

# 2011 Annual Statistics on Social Work Education in the United States

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## **Council on Social Work Education**

The Annual Survey of Social Work Programs (Annual Survey) is a census of accredited social work programs in the United States and its territories, conducted by the Council on Social Work Education (CSWE) since 1952. Data collected in the online Annual Survey are the primary source of information about social work students, graduates, and faculty members. In addition to advancing knowledge about social work education, the data are used to determine program membership dues for accredited baccalaureate and master's programs.

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# Introduction

## Methodology

The 2011 Annual Survey was composed of four instruments: baccalaureate programs, master’s programs, doctoral programs, and faculty. The program instruments included sections on program structure, enrollments, program offerings, and degrees awarded. The faculty instrument collected demographic information and information about academic rank and administrative title for full-time and part-time faculty members; it also requested information about tenure status and professional licensing of full-time faculty members.

The instruments were administered online through the survey platform, Zarca Interactive. On November 18, 2011, survey invitations were e-mailed to all CSWE-accredited social work programs and to doctoral social work programs that were members of the Group for the Advancement of Doctoral Education (GADE). The 2011 survey closed in March 2012.

Truncated text of the questions is used in most of this report to conserve space. The complete text of the survey instruments is available on the CSWE website (<http://www.cswe.org/CentersInitiatives/DataStatistics/AnnualSurvey.aspx>).

When reporting proportional demographic distributions by gender, the number of respondents in the category of Unknown Gender is omitted from computation. When reporting proportional demographic distributions by age group, the total number of respondents is used, including those respondents in the category of Unknown Age. When reporting historically underrepresented respondents, the categories of African American/Other Black, Chicano/Mexican American, Puerto Rican, Other Latino/Hispanic, American Indian/Native American, Asian American/Other Asian, Pacific Islander, and Other are used.

## Participation and Response Rates

At the time of survey administration, there were 472 baccalaureate and 213 master’s social work programs accredited by CSWE, and 71 doctoral social work programs that were members of GADE. Overall, the participation rates for the different program instruments of the 2011 Annual Survey were higher than in 2010. Master’s programs had the highest participation rate.

**Table 1. Invitations to and Participation in the 2011 Annual Survey by Survey Instrument**

Survey Instrument	Number Invited	Number Participated	Participation Rate (%)
Baccalaureate Programs	472	453	96.0
Master’s Programs	213	208	97.7
Doctoral Programs	71	68	95.8
Faculty	531	426	80.2

**Table 2. Participation Rate by Survey Instrument, 2007–2011**

<b>Survey Instrument</b>	<b>2007 (%)</b>	<b>2008 (%)</b>	<b>2009 (%)</b>	<b>2010 (%)</b>	<b>2011 (%)</b>
Baccalaureate Programs	86.1	91.6	97.4	94.5	96.0
Master's Programs	90.9	96.3	98.5	97.0	97.7
Doctoral Programs	76.1	91.4	92.9	90.0	95.8
Faculty <sup>a</sup>	---	---	---	---	80.2

<sup>a</sup>Replaced the Full-Time Faculty and Part-Time Faculty survey instruments of previous years.

The participation rates for the Annual Survey have not attained 100% for some time. Changes in items, question wording, and response options altered each year's survey instruments. Participation in the Annual Survey was voluntary; moreover, programs were not required to respond to most items in their submitted surveys. In the survey instruments for baccalaureate and master's programs, programs were only required to respond to the questions about total number of degrees awarded and participation in the benchmarking initiative. In the survey instrument for doctoral programs, programs were required to respond to one question (participation in the benchmarking initiative). All responses were voluntary in the survey instrument for full-time and part-time faculty members. Because of these factors, researchers should exercise caution in data comparisons across program level and survey item.

# Institutional Characteristics

## CSWE Membership

The following table shows the regional distribution of CSWE program members that participated in the 2011 Annual Survey.

**Table 3. Participating Programs by CSWE Membership Region and Program Level**

CSWE Region	Program Level			
	Baccalaureate		Master's	
	Number	%	Number	%
New England	25	5.5	16	7.7
Northeast	42	9.3	20	9.6
Mid-Atlantic	60	13.2	22	10.6
Southeast	92	20.3	39	18.8
Great Lakes	98	21.6	37	17.8
South Central	51	11.3	21	10.1
Mid-Central	34	7.5	14	6.7
Rocky Mountain	12	2.6	7	3.4
West	21	4.6	26	12.5
Northwest	18	4.0	6	2.9
Programs	453		208	

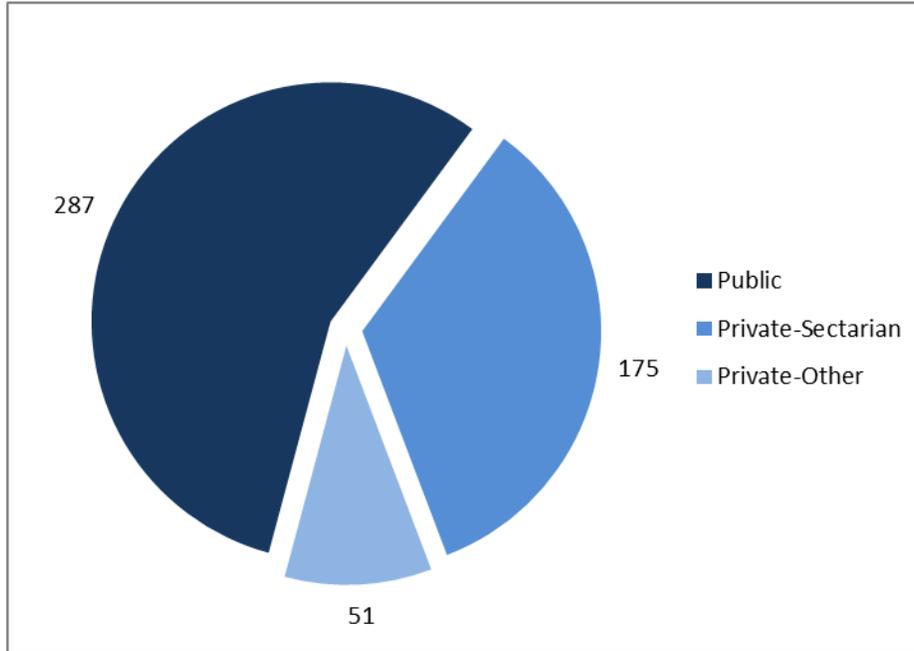
**Table 4. CSWE Membership Regions**

CSWE Region	States/Territories in CSWE Region
New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Northeast	New Jersey, New York, Puerto Rico, Virgin Islands
Mid-Atlantic	Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
Southeast	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Great Lakes	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
South Central	Arkansas, Louisiana, New Mexico, Oklahoma, Texas
Mid-Central	Iowa, Kansas, Missouri, Nebraska
Rocky Mountain	Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
West	Arizona, California, Guam, Hawaii, Nevada
Northwest	Alaska, Idaho, Oregon, Washington

## Auspice

Public institutions housed more than one half (55.9%) of social work programs, followed by private-sectarian institutions (34.1%) and private-other institutions (9.9%).

**Figure 1. Institutional Auspice of Programs**



When examining institutional auspice by program level, there were higher proportions of graduate programs housed in public institutions. Baccalaureate programs were most evenly distributed between public and private institutions.

**Table 5. Institutional Auspice by Program Level**

Program Level	Aggregate	Auspice		
		Public	Private-Sectarian	Private-Other
	Number	%	%	%
Baccalaureate	453	55.8	36.4	7.7
Master's	208	74.5	14.4	11.1
Doctoral	68	69.1	10.3	20.6

## Ethnic/Gender Identification

Programs predominantly self-identified as nonethnic, coeducational. The largest category of institutions identifying with a diverse population was historically Black college or university.

**Table 6. Ethnic/Gender Identification of Institutions Housing Social Work Programs**

Ethnic/Gender Identification	Number	%
<b>Nonethnic</b>		
Coeducational	421	82.1
Women's	14	2.7
<b>Historically Black College or University</b>		
Coeducational	40	7.8
Women's	3	0.6
<b>Hispanic-Serving Institution</b>		
Coeducational	29	5.7
<b>Tribal College</b>	2	0.4
<b>Other</b>	4	0.8
Programs	513	

## Primary Setting

Graduate programs were more likely to identify their settings as urban. Baccalaureate programs were more evenly distributed across setting.

**Table 7. Social Work Programs by Program Level and Primary Setting of Institution**

Program Level	Aggregate	Primary Setting		
		Urban	Suburban	Rural
	Number	%	%	%
Baccalaureate	453	38.4	28.5	33.1
Master's	208	59.6	22.1	18.3
Doctoral	68	77.9	17.6	4.4

## Carnegie Classification

The Carnegie Foundation for the Advancement of Teaching devised a categorization system for colleges and universities. Detailed information about the classifications can be found on the Carnegie Foundation website (<http://classifications.carnegiefoundation.org/descriptions/basic.php>).

Overall, 45.8% of social work programs were housed in institutions classified as master's colleges and universities, followed by doctorate-granting universities (41.1%), baccalaureate colleges (12.7%), and special focus institutions and tribal colleges (0.4%).

