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Colleagues,

This year’s Annual Report paints a picture of organizational strength and vitality that depends on partnerships and collaboration. In nearly every initiative and activity described in this report, there is evidence of such connections and relationships. This was a year in which CSWE simultaneously turned inward, to ensure that our social work education programs continue to produce competent practitioners and scholars for a quickly changing world, but also outward, to advance our goals of inclusiveness, equity, and justice through strategic partnerships within and beyond social work. Both kinds of activities were enhanced and guided by the numerous members who volunteer their time through service on CSWE commissions and councils, APM committees, and in many other ways.

Our inward-looking view included activities such as professional development programs, initiatives to support students in integrated health settings and policy practice, curricular guides to advance substantive areas of contemporary practice, building a connection to the profession by reaching out to students who are still making decisions about their career paths, learning how programs are ensuring that their students are competent in relation to diversity and justice, and more.

Our outward-looking focus had two parts: working collaboratively with sister social work organizations and partnering with those outside social work. With our sister organizations, we peered into what the future might be for the profession (Futures Task Force), launched a Social Work Workforce Study, helped fund a National Academies Consensus Study on the importance of attending to social needs in health care, supported quality social work education globally, and joined the Grand Challenges for Social Work Initiative of the American Academy of Social Work and Social Welfare by dedicating our 2017 Annual Program Meeting to this theme.

The other part of outward-looking moves us beyond our social work colleagues and organizations. Through interprofessional and intersectoral partnerships, we raise the visibility of the value of social work, but we also find like-minded colleagues outside the profession who can be partners in advancing our goals. Our most visible public-facing initiative is our Public Policy Initiative, which has focused on broadening our champion and ally base to support investments in social work students and education. CSWE has become a valued member of the interprofessional community, not simply happy to be at the table, but also influencing interprofessional education from a social work perspective. Finally, as more programs develop and offer a practice doctorate degree, we are learning from the experience of other professions, which helps us be strategic and intentional in protecting what has always been good and solid about social work education, while also supporting growth and innovation.

Bottom line: It’s been a great year. And we thank you for all your many contributions to this good work!

With warm regards,

Darla Spence Coffey
President and CEO

Barbara W. Shank
Chair, Board of Directors
Focusing on Member Engagement Through Innovative Professional Development

CSWE Learning Academy

The CSWE Learning Academy provides opportunities for member engagement and professional development. It recently launched its second online orientation for 60 new commission and council members, providing an overview of CSWE’s shared governance model and expectations of volunteers. The platform also delivered innovative training on reaffirmation and online modules for site visitors. Training and leadership academies focused on assessment and leadership for program and field directors.

Assessment Academy

CSWE expanded on the postconference Assessment Academy presented at the 2016 Annual Program Meeting (APM) by offering the hybrid 2017–2018 Assessment Academy on education assessment. The program kicked off with postconference workshops at the 2017 APM, which addressed topics such as understanding competency assessment, assessment of competencies in field education, development and use of rubrics, and assessment of implicit curriculum. Live webinars were presented through the CSWE Learning Academy in spring 2018. The webinars showcased the assessment activities of three social work programs: The University of North Carolina at Chapel Hill, Indiana University, and the University of Southern California. The Assessment Academy has drawn more than 120 participants. All materials from this program, including the live workshops, were recorded and are available with registration in the CSWE Learning Academy.

CSWE Program Director Academy

In June 2017, CSWE accepted a second cohort for the Program Director Academy, a year-long leadership certificate program for new BSW and MSW program directors. Developed in partnership with CSWE’s Council on Leadership Development, this program focuses on developing leadership and management competencies specific to program director job functions.

The 2017–2018 cohort consisted of 31 program directors, each of whom had served in his or her current role for...
fewer than 3 years. The academy began with a 2-day series of interactive workshops on topics such as managing effective meetings, identifying and developing leadership competencies, and leadership styles. The cohort reconvened at the 2017 APM for a panel presentation, “A Conversation With Social Work Leaders: Sharing Knowledge on Diversity and Inclusion.” Afterward, program directors joined associate deans for a series of private workshops on financial management, performance standards, and accreditation. In spring 2018 a webinar series was presented on professional advancement, navigating faculty governance, and creating a personal leadership development plan. After successful completion of the program, participants received a certificate and will be recognized at the 2018 APM’s Leadership Networking Reception. CSWE has graduated almost 55 program directors from this leadership program since 2016.

