring collaborative summaries of key topics for disciplinary encyclopedias (*Community practice in international settings, and Community resilience*, co-authored with Dr. Tamarah Moss, both in *Encyclopedia of Macro Social Work*, Oxford University Press, edited by Darlyne Bailey and Terry Mizrahi).

As I take up the charge of working collaboratively to elucidate deep understandings within the broad topic of global violence, trauma, resilience, and well-being, I have focused in on three key, interrelated areas of inquiry that I have developed throughout the decade:

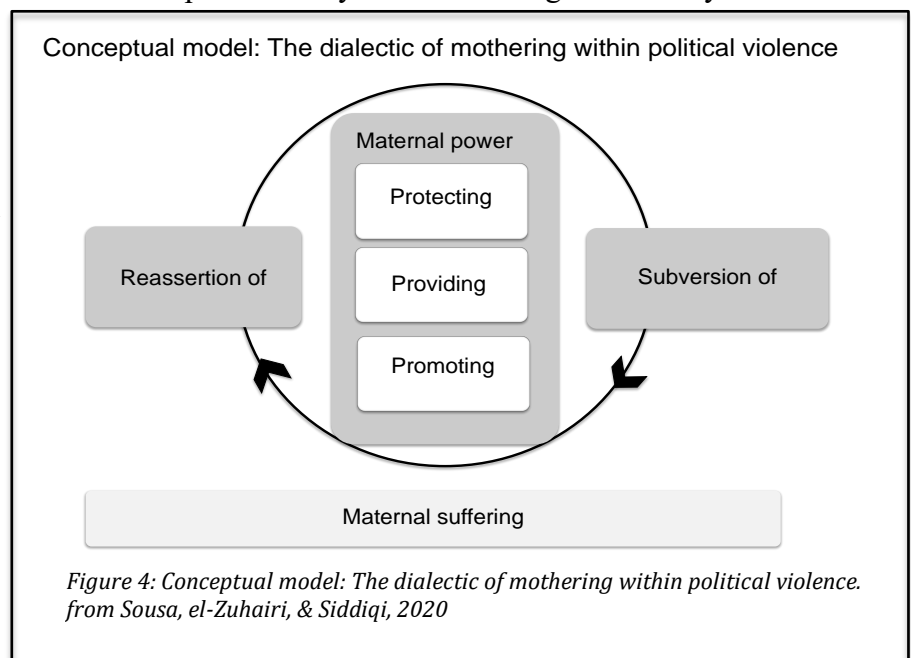
- **critical perspectives on parenting within disasters and adversity**, particularly within wars, the refugee experience, and climate disasters
- **the intersections of place and health**, especially with regards to violence and oppression; and
- **professional responsibility in the face of collective suffering**, promoting understandings of professional responsibility in the face of collective suffering

Critical perspectives on parenting within disasters and adversity.

My deep engagement with the topic of violence for over a decade and a half, particularly in the lives of women, led me to a new focus in a relatively under-explored area of inquiry: the lived experience of parenting within adversity. We have long been aware that effective parenting can protect children who are living in even the worst of circumstances. Yet, 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 within violence and other traumatic experiences undermines the role of a parent and 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 response to these gaps, I am conducting research on this topic via several projects that I describe below.

Motherhood within political violence: A critical, feminist analysis. My earlier work in Palestine laid the groundwork for my interest and growing expertise in parenting within violence and oppression. My final paper from the collaborative project I built with partners in Palestine brought together the themes of trauma, resistance, and resilience, with a particular focus on the experiences of mothers. My article, *"I Have Been Strong All the Time, to the Utmost Strength I Can Bear": Strategies and Psychological Costs of Mothering within Political Violence* was published in *Feminism and Psychology* in March 2020. For this article, which I co-authored with a Bryn Mawr College undergraduate alumni and my research partner from Palestine, I drew on feminist theoretical perspectives on mothering to explore lived experiences of mothers within ongoing political violence. We built this paper based on data we collected from participant observation and focus groups with Palestinian women. I built on classical theories of child development by drawing on frameworks emerging from Black Feminist and critical perspectives on parenting. These theories address the social and political contexts of women's lives in violent and oppressive contexts, such as those forwarded by Patricia Hill Collins (1990). My analysis, coupled with the deep theoretical work that I have been engaged with, aided me in developing a conceptual model, seen below. This model depicts the ways that mothering in adversity is an

experience of both suffering and of resistance, as violence (both structural and political) undermines material power, requiring mothers to reassert that power for the good of both themselves and their children (see Figure 4). My work on this topic was both acknowledged and furthered when I received an invitation to present my paper on the topic at the 2020 Middle East Studies Association conference, for a panel titled *Unchilding in the Middle East and North Africa*.