**Table 8. Social Work Programs by Carnegie Classification and Program Level**

Carnegie Classification	Program Level		
	Baccalaureate	Master's	Doctoral
<b>Doctorate-Granting Universities</b>	%	%	%
RU/VH	7.5	24.5	64.7
RU/H	11.7	21.2	19.1
DRU	7.5	9.6	7.4
<b>Master's Colleges and Universities</b>			
Master's/L	34.7	36.1	4.4
Master's/M	13.0	5.3	1.5
Master's/S	6.2	1.0	0
<b>Baccalaureate Colleges</b>			
Bac/A&S	6.6	1.4	2.9
Bac/Diverse	12.1	0.5	0
Assoc/Priv	0.2	0	0
<b>Special Focus Institutions and Tribal Colleges</b>	0.4	0.5	0
Number of programs	453	208	68

**Table 9. Basic Carnegie Classifications**

Classification	Description
<b>Doctorate-Granting Universities</b>	Institutions that awarded at least 20 research doctoral degrees.
RU/VH	Research universities (very high research activity)
RU/H	Research universities (high research activity)
DRU	Doctoral/research universities
<b>Master's Colleges and Universities</b>	Institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees.
Master's/L	Master's colleges and universities (larger programs)
Master's/M	Master's colleges and universities (medium programs)
Master's/S	Master's colleges and universities (smaller programs)
<b>Baccalaureate Colleges</b>	Institutions where baccalaureate degrees represented at least 10% of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded.
Bac/A&S	Baccalaureate colleges—arts and sciences
Bac/Div	Baccalaureate colleges—diverse fields
Bac/Assoc	Baccalaureate/associate's colleges
<b>Special Focus Institutions</b>	Institutions awarding baccalaureate or higher-level degrees where more than 75% of degrees are in a single field or set of related fields (e.g., faith, health).
<b>Tribal Colleges</b>	Members of the American Indian Higher Education Consortium

## Part-Time Programs

Master's programs were most likely to offer a part-time option to their students, followed by doctoral programs and baccalaureate programs.

**Table 10. Programs Offering Part-Time Option to Students by Program Level**

Part-Time Program	Program Level		
	Baccalaureate	Master's	Doctoral
Number of Programs Offering	195	180	36
Percentage of Programs Offering	43.7	89.1	52.9
Number of Programs Reporting	446	202	66

## Unit System

Most programs reported that they operated on a semester system.

**Table 11. Unit System of Programs by Program Level**

Unit System	Program Level			
	Baccalaureate		Master's	
	Number	%	Number	%
Quarter	13	2.9	16	7.9
Semester	429	95.1	182	89.7
Trimester	2	0.4	3	1.5
Other	7	1.6	2	1.0
Number of Programs Reporting	451		203	

## Applicant Test Requirements

Master's and doctoral programs were asked if they required students to take the Graduate Record Examination (GRE, verbal, quantitative, or analytical writing assessment sections), Miller Analogies Test (MAT), Test of English as a Foreign Language (TOEFL, for students whose native language was not English), a writing sample, and so forth. More doctoral programs than master's programs required GRE sections. In the other category, programs were most likely to report that they required the GRE or the MAT but not both, or they required an examination mandated in their states.

**Table 12. Applicant Testing Requirements by Program Level**

Requirement	Required by Master's Programs		Required by Doctoral Programs	
	Number	%	Number	%
GRE – Verbal	42	20.2	61	91.0
GRE – Quantitative	39	18.8	61	91.0
GRE – Analytical Writing	27	13.0	50	74.6
MAT	8	3.8	6	9.0
TOEFL	143	68.8	---	---
Writing Sample	84	40.4	47	70.1
Other	17	8.2	---	---
Number of Programs Reporting	208		67	

## Applications and New Enrollments

Programs reported student enrollment as of fall 2011. Because students can apply to multiple programs, CSWE is unable to produce a count of unduplicated applications; the reported number of applicants to social work programs is probably inflated.

**Table 13. Number of Applicants and Newly Enrolled Students by Program Level**

Process Stage	Program Level			
	Baccalaureate	Master's		Doctoral
		Full-Time	Part-Time	
<b>Application</b>				
Applications Received	23,462	39,288	12,412	2,097
Programs Reporting	417	189	160	65
Applications Accepted	17,537	23,123	8,390	574
Programs Reporting	419	190	174	65
Mean Acceptance Rate (%)	84.4	63.2	71.3	38.3
Programs Reporting	412	187	158	65
<b>New Enrollment</b>				
New Students Enrolled	14,895	13,307	6,734	414
Programs Reporting	401	189	166	65
Mean New Enrollment Rate (%)	112.6 <sup>a</sup>	67.3	80.9	74.0
Programs Reporting	385	186	159	65

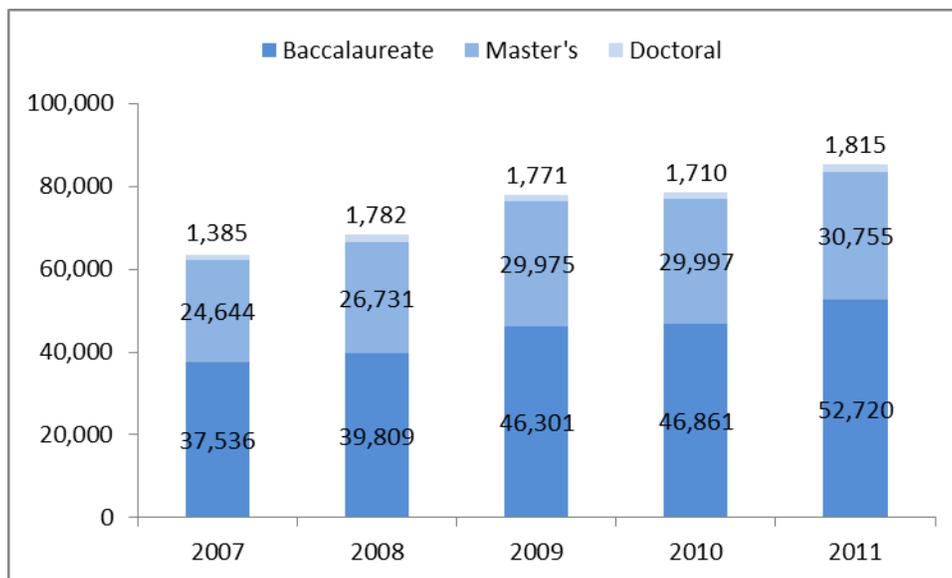
<sup>a</sup>Ninety-seven baccalaureate programs reported a greater number of newly enrolled students than accepted applicants. By comparison, three master's programs and two doctoral programs reported a greater number of newly enrolled students than accepted applicants.

The mean acceptance rate was highest for baccalaureate programs. Accepted applicants to baccalaureate programs were most likely to enroll. There was a total new enrollment of 35,350 social work students, of which baccalaureate programs contributed 42.1%, master's programs contributed 56.7%, and doctoral programs contributed 1.2%.

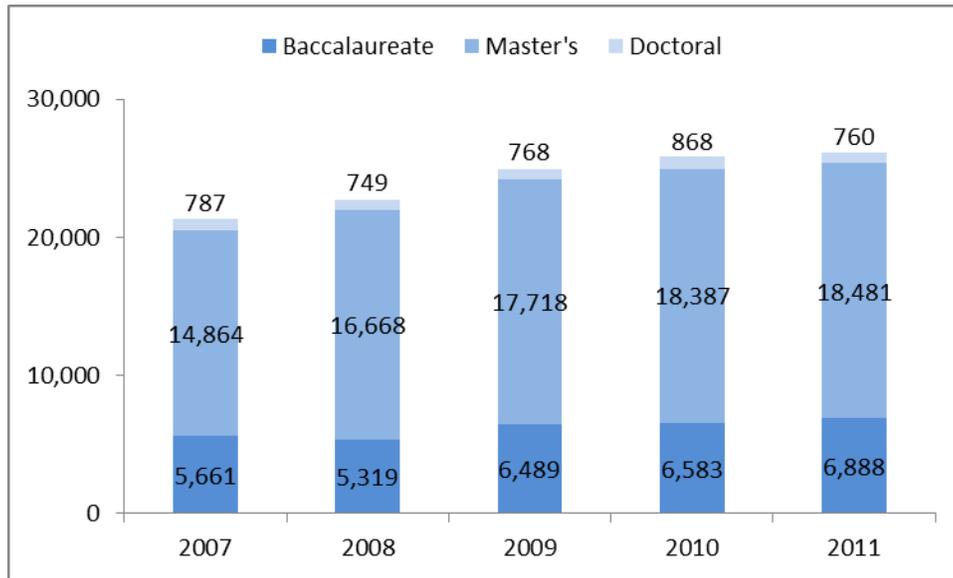
## Total Enrollments

There was a total enrollment of 85,290 full-time and 26,129 part-time social work students. For full-time enrollment, baccalaureate programs contributed 61.8%, master's programs contributed 36.1%, and doctoral programs contributed 2.1%. For part-time enrollment, baccalaureate programs contributed 26.4%, master's programs contributed 70.7%, and doctoral programs contributed 2.9%.

**Figure 2. Full-Time Enrollment by Program Level, 2007–2011**



**Figure 3. Part-Time Enrollment by Program Level, 2007–2011**



### Faculty Size

Most programs had full-time and part-time faculty sizes of fewer than 12. The largest faculty sizes were in master's programs.

