

My commitment to social justice is foundational to my professional career and is reflected in my research, teaching, and service priorities. I am committed to building relationships within the broader university and geographic communities I am a part of and partnering with stakeholders to increase the social justice impact of my research. I look forward to continuing my service to the social work profession and the school of social work via curriculum and admissions committees aimed at increasing equity and access to social work education. My teaching will continue to emphasize my role in preparing a workforce that is equipped to recognize and dismantle the structural causes of our most enduring social problems.

Research

My research is designed to address inequities in systems' response to intimate partner violence (IPV) and child maltreatment (CM) and promote alternative solutions outside these systems. Families from historically marginalized groups are particularly harmed by legal and child welfare systems that are not equipped to evaluate and address complex needs related to parenting in the context of IPV. My attention to family-identified priorities and non-punitive, trauma-informed engagement with those who cause harm align with my commitments to self-determination and equity.

My community-based research demonstrates my values in action. I spent four years in a volunteer research consultant role with community partners engaged in evaluating and reforming IPV interventions for those who have caused harm. I consulted on a project to improve the consistency and accuracy of data collection regarding civil protection orders in Washington state with the goals of addressing diverse needs, greater transparency, and increased access to justice for petitioners.

Teaching

My teaching blends a critical pedagogy and praxis, with principles of learning science. I include course content from diverse perspectives, explicitly address privilege, power, and oppression in content and process, and encourage student critique and critical analysis. I incorporate activities that activate prior knowledge, such as concept mapping, in order to reveal students' prior experiences and connect them to new content. This approach engages student motivation and provides an opportunity to address problematic viewpoints and amplify historically excluded ones.

Finally, I use an array of strategies to build teacher-student relationships based on respect, valuing diverse experiences and contributions, and modeling and practicing boundary setting in professional contexts. This includes inviting students to share about access needs and responding to them and recognizing that students are differentially impacted by the content

and classroom climate, as well as sociopolitical events or community and familial responsibilities. I elicit regular assessment of student learning objectives and classroom climate and maintain flexibility when the need arises, while emphasizing clear expectations and communication, which may differ across time, assignment, or topic, and encourage students to work with me to develop alternative solutions.

Service

I am deeply invested in anti-oppressive service to students, the university, profession, and community. I served 3 years in MSW and 1 year in BASW admissions at the University of Washington using holistic evaluation methods aimed at increasing the diversity of our student body while countering historically exclusionary processes. I have implemented instrumental supports for students once they arrive in our program, such as providing writing support, career advising, and making professional connections, as well as mentored students applying to the MSW program and written letters of support for their applications. I have informally mentored fellow doctoral students at my university and at other institutions.

I am among the founding members of the PhD Student Advisory Committee at my university which was formed at the height of the COVID-19 pandemic to facilitate communication between students and program leadership. We aim to understand and advocate for the unique needs of PhD students, especially scholars from traditionally excluded communities, and the specific challenges of social isolation from remote living and working. I have extended this advocacy to my research and scholarly dissemination efforts via a national collaboration with doctoral student mothers focused on illuminating the varied experiences of mothering while completing a PhD, including how our intersecting identities shape our experience.