Integrative scholarship on parenting within violence. To build the intellectual scaffolding around this work, I led a systematic scoping literature review project, with the aim integrating finds about the relationships between parenting, adversity, and resilience within three types of violence (intimate partner, community, and political violence). With a BMC undergrad (now a MPH graduate from the same program I attended in Seattle), we identified over 6,000 articles, and reviewed almost 600, ending with over 300 articles that we included in our extensive analysis, which I then incorporated into three distinct manuscripts for each type of violence. In 2021, I published the article focused on mothering within Intimate Partner Violence (IPV) in a top journal, *Trauma, Violence, and Abuse* (Sousa, Siddiqi, & Bogue, 2021). In this piece, I thought through the ways that a thorough reading of the literature might help us to consider the cascade effects of Intimate Partner Violence on maternal well-being, which then undermines their parenting practices and, ultimately, impairs family and child-wellbeing. I updated the literature searches and am re-drafting the two other papers, with hopes of submitting the political violence review in the Summer of 2022 and the community violence review in the Spring of 2023.

Exploring the role of connectedness and parenting capacity within disasters. One of the core findings from this conceptual work was a deeper understanding of how adversity threatens parenting capacity, and consequently, child well-being, through undermining parental mental health, parenting behaviors, and parental self-efficacy. Underlying threats to parenting capacity is a lack of connectedness; without connection to formal and informal resources, parenting capacity is severely undermined. As I continued to evolve in my thinking about the experiences, needs, and strengths of parents within situations of mass stress and trauma, I turned to conceptualizing a new project focused on parent and child functioning within climate disasters. Climate disasters, a term which includes a range of phenomena including wildfires; flash floods; landslides; earthquakes; and extreme weather events such as droughts, cyclones, and tornados, are problems of existential significance. In 2021 alone, 40% of Americans in 820 counties across the country endured climate disasters. While often geographically specific, common threats to human wellbeing and development are shared among these disasters, including threats to physical health; destruction of homes, schools, workplaces, and entire landscapes; compromised availability of jobs, social services, education, food, water, electricity, and clean air; and isolation of people from one another and critical resources, constraining regular activities and social networks. In my new project, for which I am the PI, *Child health and development within climate disasters: Implications of parental connectedness and capacity*, I focus on one climate disaster: wildfires, looking at the risks they pose to parents and children within a social-ecological framework.

Within disasters, we know effective parenting supports children's health and development. Parenting is a protective factor upon which professionals have built many disaster mental health interventions for children; yet, we have limited knowledge about what bolsters parenting capacity (and thus parents' abilities to effectively protect child development) within emergencies. To parent well, especially within stress, parents need not only strong capacity in the form of internal resources (mental health, a sense of efficacy, sound parenting skills and behaviors), they also need social support and a sense of trust and connection to resources and people, and places that nurture their parenting capacity. The goal of this project, therefore, is to better understand the concept of connectedness to understand which factors of connection (connection to family; formal social support, informal social support, place-based connectedness)

are most important to support parenting capacity and consequently, children's well-being within climate disasters (see Figure 5).

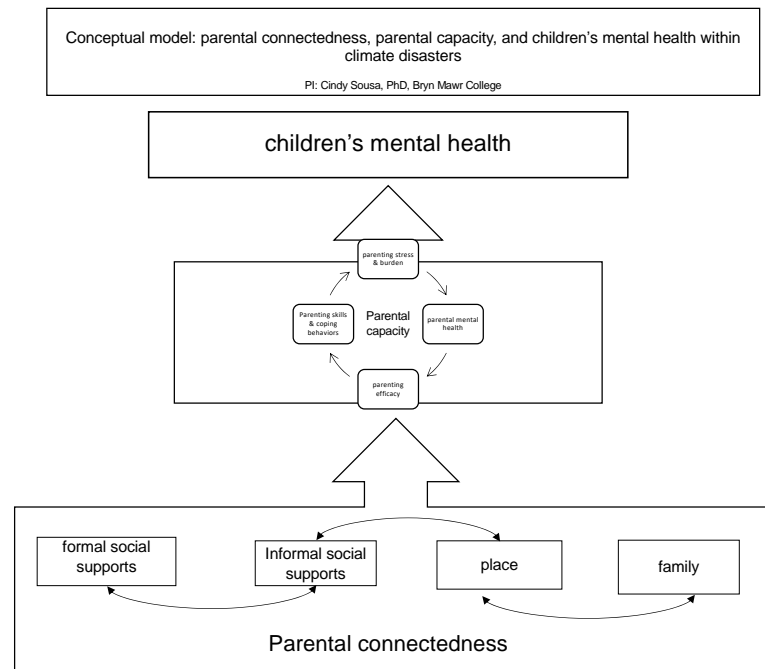


Figure 5: Conceptual model for new project: Child health and development within climate disasters: Implications of parental connectedness and capacity; Sousa, PI

For this project, I have drawn together multiple partners around the country, building a strong, interdisciplinary team that includes an co-investigator I brought on, who is a prevention scientist and experienced research director, with a specialization in child development and a sociologist who is the director of research center at Southern Oregon University who has studied the devastation of the fires in that region, which in 2021, destroyed 35,000 acres and 2,482 homes, and forced the evacuation of 40,000 people. The cornerstone of the team are professionals from the State of Oregon's Office of Resilience and Emergency Management (OREM), located within the Oregon Department of Health and Human Services, with whom I have established a lively collaboration. OREM has a team of Disaster Case Managers around the state as well as deep connections in each region, overseen by regional coordinators. One of the regional coordinators and the Director are both supporting me with logistical support, they have been on board since the beginning of my conceptualization of the project. They provide input about what would be the most important pieces of information to support their efforts, both from a pre-disaster prevention statement and post-disaster interventions to support family adaptation and recovery.