**Table 14. Full-Time Faculty Size by Program Level**

Full-Time Faculty Size	Program Level					
	Baccalaureate		Master's		Doctoral	
	Number	%	Number	%	Number	%
6 or Fewer	363	82.9	56	28.6	36	63.2
7–12	61	13.9	61	31.1	7	12.3
13–18	5	1.1	33	16.8	7	12.3
19–24	4	0.9	18	9.2	3	5.3
25 or More	5	1.1	28	14.3	4	7.0
Programs Reporting	438		196		57	

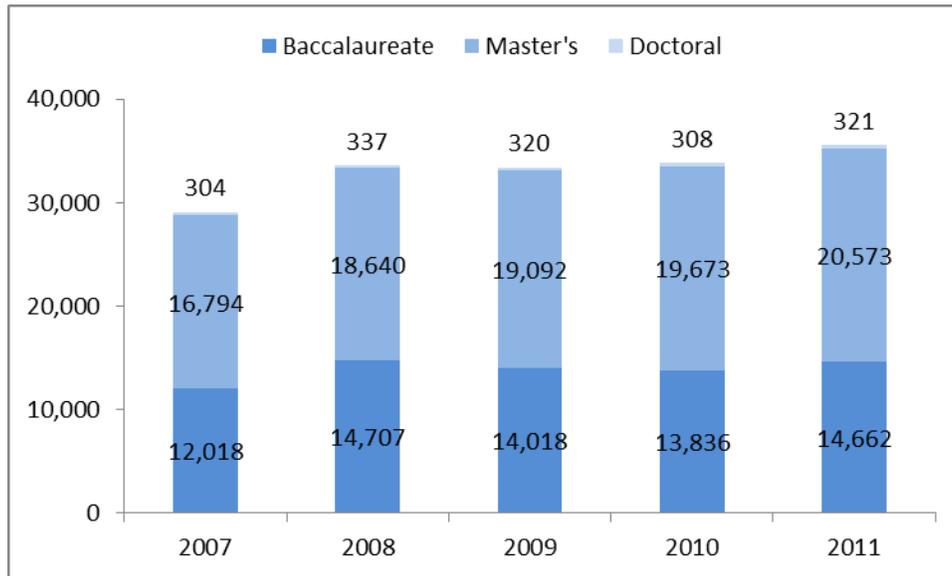
**Table 15. Part-Time Faculty Size by Program Level**

Part-Time Faculty Size	Program Level					
	Baccalaureate		Master's		Doctoral	
	Number	%	Number	%	Number	%
Not Reported	108	24.5	23	11.7	47	73.4
6 or Fewer	259	58.9	72	36.5	13	20.3
7–12	49	11.1	36	18.3	4	6.3
13–18	18	4.1	12	6.1	---	---
19–24	3	0.7	8	4.1	---	---
25 or More	3	0.7	46	23.4	---	---
Programs Reporting	440		197		64	

## Degrees Awarded

A total of 35,556 social work degrees were awarded for the 2010–2011 academic year; 41.2% were baccalaureate degrees, 57.9% were master’s degrees, and 0.9% were doctoral degrees

**Figure 4. Number of Degrees Awarded by Program Level, 2007–2011**



## Student Debt

A smaller proportion of doctoral graduates carried debt compared with baccalaureate and master’s graduates, but amount of student debt increased with program level. In recent years, the proportion of students with debt and the amount of their debt have been increasing.

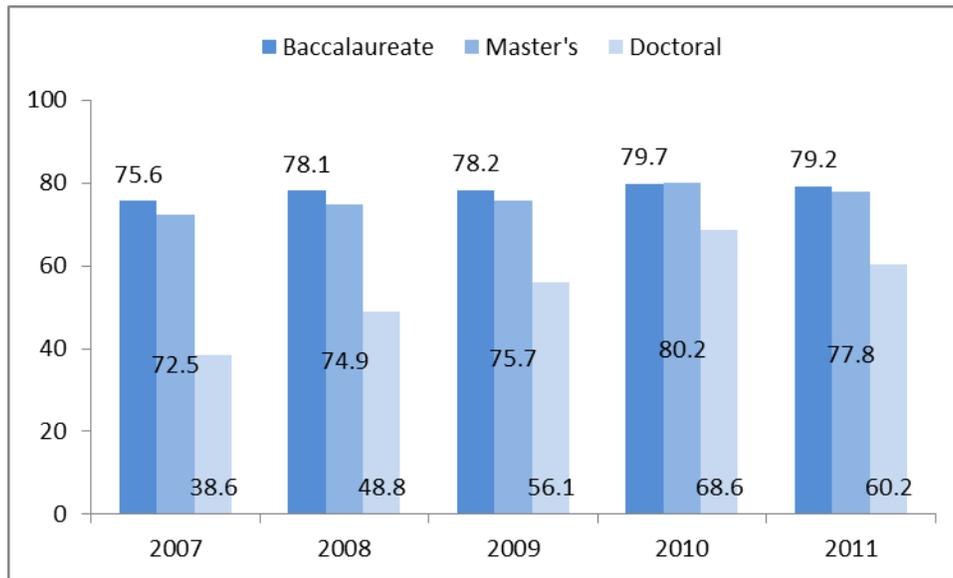
**Table 16. Student Debt Acquired While Working Toward Degree by Program Level**

Student Loan Debt	Program Level		
	Baccalaureate	Master's	Doctoral
Mean Percentage of Students With Loan Debt	79.2	77.8	60.2
Number of Programs Reporting	289	122	27
Mean Amount of Debt	\$26,939	\$35,563	\$42,159
Median Amount of Debt	\$23,911	\$35,160	\$41,500
Number of Programs Reporting	218	100	22

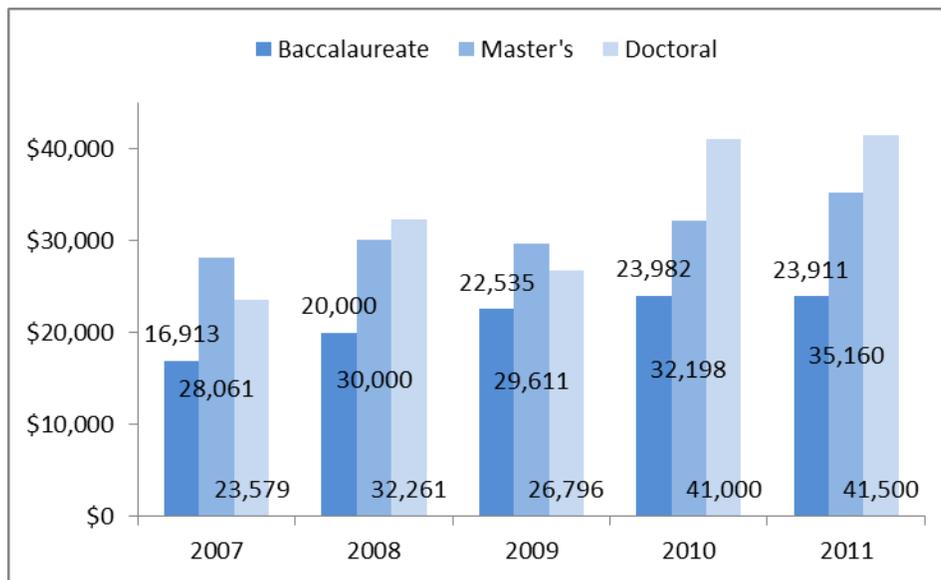
The Annual Survey reports only formal loan data provided by university financial aid offices. However, student debt load may include debt other than formal loans. According to a survey of MSW graduates from 25 states,<sup>1</sup> more than a quarter of respondents owed at least \$40,000 related to earning their MSW degrees. About 30% had borrowed at least \$30,000 of their total college education debt. Credit cards were used more commonly than any private educational loan to finance their professional education; a quarter of respondents had at least a \$500 monthly credit card payment obligation. Thus, Annual Survey data probably underestimate the extent of student debt.

<sup>1</sup> Yoon, I. (2012). Debt burdens among MSW graduates: A national cross-sectional study. *Journal of Social Work Education, 48*, 105–125.

**Figure 5. Percentage of Graduates Who Acquired Debt While Working Toward Degree by Program Level, 2007–2011**



**Figure 6. Median Amount of Graduate Debt by Program Level, 2007–2011**



### Title IV-E Stipends

Since 1980, the federal Title IV-E training program has been a source of financial assistance for social work students specializing in child welfare work. Current data on the number of social work programs participating in this program is necessary when discussing funding for social work education and student debt load.

