Land Acknowledgment

The Council on Social Work Education (CSWE) acknowledges that its office is located on ancestral lands of Indigenous Peoples throughout the continental United States, Alaska, Hawai'i, and territories.

Indigenous Peoples had and continue to have extended networks of relatives that include human and nonhuman life as well as the seen and the unseen across diverse geopolitical and ecological spaces. Sacred ties to the land and water distinguish Indigenous Peoples from all other people or cultures.

CSWE's office is in Alexandria, Virginia, and we <u>honor the 11 state-recognized ancestral tribes</u>.

VISION - To ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society.

MISSION - To advance excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions.

STRATEGIC GOALS
1. Provide leadership for the future of social work education
2. Promote quality teaching, learning, and scholarship to prepare graduates for the future of social work practice
3. Support the career development of students, faculty and administrators
4. Foster a diverse, interconnected, and inclusive community of social work educators
5. Ensure CSWE provides exceptional value to our members and member institutions

Pres/CEO vision priorities
1) Strengthen CSWE's Brand as the national premiere organization for social work education.
2) Increase CSWE's Visibility across disciplines, settings, and contexts.
3) Expand Representation within the organization and locally, nationally, and internationally.
4) Ensure CSWE's Financial Sustainability through resource management and growth.

CSWE at a glance

❖ National organization for Social Work Education.
❖ About 900 accredited social work education programs from Guam and Hawai'i to across Continental U.S. to Puerto Rico and Virgin Islands.
❖ Accredited programs in HBCUs, TCUs, MSIs- 220. In candidacy- 9.
❖ Over 50,000 faculty, staff, students.
❖ Social work is competency-based education.
❖ Degrees- BSW, MSW, DSW, PhD.
❖ Multi-dimensional curriculum comprise of theory, research, policy, practice, practicum. Expertise in Person-in-Environment, systems thinking, critical thinking, problem solving, community engagement, technical skills and complex skills.
❖ International Social Work Degree certification.
❖ Committed to social work research to inform education, policy, and leadership. Topics- homelessness, food security, returning citizens, community resilience, substance abuse, mental health, health equity, disease and illness, social determinants of health, indigenous practice, environmental justice, violence, aging in urban and rural areas etc. Funded by- SAMHSA, HRSA, NSF, NIH, Foundations.

Bottom line

❑ Leaky educational pipeline and inaccessible career pathways to the scientific workforce.

❑ Scientific workforce diversification is about social accountability, equity, better outcomes, and contributive to prominence of U.S. in the world.

❑ NIH has created a solid foundation through various programs and mechanisms, it is time to level up for HBCUs, TCUs, MSIs.

Contributions of HBCUs, TCUs, MSIs as opportunity for NIH

- ❏ History of activism in addressing structural racism.
- ❏ Hope for and understanding of communities and possibilities for investment.
- ❏ Major source of science from underrepresented institutions playing vital role in STEM ecosystem- developing top STEM workforce talent; contributing to biomedical research/discovery; driving economic growth.
  - ❏ Clear need/opportunity to increase support from HHS and NIH, e.g., Tuskegee University NIH funding only $185,900; opportunity to take advantage of university's strengths in research space and community engagement.
  - ❏ Stronger emphasis on workforce training for careers inside and outside of academia, opportunity to place STEM graduates into more STEM focused jobs.
- ❏ Return on Investment (ROI); massive number of undergraduate degrees from HBCUs, TCUs, MSIs indicates a place for impact investment.
- ❏ Science of HBCUs, TCUs, MSIs are essentially bold reverse engineering starting with community impact in mind, shifting worldview to investing in people in place.
  - ❏ Research that can significantly improve health of communities they reside in which is key for building community trust and supporting community engagement research.
- ❏ Factors that continue to undermine progress: Race still matters in education pipeline, workforce access, and longevity. Career pathways are critical given misalignment between years of education and career landing and advancement. Person of color still needs a 'one-up' to get parity in compensation which is still not parity.
- ❏ HBCUs, TCUs, MSIs were born out of necessity, we are at 'necessity' for a diverse scientific workforce.

Recommendations to consider

1) Mirrored worldview/perspective: Consider mirroring systems, person-in-environment thinking, in community to forward public health, to gauge culturally responsible and community informed responses to needs, acknowledge and address racism.

2) Impact investment matters (still):
- Invest in the strengths of the HBCUs, TCUs, MSIs- ask them! Increase target of the budget to the tremendous contributions already made by HBCUs, TCUs, MSIs, e.g., community engagement research.
- Invest in collaboration between research active and research-intensive institutions that provides benefits for both institutions and supports research capacity building for the research active institutions. Sustain programs that promote the growth of research dollars at research active institutions.
- Invest in new or scale up existing bridge programs that can support underrepresented minorities with Bachelors and Masters STEM degrees to continue to the PhD at research active institutions.
- Increase opportunities for faculty recruitment and community engagement research at Minority Serving Institutions– <u>FIRST</u> and <u>COMPASS</u> common fund programs are great first steps in lasting/transformational change.
- Create dedicated programs and funding mechanisms for HBCUs/MSIs/TCUs – take the next step in capacity building programs for training, infrastructure, construction, instrumentation, and research administration.

3) Comprehensive capacity building of people and space matters (still):
- Build internal capacity to match the work through sufficiently resourcing the research infrastructure in the institution- ask them!
- Level up on the pipeline with targeted recruitment to increase diverse numbers from the get-go.
- Level up on comprehensive mechanisms that are holistic, committed to justice, equity, inclusion, and diversity.
- Create and support mentoring networks that promote the longevity of underrepresented minorities in the STEM fields, career development, and professional networking opportunities.

Questions to consider

1) What can NIH offer to the next generation (Artificial Intelligence and Human Intelligence)?
   - Given the strengths of HBCUs, TCUs, and MSIs in producing STEM graduates, how can we engage students in STEM and other areas like social work, earlier and in spaces other than the classroom, including community settings?
   - How can NIH incentivize and leverage the brain trusts that attend HBCUs, TCUs, MSIs?

2) NIH encourages diversity in participation in biomedical, clinical, behavioral and social sciences. How can NIH incentivize participation beyond the statement "women and people from underrepresented communities are strongly encouraged to apply"?

3) Diversity in the scientific workforce is imperative to connect with diverse communities. Many factors are essential for building trust with communities. These factors are well known to social work researchers. The social work research workforce is very diverse.
   - In what ways are current research institutions including social work researchers in their research plans to advance community engagement research?
   - With the national reach of national educational organizations like the Council on Social Work Education, how can NIH leverage that partnership to lift institutions engaged in these types of impactful work? And support interdisciplinary approach to major public health challenges?

Thank you for joining us!

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