To support this project, this month I am submitting my first R01 application to the Eunice Kennedy Shriver National Institute on Child Health and Human Development (NICHD) for the FOA Research on Biopsychosocial Factors of Social Connectedness and Isolation on Health, Wellbeing, Illness, and Recovery. Through this innovative project, we will survey approximately 650 parents to determine the elements of connection that are most salient for their parental capacity within the ever-growing threat of wildfires. Using this data, we will run a series of

statistical models to (1) build psychometrically-sound measures of parental connectedness and parental capacity in a sample with varying degrees of climate disaster stress; (2) Test the extent to which parental connectedness acts as a moderator to buffer the effects of climate disaster stress on both parenting capacity and child mental health; and (3) test the extent to which the interactive effect of parental capacity and climate disaster stress relate to child mental health through parenting capacity.

In addition, I have already begun key informant interviews with Disaster Case Managers, both to inform this project and to investigate their own perspectives about resilience for both families they work with, and for themselves and their teams. Initial findings from this phase of the study support my conceptualization: case managers universally note that the families who do better are those who have bonds and connections that provide them with logistical and emotional support: schools, families, and community agencies are key to parenting success and child well-being.

Continued work on parenting within adversity. This new work on family resilience builds, in many ways, on the findings and continued areas of exploration of a project I launched in 2014, *Promoting family well-being amidst adversity: Stress and coping practices of refugee parents*. In this project I set out to explore, with my co-PI, Janet Shapiro, how, despite the struggles faced by refugee families, parents nonetheless work to ensure the safety, continuity, and well-being of their families and cultures. We completed the first phase of the project, which was a series of interviews with service workers about their perspectives on family suffering and resilience among refugees. We have one manuscript from that data under review at the journal *Children and Youth Services Review* and another in process and have presented our findings at major social work and public health conferences, as well as to service providers and researchers in the Philadelphia Refugee Health Collaborative. The second phase of the project, interviews with parents themselves, has been in process for some time, caught up first in several iterations of protocols with our IRB and then put off during the intensity of COVID and the additional stressors this brought to families and service providers alike. I have been updating our community partners, and restarted conversations with our IRB and look forward to moving back to this project in the Fall of 2023.

Within these projects focused on parenting, I take seriously the experiences, identities, and subjecthood of parents, and attempt to promote deeper understandings of parent's struggles and resilience in their daily practices. I bring this same attention to the details of struggle and survival within my next area of focus: the intersections of place and health.

The intersections of place and health. Within the particular expertise I am developing about global trauma, I have long focused on understanding how violations to the lived environment influence well-being. This area of inquiry is well integrated into my new project, *Child health and development within climate disasters: Implications of parental connectedness and capacity*, as I look at the emotional and practical implications of threats to place for parents and children.

I have advanced interdisciplinary perspectives that bring theories of place to bear on how we understand suffering and resilience within war and adversity. I have published papers on this topic in my early years at Bryn Mawr, for a paper in *Health and Place* (Sousa, Kemp, & El-Zuhairi, 2014). Furthering this work, I published a piece in 2019 in the *British Journal of Social Work*, in which I argue, along with my co-authors, that we must regard place as a core determinant of health. In this work, I am furthering the ways that I articulate connections between place, power, settler-colonialism, and well-being (see Figure 6). These have long been themes in my work, but have often stood apart from each other, and I am very proud of how this

2019 piece represents my achievements surrounding bringing together multiple strands of theory to discuss the lived realities of oppression and to advocate for resistance and justice.

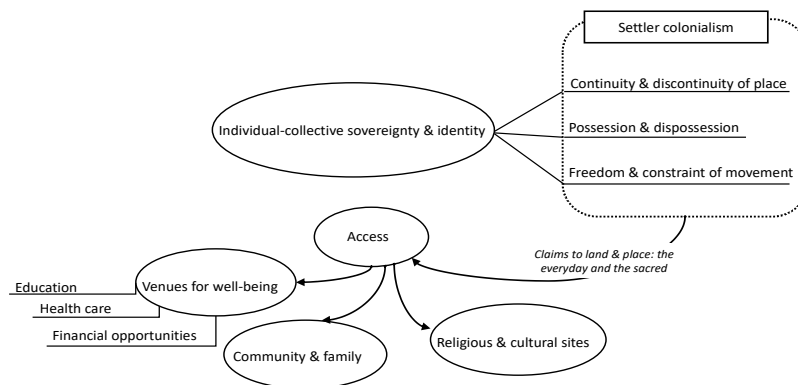


Figure 6: Conceptual model: Place as a social determinant of health within settler colonialism; in Sousa, Kemp, & el-Zuhairi, 2019