**Table 17. Programs Offering Title IV-E Stipends**

Program Level	Number of States/Territories	Number of Programs	Percentage of Programs
Baccalaureate	37	158	35.0
Master's	35	89	43.8

# Full-Time and Part-Time Faculty

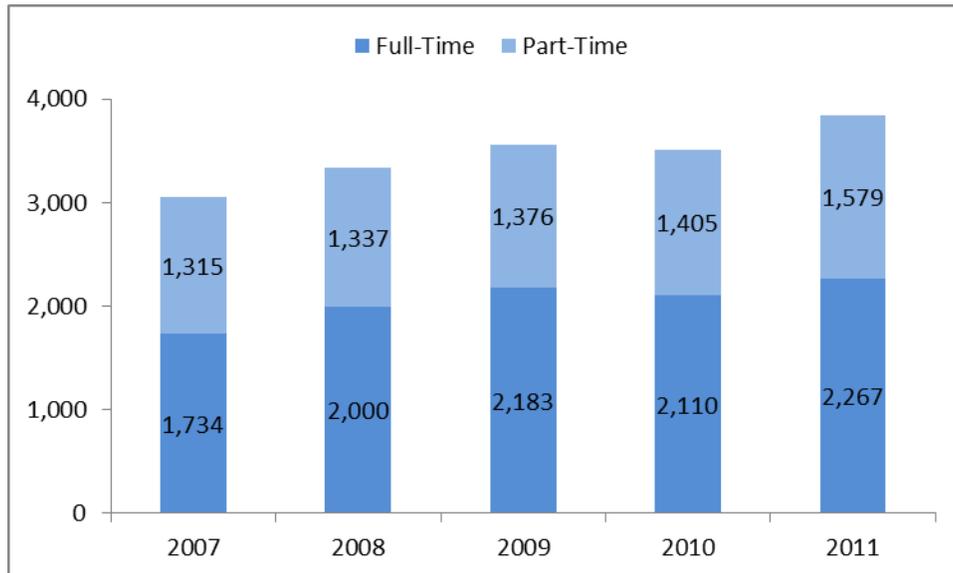
## Number of Faculty

In 2011 the faculty section of the Annual Survey was modified. In the past, individualized information was collected about each faculty member. Programs filled out a separate form for each faculty member every year. In 2007 the process changed to collect individualized information on full-time faculty members but only aggregate information on part-time faculty members. In 2011 the process changed again to collect only aggregate information about full-time and part-time faculty members. The CSWE Commission on Research is considering other methods to survey faculty members directly.

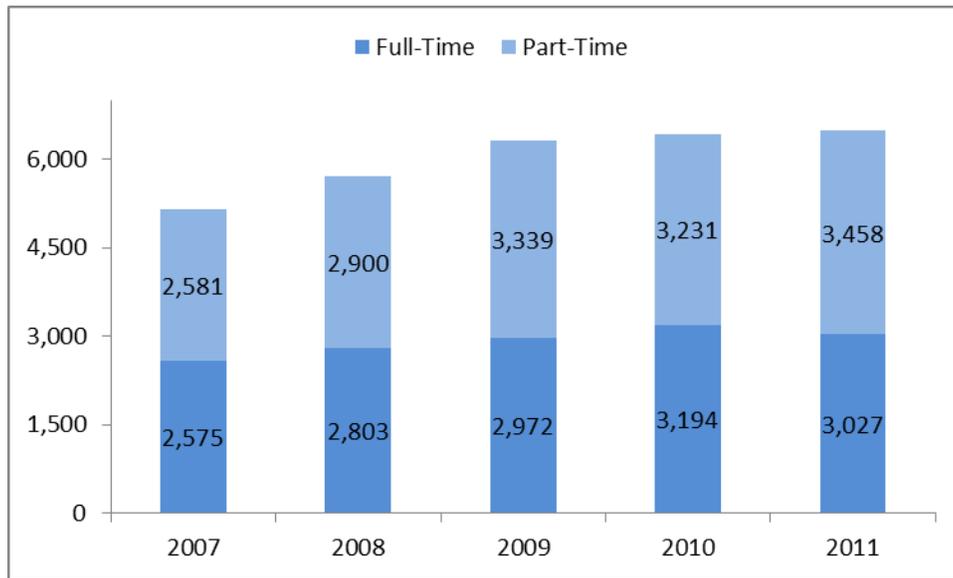
In this inaugural year of the revised Faculty survey instrument, 426 institutions (80.2%) provided information about 4,730 full-time and 5,095 part-time faculty members. “Full-time” referred to faculty who spent 50% or more of full-time employment (FTE) in social work education. “Part-time” referred to faculty or instructional staff who spent less than 50% of FTE in social work education.

Data in the following three figures were taken from the baccalaureate, master’s, and doctoral program survey instruments; the remaining data from the Full-Time and Part-Time Faculty report section were taken from the Faculty survey instrument. Overall, there were more full-time faculty than part-time faculty reported at the baccalaureate and doctoral levels; there were more part-time faculty than full-time faculty reported at the master’s level.

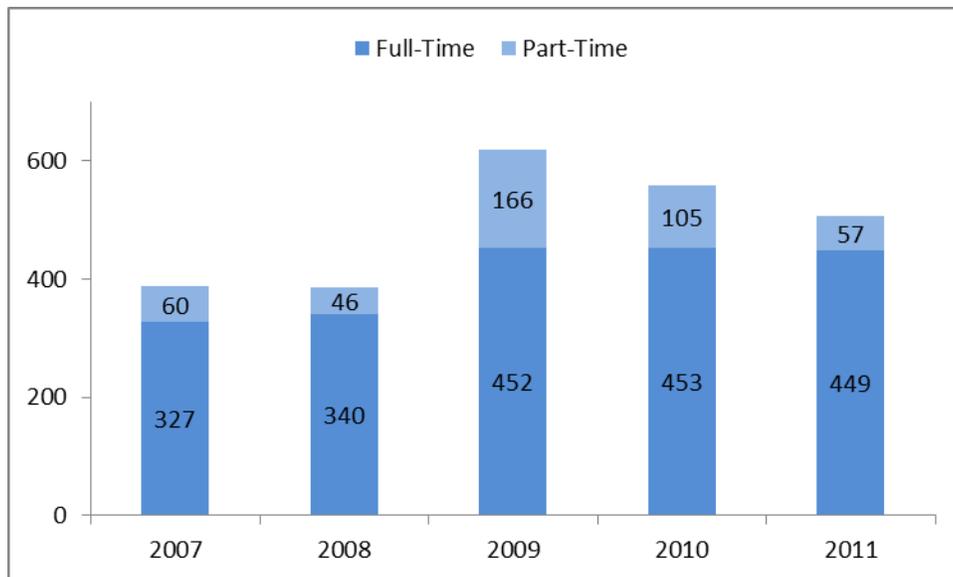
**Figure 7. Faculty With Primary Responsibility to Baccalaureate Programs, 2007–2011**



**Figure 8. Faculty With Primary Responsibility to Master's Programs, 2007–2011**



**Figure 9. Faculty With Primary Responsibility to Doctoral Programs, 2007–2011**



## Demographic Characteristics

See page 3 of this report to review the method of reporting proportional demographic distributions by gender, age, and historically underrepresented groups.

The largest proportion of full-time faculty was in the age range of 55–64 years. More than two thirds of full-time faculty was female. Faculty members from historically underrepresented groups accounted for 28.6% (1,352) of full-time faculty. Additionally, 1.5% (73) of full-time faculty was foreign (no resident visa).

Compared with full-time faculty, part-time faculty tended to be younger, and a smaller proportion (22.5%; 1,148) was from historically underrepresented groups. Only 24 (0.5%) part-time faculty members were foreign (no resident visa).

**Table 18. Demographic Characteristics of Full-Time and Part-Time Faculty**

Demographic Category	Full-Time Faculty		Part-Time Faculty	
	Number	%	Number	%
<b>Gender</b>				
Male	1,455	31.0	1,397	28.0
Female	3,240	69.0	3,585	72.0
Unknown	35		113	
<b>Age Group</b>	Number	%	Number	%
Under 35 Years	225	4.8	464	9.1
35–44 Years	882	18.6	1,149	22.6
45–54 Years	1,118	23.6	1,092	21.4
55–64 Years	1,464	31.0	1,132	22.2
65 Years or Older	528	11.2	480	9.4
Unknown	513	10.8	778	15.3
<b>Racial/Ethnic Identification</b>	Number	%	Number	%
White (non-Hispanic)	3,150	66.6	3,436	67.4
African American/Other Black	734	15.5	671	13.2
Chicano/Mexican American	82	1.7	53	1.0
Puerto Rican	57	1.2	64	1.3
Other Latino/Hispanic	131	2.8	170	3.3
American Indian/Native American	49	1.0	32	0.6
Asian American/Other Asian	251	5.3	127	2.5
Pacific Islander	24	0.5	13	0.3
Other	24	0.5	18	0.4
Multiple Race/Ethnicity	45	1.0	18	0.4
Unknown	183	3.9	493	9.7
<b>Number of Programs Reporting</b>	426		426	

### Academic Rank and Administrative Title

A majority (66.7%; 3,156) of full-time faculty had no administrative title. The largest proportion of full-time faculty held the academic rank of associate professor, followed closely by assistant professor. The most common academic ranks held by part-time faculty members were adjunct, lecturer, and instructor.

**Table 19. Academic Rank of Full-Time and Part-Time Faculty**

Academic Rank	Full-Time		Part-Time	
	Number	%	Number	%
Professor	986	20.8	61	1.2
Associate Professor	1,252	26.5	91	1.8
Assistant Professor	1,231	26.0	142	2.8
Instructor	302	6.4	696	13.7
Lecturer	279	5.9	1,210	23.7
Clinical Appointment	311	6.6	20	0.4
Emeritus	9	0.2	35	0.7
Adjunct	11	0.2	2,432	47.7
Field Instructor	84	1.8	155	3.0
Other	164	3.5	113	2.2
Unknown	101	2.1	139	2.7
None	---		1	< 0.1
Total	4,730		5,095	

Among full-time faculty with an administrative title, program director titles were most common, with 30.4% (479) holding one of those titles, followed by director of field instruction.