**Minority Fellowship Program**

Dr. Duy Nguyen, an alumnus of the MFP (2004–2007), was hired as the MFP director to provide leadership for the program through CSWE’s continued commitment to diversity. He has a PhD in social work from Columbia University and and received his MSW and BA from Washington University in St. Louis. He is currently adjunct faculty at Columbia University and New York University. Previously he was an associate professor at Temple University and assistant professor at New York University. Along with his academic career, Dr. Nguyen has practiced social work at a community mental health center to promote access to behavioral health care for Asian immigrants and refugees in Chicago.

**A Commitment to Addressing Behavioral Health Disparities**

The Minority Fellowship Program (MFP) receives funding from two Substance Abuse and Mental Health Services Administration (SAMHSA) grants with which it provides stipends, mentoring, and training to 40 master’s fellows and 24 doctoral fellows committed to addressing the mental health and substance abuse needs of racial and ethnic minority populations.
As part of the fellows’ professional development, the MFP developed new partnerships and collaborated with social work and behavioral health leaders to deliver virtual and in-person training on topics affecting the mental health and substance abuse needs of racial and ethnic minority populations. The MFP also provided enhanced mentoring opportunities to fellows this year. Doctoral fellows were matched with MFP Doctoral Advisory Committee members based on their research and clinical interests. Fellows spoke with their mentors at least twice during the grant year. The mentors completed a survey based on the information discussed. Master’s fellows had “speed mentoring” during this year’s training, where they met with at least two mentors who identified areas of specialized practice or career expertise that aligned with the fellows’ interests.

In response to a new SAMHSA funding opportunity announcement, the MFP staff applied for a 5-year, $7.1 million grant to increase the number of culturally competent master’s and doctoral fellows dedicated to reducing health disparities and improving behavioral health-care outcomes for racially and ethnically diverse populations.

Partnerships and Collaborations to Advance Social Work and Social Work Education

CSWE collaborated this year with programs, faculty members, and sister organizations to advance strategic initiatives related to education standards, curriculum and resource development, and research. These partnerships also help CSWE expand education resources related to emerging and specialized areas of practice.

National Workforce Initiative

The Workforce Study in Social Work is a collaborative project with the National Association of Social Workers (NASW), the Association of Social Work Boards (ASWB), the National Association of Deans and Directors of Schools of Social Work (NADD), the Association of Baccalaureate Social Work Program Directors, the Group for the Advancement of Doctoral Education in Social Work, the Society for Social Work and Research (SSWR), and the Academy for Social Work and Social Welfare. Generous funding for the project has been provided by all the leadership organizations and the University of Southern California School of Social Work. The consulting organization, George Washington University Health Workforce Institute, led the data collection efforts.
In August 2017 the consultants conducted a survey with a sample of recent social work graduates that produced a 70% response rate. The report, *New Social Workers: Results of the Nationwide Survey of 2017 Social Work Graduates*, is now available. The survey addressed student demographics, employment, and perceptions of social work education and the job market. An executive summary of the report is available on CSWE’s website.

### 2017 Student Profile

#### BSW Graduate Profile

- **87%** female
- **median age:** 23 years old
- **mean income:** $31,327
- **92.2%** would recommend social work degree to others
- **95.4%** were enrolled full time
- **80.6%** plan to continue their social work education

#### MSW Graduate Profile

- **90%** female
- **median age:** 28 years, but nearly **13%** were 40+ years old with significant work experience
- **78.6%** had work experience before entering MSW program
- **mean income:** $44,418
- **71%** were entering positions that required an MSW or a social work license

- **populations served by graduates:**
  - children and families, **39%**
  - people with mental health issues, **21%**
  - people receiving health care, **15%**
  - school social work, **7%**
  - people with substance abuse issues, **6%**
  - other, **12%**

- **92.7%** would recommend a social work degree to others
- **75%** were enrolled full time