Since publishing this piece, my work on place has grown, and has included several collaborative projects, including a podcast discussion *Place-based research: Why place matters* in 2022 that arose out of a loosely organized collaborative of junior, mid-level, and senior scholars interested in the intersections of place, health, justice, and social work. With that same group, I co-authored an article that just came out, *Reconsidering the role of place in health and welfare services: lessons from the COVID-19 pandemic in the United States and Canada* (Ratliff, Sousa, Graaf, Akesson, & Kemp, 2022).

I've also developed the topic of place and wellbeing with the research labs with which I collaborate for public health and social work conferences, and for publications in peer-reviewed journals. In my role with the Health, Conflict, and Psychology lab in Milan, I worked as a supporting author to publish a series of articles integrating place theory into analyses of health and child development. As supporting author, I worked with the lead authors to analyze their innovative data, which was gathered by a PhD student (now post-doc with the lab), Cavazzoni, in which she used participatory mapping to understand the spatial realities of children within political violence. I served as an external reviewer for Cavazzoni's dissertation work completed in 2019), having been invited to do so as a result of my work on place, wellbeing, and children. We published pieces in 2020 in *Health and Place* (which used data from 29 children in a refugee camp in the West Bank, Palestine to develop theories of spatial agency as a critical factor for child well-being) and in 2021, in *Childhood* (which used data from 75 children in the West Bank and Gaza, and focused on how place is mobilized by the children for agency and coping) and in *Child: Care, Health and Development* (which used the same data from 75 children across Palestine to explore the connections between place and notions of human security among children).

Professional responsibility in the face of collective suffering. Finally, as much of my work is built from the stories and experiences based in considerable human-made suffering, I wish to speak to how I mobilize my scholarly contributions to build and promote understandings of professional responsibility in the face of collective suffering. True to my commitment to engaging in a continual cycle of theory, action, and reflection, I am passionate about reflecting critically on the ethical and practical considerations of research about the health effects of

political violence. In addition to considerable advocacy for peace and justice, the specific topic of ethics within research in conflict was the topic of two book chapters I authored, one, in 2017, titled *Ethics of research in conflict settings*, and the other, in 2018, titled *Geopolitics, political violence, and global health: Ethical obligations for professionals acting within wars and conflict settings*. Each of these chapters provide reflection into the complexities of research in conflict settings. I am also revising for resubmission an article that I 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, revising for resubmission). This body of work, taken together, reflects my commitment to take seriously the complications inherent in working globally, across cultures and positionalities, particularly within the topic of political violence.

Multiple aspects in my body of work reflects my passion for engaged scholarship and professional advocacy around political violence. To this end, in 2021, in my capacity as the Chair of the Working Group on Palestinian Health Justice, part of the International Health Section of the American Public Health Association, I was the lead author on an advocacy piece that I put out to networks of medical providers and public health professionals around the world, encouraging advocacy in response to a series of attacks on Gaza. In a matter of days, we gathered signatures of support from more than 600 public health leaders for our scholarly letter. To summarize the points, provide more context, and encourage participation within the Association, I authored a piece in the blog of the International Health Section of the American Public Health Association. I am active in the Peace Caucus for the American Public Health Association. I have also brought my work to bear on the evolving violence against the people of Ukraine, working with Professor Emeritus Jim Martin to provide seminars on this topic for our Child and Family Wellbeing Center, and an additional seminar for the larger College and bi-co (which was co-sponsored by our Child and Family Wellbeing Center and Health Studies). I am working with Dr. Martin to further work on this issue, including in supporting his lead in a collaboration with a professor in the school of social work at National University of Kyiv-Mohyla in Ukraine.

Of course, within this period of review for promotion, our world was hit with COVID-19. In short order, I turned to working on pieces, both advocacy and scholarly, in which I sought to apply my thinking about trauma, community, and politics to the issues at hand. These manuscripts (one under review, others in process), and several presentations, are reflected in my CV. I am especially proud that two of these projects are done with our PhD students and have both learned a lot from working with them on their areas of expertise and enjoyed mentoring them, supporting their conceptualization, analyses, and writing. I also applied my professional expertise to advocacy efforts for children and families within my local school district, using extensive review of data and literature to author a letter expressing concerns about the lack of evidence-informed COVID mitigation to our school board; 174 parents signed the letter. To build momentum, I organized parents and provided suggested talking point to help place stories in local media to advocate in public forums on the topic.

