



Do No Harm

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May 13, 2026

Dr. Halaevalu F.O. Vakalahi
President and CEO
The Council on Social Work Education
333 John Carlyle Street, Suite 400
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Via E-Mail

Dr. Nasser H. Paydar
President
The Council for Higher Education Accreditation
One Dupont Circle NW, Suite 510
Washington, DC 20036

Via E-Mail

Dear Dr. Vakalahi,

I am writing you in my capacity as Chairman of Do No Harm, an organization dedicated to promoting merit, fairness, and excellence in healthcare and healthcare education.

My letter today asks one question: **will CSWE commit to removing all requirements related to diversity, equity, and inclusion (DEI) from its accreditation standards?**

Recently, the Liaison Committee on Medical Education (LCME), the accrediting body for allopathic medical schools, revised the 2027-2028 iteration of its "Functions and Structure of a Medical School - Standards for Accreditation of Medical Education Programs Leading to the MD Degree." This revision eliminated several standards that required medical schools to inject into their curricula divisive, ideological content and dubious scientific concepts.

The LCME's recent revision follows its decision in May 2025 to eliminate entirely Element 3.3, which required medical schools to establish "programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes."

These mandates actively harm healthcare education, and their removal is long overdue.

Many other medical and healthcare education accreditors have over the past year taken a similar approach to their standards and removed or suspended DEI-oriented requirements.

Your organization, however, ***has not***.

CSWE's 2022 Educational Policy and Accreditation Standards include two competencies explicitly promoting DEI. Competency 2 mandates that programs ensure students "Advance Human Rights

and Social, Racial, Economic, and Environmental Justice,” while Competency 3 is aimed at ensuring future social workers “demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.”

Social work programs are forced to integrate “anti-racism,” and “diversity, equity, and inclusion principles” across their curricula.

Likewise, Competency 4 states that social workers should understand “anti-racist, and anti-oppressive approaches in conducting research and building knowledge,” and Competency 5 states that “[s]ocial workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.” Competency 9, meanwhile, notes that “[s]ocial workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes.”

Furthermore, Educational Policy 4.3: Administrative and Governance Structure requires that programs develop “an administrative and leadership structure that reflects and affirms respect for anti-racism, diversity, equity, and inclusion.”

These standards encourage social work education programs to treat students as activists-in-training, at the expense of clinical education, and promote a toxic ideology that is antithetical to core principles of healthcare.

As I’m sure you’re aware, on April 23, 2025, President Trump issued an executive order, “**Reforming Accreditation to Strengthen Higher Education**,” targeting DEI mandates in higher education accreditation.

Moreover, federally funded educational institutions are subject to numerous prohibitions, forbidding discrimination based on race, color, ethnicity, and national origin. Mandating that these educational entities pursue discriminatory practices and policies is, in effect, a mandate that they violate federal law.

Do No Harm asks CSWE to commit unequivocally to removing all references to anti-racism, DEI, and other related concepts from its accreditation standards.

Please provide us a response by **June 13, 2026**. I look forward to hearing from you.

Thank you,

Stanley Goldfarb, MD

Chairman

Do No Harm