**Table 20. Administrative Title of Full-Time Faculty**

Administrative Title	Number	Percentage
Dean	69	4.4
Director	117	7.4
Chairperson	197	12.5
<b>Program Directors</b>		
Director of Doctoral Program	60	3.8
Director of Master's Program	154	9.8
Director of Baccalaureate Program	265	16.8
<b>Other Dean or Director Positions</b>		
Associate Dean or Director	95	6.0
Assistant Dean or Director	25	1.6
Director of Research/Research Administrator	18	1.1
Director of Continuing Education or Work Study	17	1.1
Director of Admissions or Minority Recruitment	17	1.1
<b>Field Education</b>		
Director of Field Instruction	357	22.7
Associate/Assistant Director of Field Instruction	68	4.3
<b>Other Titles</b>	113	7.2
Total	1,574	

## Tenure Status

Almost one half of full-time faculty members were tenured. About one quarter of faculty members were on tenure track. Few full-time faculty members worked at institutions with no tenure system.

**Table 21. Tenure Status of Full-Time Faculty**

Tenure Status	Number	%
Tenured	2,162	46.2
On Tenure Track	1,085	23.2
Not on Tenure Track but Institution has Tenure System	1,290	27.5
Not on Tenure Track Because Institution has no Tenure System	147	3.1
Total	4,684	
Programs Reporting	420	

## Academic Degrees

Most full-time faculty (4,156, 87.9%) and part-time faculty (4,576, 89.8%) held MSW degrees. With regard to highest earned degree, more than two thirds of full-time faculty members held a doctoral degree, most commonly in social work or social welfare. More than one quarter of full-time faculty held a master's degree as their highest degree, most commonly in social work.

Compared with full-time faculty, part-time faculty were less likely to hold a doctorate in any field and more likely to hold a master's as their highest degree.

**Table 22. Highest Earned Degree of Full-Time and Part-Time Faculty**

Highest Earned Degree	Full-Time Faculty		Part-Time Faculty	
	Number	%	Number	%
Doctorate in Social Work or Social Welfare	2,592	54.8	596	11.7
Other Doctoral Degree	677	14.3	328	6.4
Master of Social Work	1,221	25.8	3,691	72.4
Other Master's Degree	53	1.1	164	3.2
Law	32	0.7	51	1.0
Medicine	2	< 0.1	6	0.1
Other	3	0.1	38	0.7
Unknown	150	3.2	225	4.4
Total	4,730		5,099	

## Professional Licensure

The most commonly held license among full-time faculty was Licensed Clinical Social Work. The most commonly reported other licenses were Licensed Independent Social Worker and Licensed Independent Clinical Social Worker.

**Table 23. Professional Licensure of Full-Time Faculty**

Licensure Held	Number	%
Licensed Clinical Social Worker	1,447	48.3
Master's-Level Licensed Social Worker	720	24.0
Academy of Certified Social Workers	620	20.7
Baccalaureate-Level Licensed Social Worker	33	1.1
Other	176	5.9
Total	2,996	

## Faculty Salaries

Data on salaries of full-time and part-time faculty were not collected in the 2011 Annual Survey. Interested parties should consult the *2010 Annual Statistics on Social Work Education in the United States*, available on the CSWE website (<http://www.cswe.org/CentersInitiatives/DataStatistics/ProgramData.aspx>), as the most recent source of social work faculty salary data. The CSWE Commission on Research is considering how to gather this information effectively and efficiently in future surveys without unduly burdening institutions.

## Baccalaureate Programs

In 2011, 453 baccalaureate programs (96.0%) participated in the Annual Survey. Most programs (77.6%; 350) reported that an application was required to declare social work as students' major.

### Enrollment of Juniors and Seniors

There were 35,107 full-time juniors and seniors enrolled as of fall 2011 in the 439 programs that provided this information, with an average of 80.0 students per program. There were 5,262 part-time juniors and seniors enrolled as of fall 2011 in the 195 programs that reported offering a part-time program, with an average of 27.0 students.

The following table shows the distribution of enrolled full-time and part-time baccalaureate juniors and seniors by their demographic characteristics. See page 3 of this report to review the method of reporting proportional demographic distributions by gender, age, and historically underrepresented groups.

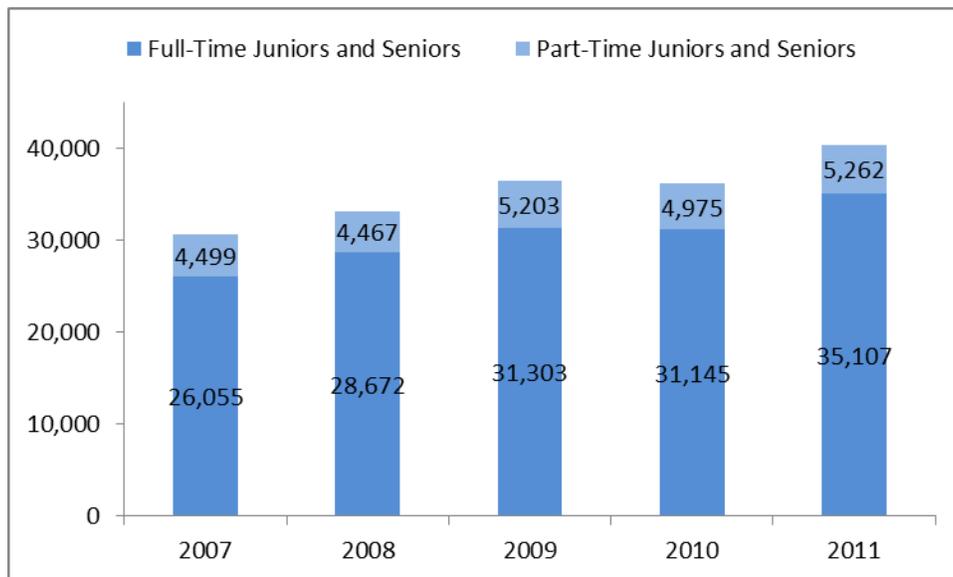
**Table 24. Demographic Characteristics of Full-Time and Part-Time Baccalaureate Juniors and Seniors**

Demographic Category	Full-Time Juniors and Seniors		Part-Time Juniors and Seniors	
	Number	%	Number	%
<b>Gender</b>				
Male	4,062	12.2	759	15.9
Female	29,299	87.8	4,019	84.1
Unknown	1,746		484	
<b>Age Group</b>				
25 or Younger	20,581	58.6	1,241	23.6
26–30	3,728	10.6	866	16.5
31–40	3,522	10.0	1,067	20.3
41 or Older	2,877	8.2	1,224	23.3
Age Unknown	4,399	12.5	864	16.4
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	18,920	53.9	2,146	40.8
African American/Other Black	7,554	21.5	1,369	26.0
Chicano/Mexican American	956	2.7	173	3.3
Puerto Rican	626	1.8	31	0.6
Other Latino/Hispanic	2,125	6.1	334	6.3
American Indian/Native American	404	1.2	81	1.5
Asian American/Other Asian	641	1.8	67	1.3
Pacific Islander	131	0.4	13	0.2
Other	282	0.8	43	0.8
Multiple Race/Ethnicity	441	1.3	67	1.3
Unknown	3,027	8.6	938	17.8
<b>Number of Programs Reporting</b>	439		441	

Overall, the majority of full-time baccalaureate juniors and seniors was 25 years or younger and female. Full-time students from historically underrepresented groups made up 36.2% (12,719) of the total full-time enrollment. Among full-time juniors and seniors, 1.1% (389) were foreign (no resident visa).

The age distribution among the part-time baccalaureate juniors and seniors was more even than was the case for the full-time baccalaureate students. The majority of part-time baccalaureate students, as for full-time students, was female. Part-time programs had a greater proportion of students from historically underrepresented groups (40.1%; 2,111). Among part-time juniors and seniors, 1.1% (56) were foreign.

**Figure 10. Baccalaureate Student Enrollment, 2007–2011**



**Field Instruction**

In the 2011 Annual Survey, 423 programs provided information on 14,951 students in field placements as of November 1, 2011. Among the field placement categories, child welfare continued to have the highest concentration of students, followed by family services, mental health or community mental health, aging/gerontological social work, and school social work. The most common other placements were various types of youth services and refugee/immigrant services.

**Table 25. Field Placements of Baccalaureate Students by Category**

<b>Field Placement Category</b>	<b>Total Enrollment</b>	<b>% of Total Enrollment</b>
Child Welfare	2,570	17.2
Family Services	1,667	11.1
Mental Health or Community Mental Health	1,509	10.1
Aging/Gerontological Social Work	1,363	9.1
School Social Work	1,299	8.7
Health	1,141	7.6
Corrections/Criminal Justice	908	6.1
Domestic Violence or Crisis Intervention	795	5.3
Alcohol, Drug, or Substance Abuse	750	5.0
Housing	514	3.4
Developmental Disabilities	463	3.1
Community Planning	329	2.2
Group Services	302	2.0
Public Assistance/Public Welfare	278	1.9
International	188	1.3
Rehabilitation	175	1.2
Social Policy	130	0.9
Administration	103	0.7
Military Social Work	99	0.7
Program Evaluation	31	0.2
Other	337	2.3
Subtotal	14,951	
Not yet assigned field	2,791	
Not to be in field instruction this academic year	4,985	
Total	22,727	
Number of Programs Reporting	423	

## Degrees Awarded

During the 2010–2011 academic year baccalaureate programs awarded 14,662 degrees. Most graduates were female, and 33.0% (4,843) was from historically underrepresented groups.