Earning tenure inspired me to take time and space to reflect on my professional identity and how I should continue to grow as an engaged, activist scholar and educator - with stronger theoretical and empirical frameworks, and more joy and creativity in my writing and scholarship. As I am sure is evident from my reflections above, the innovations and growing significance of my scholarship is a reflection of my continued reach as a scholar and member of our faculty. But what I've enjoyed the most about it is the spirit of collegiality and collective thinking that

underpins all I do. As I considered the contributions I'd most like to make to my field after tenure, moving this spirit of engaged, collaborative inquiry into even more action rose to the top. In addition to my scholarship, I dedicate much of my time and growing expertise to working with colleagues, doctoral students, and emerging social workers through my teaching and service, which I will detail below.

Teaching

Evolution of teaching philosophy and evaluation of its success

True to the spirit of student centered, transformative education, in my teaching I promote rigorous, engaged learning and critical thinking. My aim as an educator is to help students work effectively with their communities to confront oppression, transform social service leadership, and build systemic power. I draw from my extensive community-based research and practice experience to help students gain practical competencies and theoretical approaches for both research and practice.

I am consistently grateful for the opportunity to help students root themselves in social work's transformative traditions as they advance their professional social work identities. 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. To uncover the complexities of real-life issues, we know students need to have a broad knowledge base, and they need to prepare themselves to work across disciplinary boundaries. Accordingly, in the true spirit of interdisciplinary education, I use historical perspectives and social-political examinations of structural inequalities to explore health. I also draw upon multiple disciplines to emphasize self-reflection and issues of personal and collective positionality, power, and privilege. Widening the lens with which we understand the contexts of well-being has greatly helped me in my work with students to collaboratively develop critical, multi-level analyses of social realities that affect health.

My course evaluations reflect my earnest engagement with critical, transformative pedagogy. My evaluations paint the picture of how hard I work to not only teach my own material, but to facilitate student learning through a collaborative and challenging atmosphere of growth. Students write that I am knowledgeable and helpful, interactive, and engaged, they know me to be passionate and well-versed about the topics that I teach, they find me helpful and authentic. For example, in 2019, a student wrote, "Thank you for my best and most challenging moments in the classroom." From 2018, a student wrote, "Cindy gives what you are willing to take away." Even during the hardest years of teaching during COVID-19, students had positive things to say about me, including in the Spring of 2020 that I was "considerate and flexible," and "I don't think there was any perfect way of preparing for such an unexpected and unprecedented event, but I believe the professor did a thoughtful, respectful job." And in 2021, when I was indeed growing quite weary of both COVID-19 and the additional burdens I grappled with as an educator, students appreciated my efforts and flexibility. I was endeavoring to reach students who were really struggling, another student wrote: "In my experience, Cindy offers students a lot of room to explore their own interests, discover their own voices, and be critical and imaginative about the systems that bind us. Cindy's classes have been the few where I feel I have space to really grow, personally and as a thinker and social worker."

Excellence and significant contributions to curriculum throughout the years

I love all that I teach, but one distinct highlight was working with two colleagues from main campus to do a 360 course cluster on comics and trauma in Spring of 2018. For this course, I

taught our Global Public Health course with a special topic “Critical perspectives of trauma and resilience.” My readings focused on global trauma, combining graphic novels and scholarship from social work and psychology to examine suffering from the oppression and political violence in numerous sites including Germany during the Holocaust, Rwanda, Lebanon, Palestine, Indigenous America, Black America, Vietnam, and the refugee experience in America. We explored trauma from critical and culturally centered perspectives and models of healing especially related to testimony and meaning making. I truly appreciated the opportunity to develop this course, particularly within the context of the 360, as it inspired me to look more towards art and poetry to help conceptualize suffering and survival. Feedback from this course was overwhelmingly positive.

Just as I enjoyed building this course, I have derived great pleasure from building and re-working my courses throughout the years, even though my feedback from students is, as a whole, overwhelmingly positive. For example, each year, I review the courses in the macro social work concentration to update content and sharpen areas that need to be improved.

In all my macro social work courses, students must 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 emphasize that community work is usually fraught with uncertainty and important dynamics related to power and privilege, and that we all need to develop the practical and reflective skills to deal with its complexities.

One course I have worked on the most over the years is my Community Assessment course, which I first developed in 2013, my first year at the College, and which I have revised each year. This course this presents both the most challenges for students and the most growth. In this course, I have since 2013 initiated, developed, and overseen the progress of students as they undertake collaborative, mixed method community assessment projects with local agencies. 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 agencies and the community. In response to student feedback, in 2020, for the first time, I did not have them work in groups to conduct an assessment for a community agency, but rather told them to work independently, connecting the community assessment to their placement or other organization of their choosing. The change for 2020 to individual projects had many advantages and was particularly fortuitous given the lock-down and the quick pivot to online instruction in March 2020. Despite the many obstacles, I was able to continue this course with integrity (and my others, I believe, based on my assessment of student learning and their direct feedback), although it was incredibly emotionally taxing, as we all well know, to move forward at that time. Indeed, I was able to adapt the assessment course in particular in ways that helped us all to think about the pandemic more deeply and to process it in community. In the Spring of 2020, once we went into lock-down, I helped the students to either stick with their original conceptions, or to use the class to help their communities think about the impacts of COVID. Indeed, students in this courses did a fantastic job of ascertaining some vital information about COVID. One student who was already studying social isolation among Korean elders took on new dimensions in the project as they helped their community think more about the particularly acute issues with isolation under COVID-19. One student who was already studying homelessness shifted to a timely and important investigation about COVID-19 impacts on the unhoused in Philadelphia, and the city’s responses.