Source: *New Social Workers: Results of the Nationwide Survey of 2017 Social Work Graduates*  
The George Washington University  
Health Workforce Institute
SocialWorkCAS successfully launched its second cycle in August 2017. Central to the service’s mission is providing a financially viable platform for students to apply to participating master’s-level programs. With that in mind, CSWE expanded its fee waiver program in the second cycle to include service-based initiatives. SocialWorkCAS was the first national CAS to offer fee waivers to people who serve or have served in the U.S. military. The waiver program also includes community-based programs such as AmeriCorps, City Year, the Peace Corps, and Teach for America. SocialWorkCAS plans to launch its third cycle in August 2018 with 12 participating programs and will process applications to PhD and DSW programs for the first time.

SocialWorkCAS also creates an opportunity to recruit to the profession at an earlier stage. To understand the needs of students who are exploring the field, CSWE staff conducted focus groups with current BSW and MSW students. The meetings helped staff understand how students discovered the profession, what resources were most helpful during that process, and additional information that CSWE could provide to assist students in navigating their degree path. Findings from these meetings will be used to inform CSWE’s Student Web page.

Health Professions Week
CSWE was an active participant in the 2017 Health Professions Week (HPW), a week-long, completely virtual event for high school and college students interested in learning more about careers in the health professions. During HPW, CSWE recruited local social work students to chat online with more than 50 students about social work and social work careers. Volunteers also helped create “A Day in the Life” videos, published on CSWE’s YouTube channel.

Social Work HEALS
The Social Work Healthcare Education and Leadership Scholars (HEALS) program, now in its third year, is a collaboration between CSWE and NASW funded by the New York Community Trust. It provides scholarships and leadership opportunities for 54 students across the educational spectrum. The project prepares emerging social workers to lead efforts to strengthen the delivery of health-care services in the United States. HEALS also held its annual Policy Summit in Washington, DC, where students advocated with legislators on Capitol Hill, provided funding to consortium programs to host policy events.
focused on local issues, and hosted a webinar, “Immigration and Health Care,” that was open to students, faculty members, and field instructors. In spring 2017 the New York Community Trust generously renewed funding for HEALS for another 2 years.

**Policy Practice in Field Education Initiative: Integrating Policy and Field**

CSWE published a compilation of case studies from the first two cycles of the Policy Practice in Field Education Initiative. The report examines the challenges and opportunities of the initiative and highlights practice settings and populations such as health, voter education, homelessness, education, child welfare, immigration, criminal justice, and environmental justice.

Grantees presented the innovative ways they integrated policy practice into field education at the Field Education Institute reception at the 2017 APM in Dallas, TX.

In January 2018, CSWE launched a third cycle supported with generous funding from the New York Community Trust. CSWE received 113 applications and awarded nine grants to social work programs supporting field directors, training faculty, and increasing field opportunities focusing on such areas as voter registration, racial inequalities, and child welfare.

**Curricular Guides: Preparing Students for Today’s Practice Demands**

A priority for the education division is to deliver high-quality educational resources to support program members, students, and faculty members in their teaching and learning. Using a framework developed by the Commission on Educational Policy, groups of faculty members and practitioners have helped CSWE develop the 2015 EPAS Curricular Guide Resource Series. With funding from universities, grants, and organizations, CSWE has expanded the series.

CSWE convenes expert social work educators and practitioners in areas of specialized practice to develop each guide. This year CSWE and the Cohen Veterans Network, a national not-for-profit philanthropic organization dedicated to improving the mental health care of veterans, jointly published the Specialized Practice Curricular Guide for Military Social Work.
Substance Use

This year CSWE increased its presence and offerings related to substance use, particularly the opioid and pain management crisis. CSWE collaborated with the American Association of Addiction Psychiatry as a partner with the Substance Abuse and Mental Health Services Administration (SAMHSA) State Targeted Response–Technical Assistance Consortium to deliver faculty training on opioid use.

CSWE continues to partner with the National Opinion Research Center (NORC) at the University of Chicago to support the integration of substance abuse screening, brief intervention, and referral to treatment (SBIRT) into the social work curriculum. In March 2018, CSWE hosted a webinar through the Learning Academy titled “Mapping SBIRT to the 2015 CSWE EPAS.”