**Table 26. Demographic Characteristics of Baccalaureate Graduates**

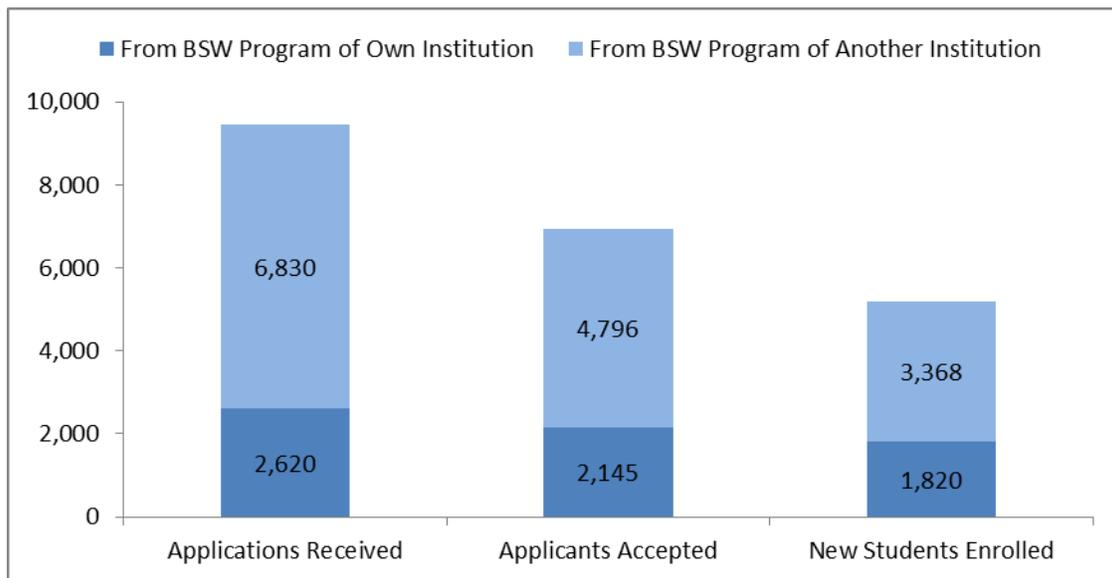
Demographic Category	Baccalaureate Graduates	
<b>Gender</b>	Number	%
Male	1,757	12.9
Female	11,873	87.1
Unknown	1,032	
<b>Age Group</b>	Number	%
25 or Younger	7,663	52.3
26–30	1,921	13.1
31–40	1,526	10.4
41 or Older	1,273	8.7
Unknown	2,279	15.5
<b>Racial/Ethnic Identification</b>	Number	%
White (non-Hispanic)	7,682	52.4
African American/Other Black	2,814	19.2
Chicano/Mexican American	413	2.8
Puerto Rican	245	1.7
Other Latino/Hispanic	807	5.5
American Indian/Native American	157	1.1
Asian American/Other Asian	275	1.9
Pacific Islander	52	0.4
Other	80	0.5
Multiple Race/Ethnicity	128	0.9
Unknown	2,009	13.7
<b>Number of Programs Reporting</b>	449	

# Master's Programs

## Enrollment

In 2011, 208 master's programs (97.7%) participated in the Annual Survey. The acceptance rate for applicants from baccalaureate programs at their same institution was higher (82.4%) than the acceptance rate for applicants from other institutions (71.9%). The enrollment of applicants from their own baccalaureate programs was also higher (87.1%) than the enrollment rate of applicants from other baccalaureate programs (78.9%).

**Figure 11. Number of Advanced Standing Master's Students**



As of November 1, 2011, the total enrollment of full-time master's students was 30,755; the total enrollment of part-time master's students was 18,481. The following table shows the distribution of enrolled full-time and part-time master's students by demographic category.

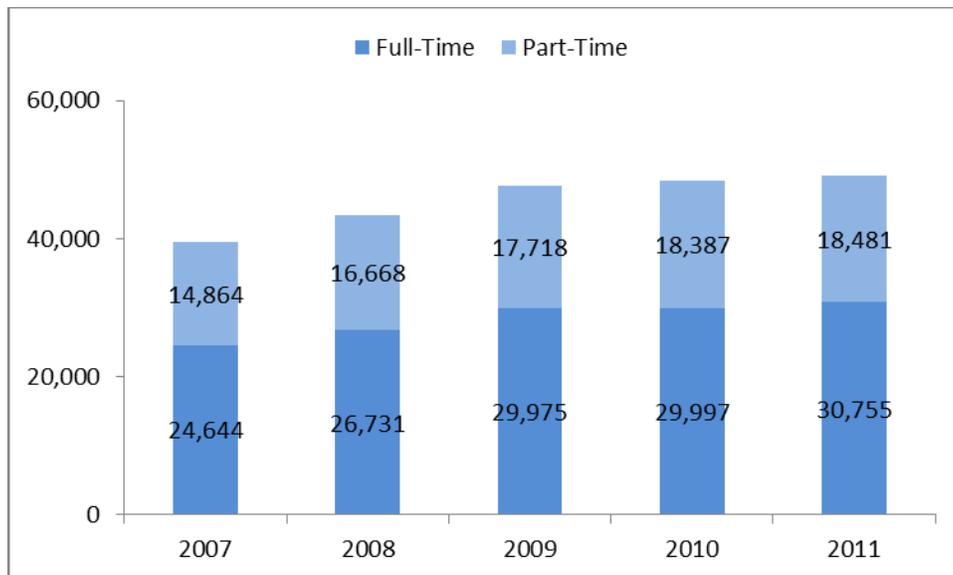
**Table 27. Demographic Characteristics of Full-Time and Part-Time Master's Students**

Demographic Category	Full-Time Master's Students		Part-Time Master's Students	
	Number	%	Number	%
<b>Gender</b>				
Male	4,329	14.2	2,735	14.9
Female	26,117	85.8	15,574	85.1
Unknown	309		172	
<b>Age Group</b>				
25 or Younger	12,687	41.3	3,164	17.1
26–30	8,146	26.5	5,110	27.7
31–40	5,016	16.3	4,942	26.7
41 or Older	3,563	11.6	4,141	22.4
Age Unknown	1,343	4.4	1,124	6.1
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	17,996	58.5	10,258	55.5
African American/Other Black	4,756	15.5	3,650	19.8
Chicano/Mexican American	681	2.2	510	2.8
Puerto Rican	261	0.8	64	0.3
Other Latino/Hispanic	2,257	7.3	1,450	7.8
American Indian/Native American	233	0.8	169	0.9
Asian American/Other Asian	1,253	4.1	415	2.2
Pacific Islander	88	0.3	64	0.3
Other	290	0.9	129	0.7
Multiple Race/Ethnicity	538	1.7	317	1.7
Unknown	2,402	7.8	1,455	7.9
<b>Number of Programs Reporting</b>	197		184	

Overall, full-time master's students were predominantly female and under 30 years of age. There were 31.9% (9,819) full-time students from historically underrepresented groups and 2.1% (658) full-time foreign (no resident visa) students.

Part-time master's students were also predominantly female but more diverse in age than were full-time master's students. Master's programs had 34.9% (6,451) part-time students from historically underrepresented groups and 0.5% (97) part-time foreign (no resident visa) students.

**Figure 12. Master's Student Enrollment, 2007–2011**



## Dual/Joint Degrees and Certificates

Respondents identified dual/joint degrees and certificates offered through their programs. Law was the most popular degree offered, followed by public health. Among other degrees, international studies and criminology/criminal justice were the most frequently reported.

**Table 28. Master's Programs Offering Dual/Joint Degrees**

Dual/Joint Degree	Number of Programs Offering	% of Programs Offering
Law	46	23.0
Public Health	36	18.0
Theology/Divinity	24	12.0
Public Administration/Public Policy	23	11.5
Doctorate in Social Work	20	10.0
Business Administration	17	8.5
Education	5	2.5
Urban Planning	5	2.5
Other	27	13.5
Number of Programs Reporting	200	

Among certificates, programs most frequently offered aging/gerontology and school social work. The most common other certificates were nonprofit management and child-related areas (e.g., advocacy, mental health).

**Table 29. Master's Programs Offering Certificates**

Area of Certificate	Number of Programs Offering	% of Programs Offering
Aging/Gerontology	52	26.3
School Social Work	44	22.2
Addictions/Substance Abuse	22	11.1
Child Welfare	15	7.6
Family and Marriage	9	4.5
Human Services Management	8	4.0
Developmental Disabilities	8	4.0
Women's Studies	8	4.0
Jewish Services	3	1.5
Other	48	24.2
Number of Programs Reporting	198	

## Concentrations and Specializations

Almost one half of master's programs offered a single-tier (method only) concentration. About one third of the programs offered a double-tier (method and field of practice) concentration. The remaining programs offered single-tier (field of practice only) or some other type of concentration system.

**Table 30. Concentrations Offered by Master's Programs**

Type of Concentration	Number of Programs Offering	% of Programs Offering
Single-Tier (Method Only)	103	52.3
Single-Tier (Field of Practice Only)	26	13.2
Double-Tier (Method and Field of Practice)	66	33.5
Other	2	1.0
Number of Programs Reporting	197	

Enrollment in direct practice/clinical concentrations outpaced enrollment in other methods. The next highest enrollments were in advanced generalist and generalist. Among the other methods, other combinations were mentioned.