Related to teaching within COVID-19, my move into teaching Social Policy in Fall of 2020 was especially well-timed for me. It's been a gift for me to be able to be in that space with students and the teaching group, to think, in real time, through the very real consequences of social policy decisions. In Fall 2020, I taught Social Policy, which I had been considering for some time, and it was a real joy – especially in terms of using the course to understand the many ways that the policy landscape influenced (and was influenced by) COVID-19. I have especially appreciated how the shared syllabus and materials allows me room to teach to my strengths, while having the scaffolding of the arc of topics, core readings, and assignments. In Fall 2020, a student wrote that they appreciated how I adjusted content “to address current events locally or nationally...[and] took the charge of promoting social justice seriously and assigned reading that exposes the institutions of power and oppression that form our society (including institutions of power and oppressed [that] the profession of social work eagerly co- creates and is created by).” In Fall 2021, I continued to teaching Social Policy online which was a virtual course of 19 students. Students in this class (social policy) expressed that the course was well organized and well managed; that the feedback I was engaging, and that they appreciated the knowledge I brought both of the topics I covered and the theoretical underpinnings of social policy.

Continued refinement of myself as a teacher

Just as I expect students to use the classroom as a demanding space for growth and community, I also expect that of myself. I work alongside my students in a spirit of partnership to collaboratively analyze and deliberate over lessons from the field. I cultivate mutual commitment between myself and my students, my colleagues, and the communities with whom I work. I consistently strive to improve my teaching through engaging in critical reflection and dialogue about my curriculum and my methods.

In considering ways to grow as a professor, providing students with enough clarity and help with assignment instructions and enough feedback rises to the surface. The need to provide more direct and consistent direction for students has been amplified by the pandemic itself, as well as all of the associated grief and exhaustion from COVID-19. In the last year or so, I have had less feedback from students in general, and certainly an uptick in comments surrounding their needs for more scaffolding from me. Overall, I have maintained an overall positive assessment of my teaching from students. Prior to COVID-19, students regularly wrote that my feedback is constructive, with comments that they appreciate my feedback, find it useful and constructive and that it “felt like a two-way street.” This positive assessment persisted, even during the early COVID years, when my courses were online and we were all facing multiple additional demands for caregiving and supporting struggling students. In 2020 and for most of my classes in 2021, my feedback remained positive. For example, in the Fall of 2020, students commented that my feedback was “genuine and sincere” (F2020, 531); that I was “generous with time outside of class” (F2020, 517); and in my social policy course in Fall 2021, students wrote that my feedback was “it was very thorough and thoughtful,” and “helpful in developing [their] voice and writing,” and that they will “never forget [my] kindness, support, and encouragement.” Similarly, in my Social Theory course for Fall 2021, I got lovely feedback from students, who wrote that the course was well organized, my feedback was helpful, and that they enjoyed the course and found it nourishing and a place where students could be authentic.

At the same time, in 2021 and 2022, students in the two macro classes I taught that year (some of whom were common to both classes, as students must take the entire progression) wrote they wished for more clarity from me with regards to assignments, and more timely and consistent feedback. My feedback from Community Practice, Policy, and Advocacy I class in

Fall 2021, which was entirely online in the evening (6pm to 9pm), was the most mixed and hardest feedback I had ever received. This was a difficult course, and, despite my many efforts to reach out to students and to be even more accommodating, it seems students were still at a loss. I provided a great deal of flexibility for students, while also providing my usual guidance, in this class and others, with clear due dates in a table on the syllabus and embedded within each day in the Moodle site, and with a thorough outline of the expected products for the mid-term and final. I required students to meet with me at several intervals, and they all had a link they could use to schedule any additional times with me. We did weekly check-ins about the project, and they were supposed to regularly present their progress. I also provided them with multiple examples of grants, written at a level that was an appropriate expectation for their final product. Yet, despite this scaffolding, students in this class expressed they felt the assignment was confusing and that they did not receive enough feedback. It is worth noting that I have not dramatically changed this course, CPPA I (S531), and with other groups, I have always received very positive feedback from students; in 2020, though only two filled out evaluations, both wrote that the course was organized very well; assignments were relevant and clear; and my feedback was genuine, sincere, and helpful; in 2017, among 8 students, while three wrote they wished for more clarity on the assignments, they also indicated that through discussions, they were able to understand them better. Similarly, feedback from my Spring 2022 Assessment course (which included several of the same students in the Fall 2021 CPPA course, who were in advanced standing and so doing the sequence in an order that required them to take Assessment in Spring of 2022), the feedback was also somewhat negative.