CSWE partnered with the University of Texas at Austin, which developed resources to train social work faculty members and field instructors on the prevention of fetal alcohol syndrome. Funding was provided by the Centers for Disease Control and Prevention. High-risk drinking among U.S. women has increased significantly over the past decade and is linked to serious adverse health and reproductive outcomes. The funding is being used to develop a free online continuing education course to help social workers identify risk factors, understand fetal alcohol spectrum disorders, and develop field instruction for students. The course will target social work field instructors.

Finally, CSWE partnered with SAMHSA Region 3 to host an Addiction Education Summit with schools of social work located in the region. The summit sought to identify how schools of social work can address the increasing need for social workers with expertise in working with individuals who have addictive disorders. Representatives from 25 schools of social work participated in the summit.
Interprofessional Education

In partnership with the Interprofessional Education Collaborative (IPEC), CSWE continues to be actively involved in advancing interprofessional education for social work. CSWE has contributed to the participation of social work educators and speakers in IPEC faculty institutes, webinars, and conferences focused on interprofessional education.

![U.S. Public Health Service IPEC award winners at the IPEC Summer 2018 Council Meeting](image)

Integrating Social Needs Care Into the Delivery of Health Care to Improve the Nation’s Health

CSWE joined other social work organizations and programs, as well as philanthropic foundations, to raise the funds to support the approved consensus study at the National Academies of Sciences, Engineering, and Medicine to examine the integration of services addressing social needs and the social determinants of health into the delivery of health care to achieve better health outcomes. A committee of physicians, public health experts, and social workers was formed and is scheduled to examine the issues and produce a report by August 2019. It is expected that this report will highlight the important role that social workers and other providers play in addressing the psychosocial, economic, and environmental factors that influence health outcomes.

The Center for Diversity and Social & Economic Justice

The CSWE Center for Diversity and Social & Economic Justice is engaged in targeted projects in four functional areas: curriculum development, faculty development, research, and collaborative partnerships. It works closely with the Commission for Diversity and Social and Economic Justice, its councils, and an external advisory committee that provides strategic support to the director. In the past year the center engaged in the following activities:

- **Strategic planning.** A strategic plan was developed with the center’s advisory committee, including an all-day session on September 10, 2017.
CSWE Annual Survey. Developed a 10-question supplement included in the 2017 CSWE Annual Survey, the “Special Topic on Diversity and Social and Economic Justice.” Survey questions addressed resources needed to support teaching in diversity and justice: current educational activities and approaches at schools of social work (open-ended), priorities regarding curriculum resources, interest in developing specific areas of practice and scholarship, teaching strategies to enhance learning, ways to improve the learning environment (e.g., faculty development), preferred resource delivery methods (e.g., newsletter, Web-based trainings), sources of information and resources, and views on upcoming needs regarding diversity and justice issues.

Diversity Center Web page. Launched the Diversity Center’s Web page, which includes teaching and curriculum resources, faculty development, and a list of social work programs providing specialized training for practice with diverse communities and engagement in social justice work.


Faculty development. Presented a 2017 APM Faculty Development Institute, “Facilitating Minority Scholar Career Development: How to Build an Infrastructure for Success,” and a workshop during CSWE’s Minority Fellowship Program Doctoral Fellows Training Day. In addition, presented three papers at professional conferences on behalf of the Diversity Center.

Collaborations with CSWE programs. Staffed a workgroup of social work faculty members assembled to identify curricular resources for the CSWE Coalition for Policy Education and Practice in Social Work.

Public Policy Initiative

Advocacy and Policy Critical to Supporting Social Work Education

In a year that has seen multiple threats to higher education, social and economic justice, and the social safety net, the CSWE Public Policy Initiative (PPI) has worked to influence policy and engage CSWE members in the critical work of advocacy. These efforts seek to strengthen the position of social work in higher education, the national political environment, and the public perception, a strategic goal of CSWE.