**Table 31. Master's Programs Offering Concentrations by Method and Student Enrollment**

Method	Number of Programs Offering	% of Programs Offering	Total Enrollment	% of Total Enrollment
Direct Practice/Clinical	108	54.8	21,700	56.5
Advanced Generalist	46	23.4	4,398	11.5
Generalist	24	12.2	2,283	5.9
Combination of Direct Practice/Clinical and Social Policy or Program Evaluation	12	6.1	1,963	5.1
Combination of Direct Practice/Clinical and Community Planning or Management/Administration	22	11.2	1,172	3.1
Combination of Community Planning and Management/Administration	28	14.2	1,023	2.7
Management or Administration	31	15.7	912	2.4
Community Planning/Organization	25	12.7	825	2.1
Social Policy	10	5.1	369	1.0
Combination of Social Policy and Program Evaluation	11	5.6	226	0.6
Program Evaluation	6	3.0	147	0.4
Other	27	13.7	3,388	8.8
Number of Programs Reporting	197			

In fields of practice the concentration of families, children, youth, and families was the most popular, followed by mental health, then health and mental health. The most common other fields of practice were violence/abuse and individualized options.

**Table 32. Master's Programs Offering Concentrations by Field of Practice and Student Enrollment**

Field of Practice	Number of Programs Offering	% of Programs Offering	Total Enrollment	% of Total Enrollment
Children, Youth, and Families	74	44.6	4,776	26.2
Mental Health	57	34.3	3,302	18.1
Health and Mental Health	34	20.5	1,312	7.2
School Social Work	46	27.7	1,042	5.7
Health	40	24.1	1,022	5.6
Aging/Gerontology	57	34.3	1,008	5.5
Children and Youth	31	18.7	697	3.8
Addictions/Substance Abuse	32	19.3	639	3.5
Community and Social Systems	27	16.3	637	3.5
Military Social Work	15	9.0	333	1.8
Criminal Justice/Corrections	26	15.7	248	1.4
Rural Social Work	10	6.0	240	1.3
Administration	23	13.9	232	1.3
Research	13	7.8	222	1.2
International/Global or Immigrant Issues	20	12.0	201	1.1
Housing Services	17	10.2	87	0.5
Disabilities	22	13.3	68	0.4
Occupational	10	6.0	41	0.2
Other	42	25.3	2,090	11.5
Number of Programs Reporting	166			

### Field Instruction

In master's programs 31,256 full-time and part-time students were assigned to field placements as of November 1, 2011. Mental health or community mental health had the highest placement of students, followed by child welfare, school social work, health, and family services. The most common other field placements were LGBT and education-related areas.

**Table 33. Field Placements of Master's Students by Category**

Field Placement Category	Total Enrollment	% of Total Enrollment
Mental Health or Community Mental Health	7,196	23.0
Child Welfare	3,840	12.3
School Social Work	3,744	12.0
Health	3,521	11.3
Family Services	3,141	10.0
Aging/Gerontological Social Work	1,929	6.2
Alcohol, Drug, or Substance Abuse	1,789	5.7
Administration	1,208	3.9
Criminal Justice/Corrections	1,100	3.5
Domestic Violence or Crisis Intervention	828	2.6
Housing Services	785	2.5
Community Planning	749	2.4
Developmental Disabilities	629	2.0
Military Social Work	623	2.0
Group Services	341	1.1
International	297	1.0
Social Policy	293	0.9
Rehabilitation	192	0.6
Public Assistance/Public Welfare	190	0.6
Program Evaluation	129	0.4
Occupational	95	0.3
Other	1,082	3.5
Subtotal	31,256	
Not yet Assigned Field	4,239	
Not to be in Field Instruction This Academic Year	5,126	
Total	40,621	
Number of Programs Reporting	184	

### Degrees Awarded

As reported by 199 programs, the mean number of credits normally required for the master's degree was 62.4 (range of 16 to 131). As reported by 181 programs, the mean number of credits required for an advanced standing master's degree was 37.0 (range of 10 to 100).

During the 2010–2011 academic year 20,573 master's degrees were awarded. Most of the graduates were female. The proportion of graduates identifying with a historically underrepresented group was 29.8% (6,127); 1.9% (388) of graduates were foreign (no resident visa).

**Table 34. Demographic Characteristics of Master's Graduates**

Demographic Category	Master's Graduates	
	Number	%
<b>Gender</b>		
Male	2,710	14.2
Female	16,318	85.8
Unknown	1,545	
<b>Age Group</b>	Number	%
25 or Younger	5,019	24.4
26–30	6,198	30.1
31–40	4,086	19.9
41 or Older	2,955	14.4
Unknown	2,315	11.3
<b>Racial/Ethnic Identification</b>	Number	%
White (non-Hispanic)	11,379	55.3
African American/Other Black	3,190	15.5
Chicano/Mexican American	505	2.5
Puerto Rican	37	0.2
Other Latino/Hispanic	1,329	6.5
American Indian/Native American	168	0.8
Asian American/Other Asian	658	3.2
Pacific Islander	58	0.3
Other	182	0.9
Multiple Race/Ethnicity	237	1.2
Unknown	2,830	13.8
<b>Programs Reporting</b>	207	

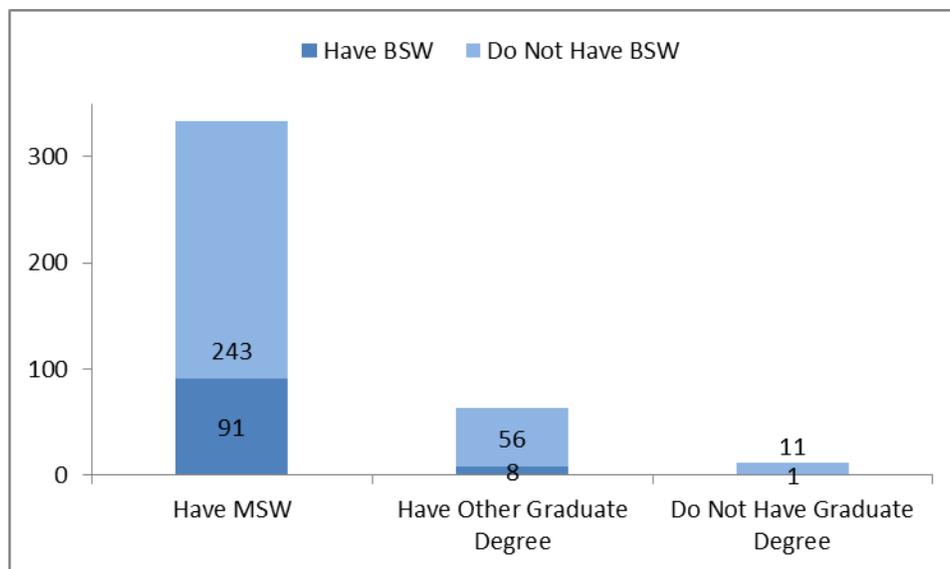
## Doctoral Programs

In 2011, 68 (95.8%) social work doctoral programs that were members of GADE participated in the CSWE Annual Survey.

### Educational Backgrounds of Newly Enrolled Students

Newly enrolled students primarily came from a background in social work, with most (81.5%) holding a master's degree in social work; 15.6% held graduate degrees from other fields. Very few (2.9%) newly enrolled students had no graduate degree.

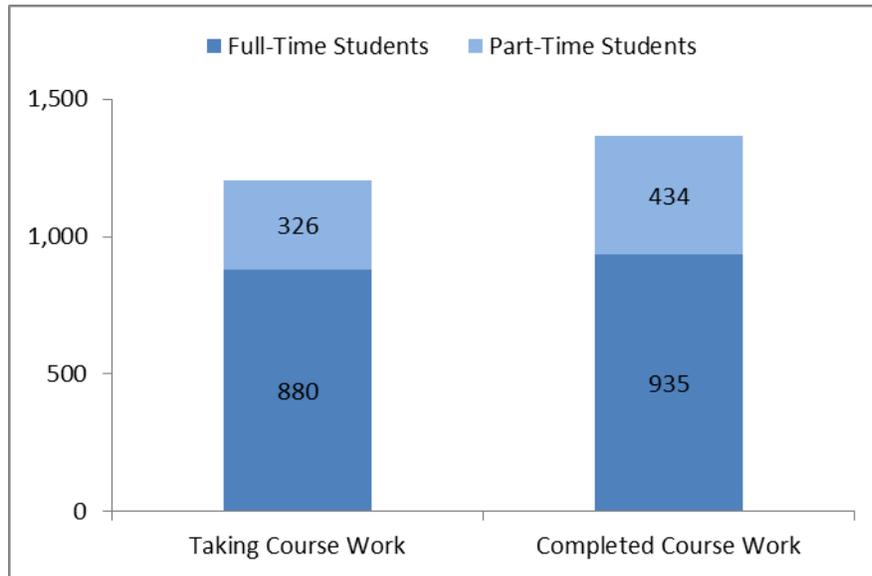
**Figure 13. Number of Newly Enrolled Doctoral Students by Educational Background**



### Enrollment

Doctoral programs identified enrolled students in two categories: those who were taking course work and those who had completed course work as of November 1, 2011, or the date in the fall term on which student lists were finalized. There were 2,575 students enrolled in doctoral programs. Most doctoral students were full-time (70.5%, 1,815); a slight majority (53.2%) of doctoral students had completed course work.

**Figure 14. Number of Doctoral Students by Enrollment Status**



**Figure 15. Doctoral Student Enrollment, 2007–2011**



The following table provides a breakdown of the gender and racial/ethnic identification of enrolled students, with comparison across enrollment status. Students were predominantly female across enrollment status. Higher proportions of full-time students (41.9% of those taking course work; 40.9% of those who had completed course work) were from historically underrepresented groups than were part-time students (36.2% of those taking course work; 34.8% of those who had completed course work).

