

Reviewer-2

Yes, it is. This manuscript is especially relevant given the last 5+ years of the suffusion of anti-racism education and training and demands for DEIB across social work programs--- demands by students and faculty to focus on not cultural competency (as the authors so eloquently note) but anti-racist pedagogy. This is a struggle for many programs and given the federal mandates to exclude anti racism and DEIB from any and everything, we must continue as a profession to raise the bullhorn and forge forward with what is relevant and necessary in how we educate and train future social workers. It is disturbing that some schools have moved away from this necessary work given the current administration. The authors of this article are making an important contribution for us to stay on track with our mission, Code of Ethics and commitment to anti-racism and DEIB work.

Overall looks good. The introduction or background section after the Abstract could use some subtitles. The “Themes” section – do you mean “findings” or something else?

I added some other references below for consideration. Also curious about any references from schools or CSWE or other sources about institutions that are incorporating anti-racism education into curriculum. I.e., Michigan, Silberman, Columbia, Smith? There are examples of how schools are attempting to incorporate anti-racism educational pedagogy and that seems missing here. At least a look at these examples as either successful or not.... or making attempts.

Specific Comments: Really interesting and needed. This is a very important contribution and a declaration of the necessity of including a deeper, more concerted focus on anti-racism education in social work teaching. It is a broad topic and the issues described- cultural competency, cultural humility, selfreflection, structural change- are noted and important for sure. Each element could have its own space and study. It reads well, though limiting in terms of not being able to explore these issues a little more in depth. Because they are critical and people may not understand who are not familiar with anti-racist teachings and components. The self-reflection piece is mentioned several times and is very important to address in terms of strategies. Wondering about white students and students with proximity to whiteness in terms of the selfreflection piece and necessary work to be done. Also, would there be a consideration to name ending anti-Black racism at the core of our anti-racism work? Other minor edits: “that is exempt form bias or stereotyping” Page 1 Spelling This greatly reduces and minimizes culture, as well as removes the act of self-reflection to gain a deeper understanding in improve the treatment and interactions of populations affected. Page 2 Unclear “White students” Consider also adding and “proximity to whiteness” page 3 Great job exploring and dissuading use of cultural competency and for including more the urgency for anti-racism frameworks Would you consider the focus is on uprooting anti-Black racism particularly- would you

consider expanding to the use of ending anti-Black racism education and uprooting white supremacy Also, capitalizing Black and not capitalizing white--- you may consider this as practice in antiracism pedagogy.

Two citations to look into: Altaha, N., Amofo-Yeboah, A. K., Cogburn, C. D., Corriders, S. R., Dillard, S., Graham, A., ... Witte, S. S. (2023). Narratives of Uprooting Anti-Black Racism in Higher Education: Developing a Power, Race, Oppression, and Privilege Framework in Social Work. *Smith College Studies in Social Work*, 93(2– 4), 106–129. <https://doi.org/10.1080/00377317.2023.2266026> Finch, J. B., Williams, O. F., Mondros, J. B., & Franks, C. L. (2019). *Learning to Teach, Teaching to Learn: A Guide for Social Work Field Education* (3rd ed.). CSWE Press. “with 39.8% identifying as non-White.” - You break this down in the cart, maybe describe in the narrative too?? The default of non-white is problematic. As if white is the standard and everything else is not. Page 7 Same here: “5.5% (n = 20) identified as another gender.”