Advancing Support for Social Work Education

Influencing a proposed reauthorization of the Higher Education Act was a major focus of the CSWE PPI. CSWE staff and board members attended several meetings with congressional
offices to express CSWE’s higher education priorities and state opposition to the Promoting Real Opportunity, Success, and Prosperity Through Education Reform (PROSPER) Act, a bill that would reduce vital aid for students and eliminate the Public Service Loan Forgiveness (PSLF) program. Protecting PSLF is a major priority for CSWE, and the CSWE PPI has initiated multiple advocacy efforts, including member action alerts, social media outreach, engaging policymakers, and joint actions with the PSLF Coalition.

**Increasing Investments in Social Work and Health Care**

The CSWE PPI contacted members of Congress and their staff members to support health-care priorities during the funding process for fiscal years 2018 and 2019. The PPI’s advocacy efforts contributed to increases and steady funding levels for several health-care programs of importance to CSWE, including the following:

- The Health Resources and Services Administration’s Title VII health professions programs, including the Behavioral Health Workforce Education and Training, the Geriatrics Workforce Enhancement, and Scholarships for Disadvantaged Students programs

- The Substance Abuse and Mental Health Services Administration’s Minority Fellowship Program

- The National Institutes of Health (NIH) biomedical and health-related research, which includes social and behavioral science research

The PPI also communicated with congressional and federal agency representatives to raise awareness about CSWE’s activities in helping combat the opioid crisis. To educate the public about the social work profession’s vital role in addressing this challenge, the PPI developed and circulated a new set of principles. The PPI is engaged in ensuring that substance use disorder legislation and policies recognize the important role social workers play in this area.

**Promoting Social Work Research and Social Justice**

Building on a partnership initiated in 2016, CSWE and the Society for Social Work and Research (SSWR) continue to grow a relationship focused on shared priorities and advocacy. This includes raising the profile of social work in the federal agencies and Congress. In August Dr. Darla Spence Coffey and Dr. Eric Rice, associate professor in the University of Southern California, represented CSWE and SSWR in a presentation before the NIH Behavioral and Social Sciences Research Coordinating Committee, which includes officials from each of the NIH institutes and centers. The two societies have also signed on to community letters on topics related to research and social justice and have coauthored letters and blog posts. The CSWE PPI has advocated for several social justice issues, including Deferred Action for Childhood Arrivals, family separation at the border, and proposed changes to the census.
The 2017 Annual Program Meeting (APM), CSWE’s signature faculty development event, was focused on how social work educators can equip students to develop and sustain innovative solutions to the 12 societal issues identified in the Grand Challenges. Presentations on how all levels of social work education are helping advance the social work Grand Challenges included new ideas, research, and innovations in teaching and learning.

Dr. Gloria Wilder was the speaker for the 2017 APM Opening Plenary Session. Her speech, “Strengthening the Community: The Impact of the Social Determinants of Health,” addressed health care needs within underserved communities. Dr. Wilder founded the Core Health and Wellness Center, a community-driven social justice solutions company dedicated to helping health-care providers in underserved communities improve their quality of service.

Preconference workshops included Grand Challenges, Teaching Institutes, and a Field Education Institute. The 2017 APM also saw record participation in the continuing education program, with approximately 429 participants.

As a follow-up to the CSWE Summit on Field Education in 2014 and recognizing that progress on the Social Work Grand Challenges requires integration with our profession’s signature pedagogy, the Field Education Institute included 150 deans,
program directors, field directors, field personnel, and interested faculty members. A keynote and panel presentation on the Social Work Grand Challenges and Field Education by Dr. Richard P. Barth, dean and past president of the American Academy of Social Work and Social Welfare (University of Maryland); Dr. Samuel B. Little, assistant dean for Field Education (University of Maryland); and members of the CSWE Council on Field Education was the highlight of the institute. Nine workshops focusing on the field summit themes were also featured.

The CSWE Council on Sexual Orientation and Gender Identity and Expression (CSOGIE) hosted a special session during the 2017 APM titled “Our Greatest ‘Grand Challenge’: Providing Values-Driven Services in a Values-Challenged Environment.” A panel representing social work education and advocacy shared their experiences, challenges, and successes in the context of a challenging political environment.
### Who Attends the APM?

