

CALL FOR ABSTRACTS

Reflecting on the Presence and Impact of CSWE's Minority Fellowship Program:

Celebrating 50 Years of DEIA

Deadline for abstract submissions – May 1, 2023

[SUBMIT ABSTRACTS HERE](#)

The *Journal of Social Work Education* (JSWE) invites submission of abstracts for a special issue titled “Reflecting on the Presence and Impact of CSWE’s Minority Fellowship Program: Celebrating 50 years of DEIA.”

Guest Editors:

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Please direct questions about this special issue to Kesslyn Brade Stennis via email at kbradestennis@cswe.org.

Background:

The common nomenclature within some professional circles acknowledges the existence of longstanding policies and practices that are steeped in racism, oppression, and marginalization. This language also recognizes the impact of such policies and practices on micro, mezzo, and macro levels and the need for interventions. Fortunately, federal intervention has led to the establishment of Executive Order 14035: Diversity, Equity, Inclusion, and Accessibility (DEIA) in the Federal Workforce and subsequent, related executive orders including Executive Order 13985, Executive Order 14031, and Executive Order 13988. In addition, there have been two memorandums related to DEIA that have been formulated to foster the establishment of offices and programs that focus on assessing and addressing issues related to DEIA within their ranks.

These federal statements provide a framework for conceptualizing each of the concepts of DEIA. Executive Order 14035 defines *diversity* as “the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities” and defines *equity* as “the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have

been denied such treatment.” Similarly, *inclusion* is conceptualized as “the recognition, appreciation, and use of the talents and skills of employees of all backgrounds,” and *accessibility* is understood to be “the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them” (Executive Order No. 14,035, 2021).

While acceptance and utilization of these concepts appear to be a relatively recent development for the U.S. government and other professions, social work has long acknowledged and addressed them, albeit only tacitly at times. More specifically, professional social workers and social work organizations have served as some of the long-standing forerunners in ensuring that DEIA is addressed. Furthermore, they guarantee that the concepts remain at the forefront of professional communication, training, and practice.

As one of those professional organizations, the Council on Social Work Education (CSWE) has led initiatives and secured federally funded grants that focus on inclusiveness and support anti-racist and anti-oppressive behaviors. One such long-standing grant-funded initiative is the Minority Fellowship Program (MFP), which has aimed to address the impact of racism, oppression and marginalized by reducing the effects of substance abuse and mental illness on U.S. communities. More specifically, the grant has focused on increasing the number of individuals trained to work with underrepresented and underserved racial/ethnic minority persons with or at risk of mental health and substance abuse. This program has existed for 50 years and has been responsible for training over 1,000 practitioners and scholars at the master’s and doctoral levels, and these scholar–practitioners have subsequently been impactful in addressing the needs of vulnerable populations in the global society.

While several articles have referenced and been written about CSWE’s MFP (Anastas & Kuerbis, 2009; Roberts & Jackson, 2007; Schiele & Francis, 1996), few if any have been published that share the perspectives and experiences of a cadre of the program’s alumni. Furthermore, there is limited information on the perceived influence of the program by alumni on career trajectory, professional collaborations, and community impact over the course of MFP’s 50-year existence and within the purview of diversity, equity, and inclusion.

This special issue of the *Journal of Social Work Education* seeks to fill this gap by providing relevant information regarding the perceptions and experiences of MFP alumni surrounding DEIA-related career trajectory, professional collaboration, and community impact. The special issue seeks to ascertain the perceived impact of MFP participation of the aforementioned and provide qualitative and quantitative evidence of the program’s effectiveness from the participants’ paradigm. More specifically, the special issue aims to use the experiences of MFP alumni to

1. stimulate critical discourse and forward movement in social work education about best career practices and trajectories surrounding DEIA,
2. identify strategies for increasing anti-racist and anti-oppressive collaborations among faculty of color, and
3. promote best practices surrounding curriculum and pedagogical approaches that prepare students to have noteworthy impact within communities of color.

While the basic structure of the article should be determined by the author, the authors should provide a brief personal introductory statement that describes their connection to CSWE’s MFP, discusses how

the MFP impacted their career trajectory and/or research, and should address how the article is an example of behavioral health research that connects, in some way, to their time as a fellow in the MFP.

All abstract submissions are due May 1, 2023.

References:

Anastas, J. W., & Kuerbis, A. N. (2009). Doctoral education in social work: What we know and what we need to know. *Social Work, 54*(1), 71–81.

Exec. Order No. 14035, 86 Fed. Reg. 34593. (Jun 25, 2021). <https://www.federalregister.gov/executive-order/14035>

Roberts, A., & Jackson, M. S. (2007). Guest editorial: Expanding knowledge and competencies to reflect our diversity: A special section by alumni scholars of the Minority Fellowship Program. *Journal of Social Work Education, 43*(1), 1–4.

Schiele, J. H., & Francis, E. A. (1996). The status of former CSWE ethnic minority doctoral fellows in social work academia. *Journal of Social Work Education, 32*(1), 31–44.

Special Instructions:

- Authors must be current or previous fellows with CSWE’s Minority Fellowship Program (MFP).
- Authors must comply with the manuscript preparation guidelines noted by JSWE: [Submitting to JSWE](#).
- Abstract submissions must go through Submittable and **must be submitted by May 1, 2023**.
- Abstract submissions should use the guide listed below:

MFP Abstract: In 500 words/2000 characters or less, the author should provide a brief personal introductory statement that describes their connection to the MFP, discusses how the MFP impacted their career trajectory and/or research, and should address how the article is an example of behavioral health research that connects, in some way, to concepts of diversity, equity, inclusion, and accessibility (DEIA) and their time as a fellow in the MFP.

Article Title: Approximately 12 words

Article Overview: In 1000 words/3000 characters or less, please provide the reviewer with an overview of your article. The reviewer should be able to identify how your abstract overview and proposed article will fill a gap by providing relevant information regarding the perceptions and experiences of MFP alumni surrounding DEIA-related career trajectory, professional collaboration, and community impact. The special issue seeks to ascertain the perceived impact of MFP participation of the aforementioned and provide qualitative and quantitative evidence of the program’s effectiveness from the participants’ paradigm. More specifically, the special issue aims to use the experiences of MFP alumni to

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Article Outline: In 100 words/500 characters or less, please provide an outline of your proposed article.

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Special Issue Production Schedule:

Deadline for Abstract submissions – May 1, 2023

Review of abstract – (May 1 – June 1)

Notice to Authors (abstract)- June 2

Deadline for submissions (full manuscript) – August 11, 2023

Peer review – completed by November 17, 2023

First decisions to authors – January 5, 2024

Manuscript revision – completed by March 6, 2024

Peer review 2 – completed by May 17, 2024

Final decisions – by July 12, 2024

All manuscripts to publisher – August 16, 2024 (Fall 2024 Supplemental Issue)