**Table 35. Percentage of Doctoral Students by Demographic Category and Enrollment Status**

Demographic Category	Full-Time Taking Coursework	Part-Time Taking Coursework	Full-Time Completed Coursework	Part-Time Completed Course Work
<b>Gender</b>				
Male	20.8	23.5	23.7	20.0
Female	79.2	76.5	76.3	80.0
<b>Age Group</b>				
25 or Younger	6.1	a	a	0
26–30	34.2	12.6	17.4	5.1
31–40	38.5	35.6	47.1	34.3
41 or Older	20.8	40.2	29.6	52.3
Unknown	a	11.3	5.5	8.3
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	51.5	54.0	51.1	58.8
African American/ Other Black	16.4	26.1	16.1	18.9
Chicano/Mexican American	1.0	a	0.9	a
Puerto Rican	a	a	0.6	1.4
Other Latino/Hispanic	4.8	2.1	4.0	3.7
American Indian/ Native American	1.3	a	1.1	a
Asian American/ Other Asian	14.0	4.6	13.2	7.1
Pacific Islander	0.6	a	1.2	1.2
Other	3.6	1.5	3.9	1.2
Multiple Race/Ethnicity	1.6	a	1.1	a
Unknown	5.0	8.6	7.0	5.5
<b>Number of Programs Reporting</b>	67	67	67	67

<sup>a</sup>Excluded because underlying number in category was less than 5.

Among full-time students taking course work, 18.1% (159) were foreign (no resident visa); 7.1% (23) of part-time students taking course work were foreign. Among full-time students who had completed course work, 14.2% (133) were foreign; 6.2% (27) of part-time students who had completed course work were foreign.

## Degrees Awarded

During the 2010–2011 academic year, 321 degrees were awarded from doctoral programs. Most of the graduates were female. The percentage of graduates who identified with a historically underrepresented group was 36.4% (117); 12.5% (40) of graduates were foreign (no resident visa).

**Table 36. Demographic Characteristics of Doctoral Graduates**

Demographic Category	Doctoral Graduates	
	Number	%
<b>Gender</b>		
Male	74	23.3
Female	244	76.7
Unknown	<sup>a</sup>	
<b>Age Group</b>	Number	%
25 or Younger	0	0
26–30	28	8.7
31–40	145	45.2
41 or Older	138	43.0
Unknown	10	3.1
<b>Racial/Ethnic Identification</b>	Number	%
White (non-Hispanic)	195	60.7
African American/Other Black	39	12.1
Chicano/Mexican American	<sup>a</sup>	<sup>a</sup>
Puerto Rican	<sup>a</sup>	<sup>a</sup>
Other Latino/Hispanic	22	6.9
American Indian/Native American	<sup>a</sup>	<sup>a</sup>
Asian American/Other Asian	37	11.5
Pacific Islander	<sup>a</sup>	<sup>a</sup>
Other	12	3.7
Multiple Race/Ethnicity	<sup>a</sup>	<sup>a</sup>
Unknown	8	2.5
<b>Programs Reporting</b>	65	

<sup>a</sup>Excluded because number in category was less than 5.

Almost one half (48.6%) of graduates took 4 to 6 years to obtain their doctorates.

**Table 37. Years Taken by Doctoral Graduates to Obtain Degree**

Years to Awarded Degree	Number	%
3 Years or less	19	5.9
4 Years	43	13.4
5 Years	62	19.3
6 Years	51	15.9
7 Years	33	10.3
8 Years	29	9.0
9 Years	22	6.9
10 or More Years	49	15.3
Unknown	13	4.0
Programs Reporting	61	

**Table 38. Years That School Policy Allows for Completion of Doctoral Degree**

Years	Number of Programs	%
1–4	0	0
5–6	4	6.2
7–8	39	60.0
9–10	17	26.2
11 or More	2	3.1
No Limit	3	4.6
Unknown	0	0
Programs Reporting	65	

## Employment of Graduates

Doctoral programs provided information on the employment status of their graduates. Almost one third (31.8%) of doctoral graduates obtained tenure-line faculty positions; 12.8% of doctoral graduates obtained non-tenure-line faculty positions.

**Table 39. Employment Status of Doctoral Graduates**

Employment Status	Number	%
Tenure-Line Faculty Position	102	31.8
Non-Tenure-Line Faculty Position	41	12.8
Nonacademic Administrative Position	23	7.2
Postdoctoral Fellow	18	5.6
Academic Research Position	16	5.0
Nonacademic Research Position	16	5.0
Private Clinical Practice	8	2.5
Academic Administrative Position	<sup>a</sup>	<sup>a</sup>
Consulting Position	<sup>a</sup>	<sup>a</sup>
Other	24	7.5
Not Employed	5	1.6
Unknown	61	19.0
Total	321	

<sup>a</sup>Excluded because number in category was less than 5.

## Gerontology and Aging-Related Opportunities

The Annual Survey collected data on behalf of the National Center for Gerontological Social Work Education (Gero-Ed Center). The Gero-Ed Center has been funded by the John A. Hartford Foundation since 2004. Data from the Annual Survey items submitted by the Gero-Ed Center are used to promote gerontological competencies in social work programs. Additional information about the Gero-Ed Center is available on the CSWE website (<http://www.cswe.org/CentersInitiatives/GeroEdCenter/AboutGeroEd.aspx>).

### Baccalaureate and Master's Programs

Baccalaureate and master's programs were asked what opportunities in aging (within their programs or jointly with other departments) were available to their students. Field practica were the most common opportunities available to baccalaureate and master's students. Baccalaureate programs were more likely than master's programs to offer voluntary service activities as opportunities in aging for their students. Master's programs were more likely than baccalaureate programs to offer special events or research as opportunities for their students.

**Table 40. Opportunities in Aging by Program Level**

Opportunity	Baccalaureate Programs		Master's Programs	
	Number	%	Number	%
Specialization	---	---	27	13.0
Concentration	---	---	17	8.2
Minor	77	17.0	---	---
Field Practicum	350	77.3	172	82.7
Special Events (e.g., lectures, colloquia)	151	33.3	100	48.1
Research	119	26.3	84	40.4
Certificate	72	15.9	65	31.3
Stipends or Scholarships	32	7.1	55	26.4
Service learning or Other Volunteer Work	273	60.3	54	26.0
Area of Emphasis	43	9.5	35	16.8
Student Interest Group	43	9.5	25	12.0
Other	26	5.7	12	5.8

Baccalaureate and master's programs were more likely to offer elective courses specializing in aging than required courses. Baccalaureate programs were more likely than were master's programs to report that they infused social work competencies and practice behaviors into courses at the generalist level. Master's programs were more likely than were baccalaureate programs to report that they infused social work competencies and practice behaviors into courses at the advanced level.

**Table 41. Courses in Aging Offered by Program Level**

Courses	Baccalaureate Programs		Master's Programs	
	Number	Programs Reporting	Number	Programs Reporting
<b>Courses Specifically on Aging</b>				
Required	116	420	112	172
Elective	366	420	291	189
<b>Courses Infused With Gerontological Social Work Competencies and Practice Behaviors</b>				
Generalist Level	1,608	421	611	175
Advanced Level	362	421	566	175

Programs estimated the percentages of their students who had aging-related experiences. The most common aging-related experiences estimated by baccalaureate and master's programs were interactions with older adults in the classroom; baccalaureate programs were more likely to report these experiences than were master's programs. Baccalaureate programs were more likely than were master's programs to report graduates with aging-related specializations or employment.

**Table 42. Estimated Percentage of Opportunities in Aging by Program Level**

Opportunity	Baccalaureate Programs		Master's Programs	
	Estimated %	Programs Reporting	Estimated %	Programs Reporting
Students who had the opportunity to interact directly with older adult in classes	49.8	329	39.7	149
Students placed in field settings serving predominantly older adults	12.1	349	---	---
In generalist practice placement	---	---	8.2	173
In advanced placement	---	---	9.2	164
Graduates who completed a specialized curricular structure in aging	9.5	95	5.9	162
Graduates employed in settings serving primarily older adults	12.0	237	9.1	127

## Doctoral Programs

One hundred ten (4.3%) doctoral students participated in research related to aging (e.g., practicum, funded project, independent study).

Thirty-four doctoral candidates completed dissertations that focused on aging. Of these candidates 17 applied for a Hartford Doctoral Fellows Program, and 12 were funded.

An estimated 5.0% of doctoral graduates pursued careers specializing in aging.

**Table 43. Estimated Percentage of Doctoral Graduates Pursuing Careers Specializing in Aging**

Specialization	Number of Graduates	Number of Programs Reporting
Faculty member teaching aging content within a social work program	10	23
Postdoctoral gerontological researcher	<sup>a</sup>	21
Gerontological social work practitioner	<sup>a</sup>	20
Gerontological researcher in nonacademic setting	<sup>a</sup>	18

<sup>a</sup>Excluded because number in category was less than 5.

## **Full-Time Faculty**

For 2011, 426 social work programs provided information on 4,730 full-time faculty members. Gerontology was the specialized area of expertise for 442 (9.3%) of full-time faculty members. During the 2010–2011 academic year 432 (9.1%) of full-time faculty members participated in gerontological research.