#### 1,347 educators
- Full- or part-time professors (1,262)
- Field educators (85)

#### 435 administrators
- Administrators (169)
- Program directors (196)
- Field education coordinators (62)
- Development officers (2)
- Admissions directors (6)

#### 450 students
- Undergraduate students (60)
- Graduate students (77)
- Doctoral students (313)

#### 106 practitioners/academicians
- Practitioners in social work field (73)
- Practitioners in non-social work field (16)
- Academicians in non-social work field (17)

#### 24 miscellaneous
- Emeritus (12)
- Higher education librarians (2)
- Staff/vendor (10)

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#### 2017 APM Attendees
- Total: 2,362
- **教育家** 57.02%
- **管理者** 18.41%
- **学生** 19.05%
- **实践者/学者** 4.48%
- **其他** 1.02%
Social Work Accreditation

Accreditation and 2015 EPAS Training

CSWE’s Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet these standards. As of the June 2018 Commission on Accreditation meeting, the Department of Social Work Accreditation serves 782 accredited baccalaureate and master’s social work programs and 45 programs in candidacy for accreditation. We continue to offer consultation services at the CSWE APM and the Association of Baccalaureate Social Work Program Directors’ (BPD’s) conference, as well as through phone, virtual, and face-to-face meetings throughout the year.

Through training workshops, we provide guidance to programs preparing to write self-studies and candidacy workshops to provide specific information about the candidacy application process and the benchmark model to achieve full accreditation. Seven reaffirmation workshops were held this year, with more than 200 participants. Two candidacy workshops served 60 participants from multiple institutions.

Quarterly updates from the commission were provided to programs after each meeting to announce the results of interpretive discussions and communicate new policies and procedures. Because of changes in the Educational Policy and Accreditation Standards (EPAS) in 2015 and feedback from the commission, site visitor training was revamped to focus more heavily on skill building, with a special emphasis on writing reports and tips for successful site visit meetings with students and faculty members.

Accreditation of Practice Doctoral Programs in Social Work

After the CSWE Board of Directors decision in 2016 to move forward with developing a process for the accreditation of practice doctoral programs in social work, the Commission on Accreditation and the Commission on Educational Policy appointed the Practice Doctorate Subcommittee to move forward with the development of the accreditation process and standards. The Practice Doctorate Subcommittee created a timeline and framework. CSWE released the

As of the June 2018 Commission on Accreditation meeting, there are

- 521 accredited baccalaureate social work programs
- 261 accredited master’s social work programs
- 28 baccalaureate social work programs in candidacy
- 17 master’s social work programs in candidacy
timeline and a report, “Framework for Accreditation of Practice Doctoral Programs in Social Work,” in October 2017 for public comment and feedback. There were 75 responses from the survey, and approximately 200 people attended conference feedback sessions at the 2017 APM, the Group for the Advancement of Doctoral Education in Social Work (GADE), and the BPD conference. Based on the feedback, the committee revised the framework document, and draft accreditation standards have been developed for feedback and public comment.

**Annual Survey of Accredited Programs**

As the primary source for data about social work education, the Annual Survey is critical for CSWE and our member programs to use in government relations work and discussions with university administration and the public. The summary report for the 2016 Annual Survey was released in fall 2017.

### Enrolled Students at a Glance

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Total Students</th>
<th>Enrolled Full Time</th>
<th>Full Time Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSW Programs</td>
<td>60,306</td>
<td>52,745</td>
<td>87.5%</td>
</tr>
<tr>
<td>DSW Programs</td>
<td>1,052</td>
<td>347</td>
<td>33%</td>
</tr>
<tr>
<td>MSW Programs</td>
<td>63,569</td>
<td>41,186</td>
<td>64.8%</td>
</tr>
<tr>
<td>DSW Programs</td>
<td>2,152</td>
<td>1,679</td>
<td>78%</td>
</tr>
</tbody>
</table>

**Policy Clearinghouse**

In May 2018 the Coalition for Policy Education and Practice in Social Work launched the Clearinghouse for Policy in Social Work Education. Housed at CSWE, this collection fills gaps in policy and macro social work education by providing resources to educators, students, and practitioners. A workgroup led by Dr. Yolanda Padilla solicited, collected, and organized more than 100 resources for the initial launch.
Globalizing the Curriculum

Through programmatic initiatives and the work of the Commission on Global Social Work Education, the Council on Global Learning and Practice, and the Council on Global Social Issues, CSWE supports the globalization of the social work curriculum here and abroad.