While 2021 and 2022 are universally recognized very difficult years for teaching, and while overall, my evaluations are overwhelmingly positive, these evaluations do give me pause, as they do (and should) inspire some real concern that students do not feel they get enough support from me and do not fully understand my deadlines and expectations - despite the clarity of the syllabus, the posting of deadlines and assignment portals on Moodle, and my repeated requirements for regular check-in meetings with students at each juncture of the assignment. In my macro courses, I assign multiple writing intensive pieces, and these pieces that build upon each other. I do think I need to affirm to students that I am happy to be flexible with deadlines and accommodate their needs, but if they are late with their pieces to me, or do not make or keep the required editing meetings with me, it might cause the feedback cycle to be thrown off. With this in mind, I have been trying several different strategies for feedback, such as increased office hours via Zoom, editing in real time with students, and collaborative modes of feedback on their evolving work. In fact, one student in my Spring 2022 assessment course identified to me that she had a particular disability needs for extra clarity, and I met with her separately on at least four different occasions that she booked with me to review drafts and go over deadlines and my expectations.

All things considered, I will say that I believe, overall, that students appreciate my style and expertise sharing that I create positive learning environments and that I am engaged, passionate, helpful, knowledgeable, and relate well to students. Several students specifically named their appreciation for my availability and generosity with feedback including in the ways I've tried to innovate, writing they experienced my feedback as collaborative and helpful. At the same time, I also think there are emerging needs among students that I need to be prepared to meet with enhanced directions, scaffolding, and support. Conversation with my Dean and other faculty have helped me move towards being even clearer with students about the types of feedback they should expect from me, and the work we will be doing together, orally, versus the times they

should expect written feedback, and the deadlines I need them to meet in order to be effective myself in assessing their work. As we enter what I believe will be a time of really enhanced student needs, I am realizing that I need to strike a balance with being flexible and being strategic about deadlines, balancing clarity, absolutes, and direct, corrective feedback with still providing adaptable and innovative spaces for those who flourish within that kind of atmosphere.

Doctoral teaching and mentorship

Developing and sharpening the doctoral classes fit neatly with my work of leading our doctoral program. I really enjoy teaching in both our qualitative and theory sequences. I also routinely sponsor independent studies for PhD students, doing 1 in Fall 2017; 2 in Spring 2020; and 3 in Spring 2021. Since I began at Bryn Mawr, I have taken on mentorship of several students as a committee member (for 6 PhD students); Director of Work (equivalent to Chair, for an additional 6); and hold a rather large advising load for PhD students. For all my work with PhD students, I have worked with an intense focus on helping students stack theory and methods together, and then integrating these into ever-sharper research questions. This goal permeates through the work I've begun in my role as doctoral director to help all our doctoral faculty consider through-goals for the curriculum, including the education students receive when they are done with courses and are being individually mentored.

When I work with doctoral students, I do a great deal of workshopping with them, asking them to present the evolution of their work and thinking. I encourage writing and discussion as all part of the complex process of thinking at the doctoral level and attempt to model this through demonstrating drafts of my work at each of its stages. I think students appreciate this and are happy with the model it sets of strength in vulnerability. I have been doing considerable studying about mentoring doctoral students, including on how transparent mentoring encourages students as it shows the uncertainty and growth we all go through as scholars.

In terms of mentoring and teaching in my capacity in the doctoral program, I have now been the Director of Work (equivalent to Chair) for three PhD students who have graduated: Jeannine L. Lisitski, whose dissertation was titled *The Use of Trauma-Informed Care in Programs Serving Families Experiencing Homelessness*; Megan McCoy: *Tensions in Welcoming LGBT Older Adults: Discourses of Legitimization and Silence in a Senior Center*; and Amy Stein: *How Do Immigrants and Refugees Experience A 'Sense Of Place' In A Community Garden? Exploring An Intervention To Mitigate The Consequences Of Displacement*. I have agreed to serve as Director of Work (equivalent to Chair) for at least three additional students, with two more who have asked me to agree, pending their achieving candidacy. I also have supported several additional doctoral students as a committee member, including two students outside of Bryn Mawr College for whom I served as an external reviewer

My teaching and mentorship of doctoral students has solidified for me the new role I have moved into as a senior scholar. Helping students to identify and conceptualize issues that hold meaning for them and that have deep social justice implications brings me considerable joy – it is one of the reasons why I went into academia, and certainly our PhD program is one of the many reasons I was so happy to accept the position at Bryn Mawr.

Service

My contributions to the curriculum at both the Masters and PhD level at our School, as well as to my work with undergraduate students through major advising, teaching in 360s, and the larger College fit well within many of my service roles, which I will detail below. After tenure I stepped into new positions of service in the School of Social Work and Social Research,

including leading our Curriculum Committee (2017-2021), directing the Doctoral Program (beginning in 2020), helping co-direct the Center for Child and Family Well-being, and continuing to convene the macro concentration until 2021 (2013-2021).