In 2017 the Katherine A. Kendall Institute for International Social Work Education funded its second cycle of international grants. Three social work programs received $10,000 to integrate global perspectives into their curricula. Grant topics included increasing minority student participation, integrating global and local thinking, and using technology to transcend boundaries.

In conjunction with Social Work Day at the United Nations and World Social Work Day, the institute sponsored a faculty roundtable in March. Members of the institute’s advisory board led a discussion about ways to internationalize the curriculum.

China Collaborative

A final report of the 5-year China–United States Social Work Education Collaboration was released in January 2018. Conducted by an external evaluation team convened by the institute and its international partners, the report analyzed the project’s impact and challenges and outlined best practices for future international collaborations.

As the regional Global Observatory for the Global Agenda for Social Work and Social Development, CSWE gathers regional information on the agenda’s themes. Prior to the Joint World Conference in Dublin, CSWE submitted a report on the agenda’s third theme, “Promoting Community and Environmental Sustainability.”
Futures Task Force: Envisioning the Future of Social Work

In preparation for CSWE’s next strategic plan, the CSWE Board of Directors appointed a Futures Task Force to explore the future of the social work profession. The Futures Task Force began by conducting an environmental scan that framed potential scenarios of the future of the profession in a report titled *Envisioning the Future of Social Work*. The four scenarios for the future of social work developed by the CSWE Futures Task Force describe alternative contexts in which social workers may be operating. It explores the roles social workers may play as they anticipate and respond to the critical issues facing individuals, families, communities, and society at large.

CSWE 2018 Publications Focus on Practical Pedagogy

CSWE’s Publications Department, part of the Communications and Marketing Division, develops resources to help social work educators serve their students and advance their profession. CSWE staff members work in conjunction with the Council on Publications (COP), which oversees publication policies, serves as an editorial board in acquiring and vetting book proposals through CSWE Press, and oversees the *Journal of Social Work Education’s* (JSWE) Editorial Advisory Board (EAB). The Publications Department also produces a monthly e-newsletter, the CSWE Annual Report, and printed material for the Annual Program Meeting. It works with other CSWE divisions and departments to publish books and online resources such as the 2015 EPAS Curricular Guide Resource Series and Annual Statistics on Social Work Programs in the United States.

JSWE published 70 new articles online in *Volume 53 (2017)*, including a special issue titled “Innovations in MSW Education and Training for Practice in Integrated Care Environments,” which was headed by guest editors Jorgé Delva (University of Michigan) and Mary Ruffolo (University of Michigan). The impact factor for JSWE increased from 0.847 in 2016 to 1.0 in 2017.
CSWE Donors 2017–2018

**Pewter**
*Less than $24.99*
Belinda Bruster-Margan
Karun K. Singh

**Copper**
*$25.00–$49.99*
Darlyne Bailey
Janice Berry Edwards
Cynthia D. Bisman
Katharine Briar-Lawson
RosieLee Camacho
Salinas
Mioara Diaconu
Amy Doolittle
Elizabeth Doran
Hutchison
Gemma Douglas
Beckley
Aracelis Francis
Ruth Gerritsen-McKane
Angela Goins
Melinda Gushwa
Edward Hanna
Helen Harris
Mark Homan
Charles P. Hoy-Ellis
Tawanda Hubbard
Dorothy Idleburg
Tanisha James
John W. Kraybill-Greggo
Henry W. Kronner
Luella Loudenback
Peter Maramaldi
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Kim Oliver
Gwenelle S. O’Neal
Tammy Rice
Ann Rosegrant
Alvarez
Gerhard Schwab
Tasha Seneca Keyes
Anna Shustack
Judy Singleton
Kristen S. Slack
Carrie J. Smith
Cheryl Springer
Rebecca Thompson Davis
Rowena Wilson
Brenda Eastman
Billie Phillips Terrell