Within the Curriculum Committee, I led several changes to try to create more clarity, ease, and transparency within our process, for faculty, staff, and students. I instated report backs for students, in Fall and Spring, to give them updates (typically with the student representatives presenting, at least in part); helped move along the work of the sub-committee working on issues of power, privilege, and positionality across our curriculum; collaboratively created a process for approval of new courses that aligned with our core values and teaching priorities (e.g., how the course reflects our commitment to inclusivity, social justice, and anti-oppressive teaching; how it course contributes to our key foci; and how it integrates macro and clinical practice); supported the work of the sub-committee who was assessing our electives; and helped advance our conversations about the Part Time program (vision and logistics) and our thinking about certificates through our School.

Doctoral education is a particular passion of mine, and I love collaborative work related to program and curricular development. In 2021, I began to direct our Doctoral Program. I am grateful for the continued mentorship of Tom Vartanian and Dean Shapiro in supporting my growth in this role. In my capacity as Director of the Doctoral Program, I strengthen and promote the program internally and externally; help recruit and retain students; coordinate faculty that teach and advise doctoral students to ensure the overall scope and quality of the curriculum and the mentoring of students; serve on the Graduate Council at the larger college to shape and create policies and practices for doctoral students and programs; and work with administrators, funders, and colleagues to ensure the overall fiscal and pedagogical health of our program. Within my work with recruitment and admissions, I have collaborated with faculty to adjust the requirements for applications so that we are better enabled to evaluate the capacity of applicants and their interest in becoming a scholarly leader. I also work with our administrative staff and with the faculty to ensure timely progression for students, and to educate students and faculty on, as well as regularly update, our policies and procedures. Next Spring, I will start a working group of faculty and students to review the curricula for the program as a whole. I am active with the Group for the Advancement of Doctoral Education in Social Work (GADE) and was an invited speaker at the recent Annual Conference (2022) for a keynote panel discussion: *Innovations in implementing anti-racist and inclusive practices in doctoral education*. I also was a breakout session facilitator for a related session, *Critical pedagogy approaches-critical examination of doctoral curriculum and current trends*.

Within the larger college, I continue to find opportunities to meaningfully contribute, which has included volunteering to be on ballots for various committees. One of the most dear to me has been being on the College Advisory Council, which is a Committee of the First Kind. I also am on Graduate Council. In both of these roles I strive to contribute in ways that shape the educational and working experience at the College. My work on College Advisory Council was particularly moving for me in the school year 2020-2021, when we were grappling both with difficult decisions about responses to COVID-19 and deep considerations about thoughtful, honorable ways to help address and resolve the issues surrounding the student strike. With regards to the latter, I am proud of the ways that I worked to make alliances across seeming divides, and indeed, co-presented (with students) to students and faculty in the teach-in, titled *Resistance, solidarity, and growth*. In the process of planning and co-delivering the teach-in, I worked with many students and felt that I was able to apply my research and teaching priorities

to the task at hand, which certainly felt healing for myself, and I hope, in some way, aided in building bridges and conversation in our community as we all worked to help move towards a just and sustained resolution to the strike.

In our field, I am taking on increasing leadership opportunities, including serving on the Action Board for American Public Health Association (APHA) for a two-year term as a representative of the Public Health Social Work Section. Action Board members work with APHA to coordinate, set, and act on public health advocacy agendas at the national level. It also includes training and leading advocacy within my section and coordinating Hill visits to promote public health issues. I also was appointed to the Joint Policy Committee within the American Public Health Association (APHA), for 2022-2023. In this role, I serve as a representative on a 12-member board that oversees the annual policy statement develop process, reviewing and assessing all proposed policy statements for the Association, which has around 25,000 members. This has included several half-day panel review meetings, as well as producing written assessments for several policies to send back to authors who submitted them. Likewise, I am taking on leadership roles within the Society for Social Work Research (SSWR). I am now serving as Cluster Co-Chair for the International Social Work and Global Issues cluster, which means that I help review submissions and make programming decisions. I review articles for several journals and for both of these conferences.

Summary

The past decade has been a time of incredible growth for me, as I have stretched the bounds of my scholarship and my capacity for intellectual leadership, during a time of considerable national and international turmoil. In line with a critical perspective, my work has long been premised on the assumption that political and structural forces shape the problems at hand, and that the way through suffering is only forged through community. Thus, I would like to end by sharing that, although I have highlighted many specific accomplishments of my career thus far, I am most proud of the ways that I remain ever-more committed to engaged and collaborative scholarship, teaching, and service that benefits both theory and practice. I feel so very grateful to be a social work scholar and lucky to be engaged with good people to further our discipline, our School, and our College.

Thank you again for your time and thoughtful deliberation on my materials. I very much appreciate your thoughtful review.

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