**Bronze**
*$50.00–$99.99*
Saliwe Kawewe
Philip Rozario
Wendy Smith
Anthony A. Bibus
Jane Middleton
Lois Pierce

**Silver**
*$100.00–$499.00*
Jessica Donohue-Dioh
Charles Edward Lewis
Sylvia Romero
Barbara Shank
Jerald Shapiro
Lynn Videka
Kathleen Woehrle
Merl C. Hokenstad
Carol Jabs
Wynne Korr

Membership at a Glance

*Numbers reflect membership within the membership year (April 1, 2017–March 31, 2018)*
CSWE Governance Structure 2017–2018

Board Committees
- Audit
- Budget and Finance
- Executive
- Investment
- Professional Recognition and Awards

Commissions
- Commission on Accreditation
- Commission on Educational Policy
  Council on Field Education
  Council on Practice Methods and Specializations
- Commission on Global Social Work Education
  Council on Global Social Issues
  Council on Global Learning and Practice
- Commission for Diversity and Social and Economic Justice
  Council on Disability and Persons With Disabilities
  Council on Racial, Ethnic, and Cultural Diversity
  Council on the Role and Status of Women in Social Work Education
  Council on Sexual Orientation and Gender Identity and Expression
- Commission on Membership and Professional Development
  Council on Conferences and Faculty Development
  Council on Leadership Development
  Council on Publications
- Commission on Research

Other Board Committees
- Affirmative Action
- Bylaws Review
- Strategic Planning

1. Bylaws specified.
2. Unless otherwise specified in the bylaws or in board-approved committee descriptions, board committees must have a majority of members from the board; non-board members may be appointed.
3. Chair serves as ex-officio nonvoting member of the Board of Directors.
2017–2018 Officers and Board of Directors

OFFICERS

CHAIR
Barbara W. Shank
St. Catherine University and University of Saint Thomas Collaborative

VICE CHAIR/SECRETARY
Saundra H. Starks
Western Kentucky University

TREASURER
Andrea M. Stewart
University of Arkansas-Pine Bluff

BOARD MEMBERS

James Akin
NASW-FL

Mahasweta Banerjee
University of Kansas

Kia J. Bentley*
Virginia Commonwealth University

Darla Spence Coffey
President, Council on Social Work Education

Carol Cohen*
Adelphi University

Alan J. Dettlaff
University of Houston

Rosio Gonzalez
Catholic Charities of the Archdiocese of Washington

Jenny L. Jones*
Clark Atlanta University

Susan Carol Mapp
Elizabethtown College

Eunice Matthews-Armstead
Eastern Connecticut State University

Debra M. McPhee*
Fordham University

Lori Messinger
University of North Carolina at Wilmington

Sandra Lee Momper
University of Michigan

Cheryl A. Parks*
Simmons College

William B. Pederson
Northern Arizona University, Yuma

Cathryn Potter
Rutgers, The State University of New Jersey

Andrew W. Safyer*
Adelphi University

*Ex-officio members, i.e., nonvoting members
## Assets

<table>
<thead>
<tr>
<th>CURRENT ASSETS</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$2,169,036</td>
</tr>
<tr>
<td>Investments</td>
<td>3,854,177</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>208,891</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>46,491</td>
</tr>
<tr>
<td>Publication inventory</td>
<td>30,781</td>
</tr>
<tr>
<td>Prepaid expense</td>
<td>299,120</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td><strong>6,608,496</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIXED ASSETS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture &amp; equipment</td>
<td>92,082</td>
</tr>
<tr>
<td>Hardware and software</td>
<td>1,996,002</td>
</tr>
<tr>
<td><strong>Less: Accumulated depreciation</strong></td>
<td><strong>(1,188,235)</strong></td>
</tr>
<tr>
<td><strong>Net fixed assets</strong></td>
<td><strong>899,849</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER ASSETS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td>35,802</td>
</tr>
<tr>
<td>Trademark</td>
<td>243,161</td>
</tr>
<tr>
<td><strong>Total other assets</strong></td>
<td><strong>278,963</strong></td>
</tr>
</tbody>
</table>

| TOTAL ASSETS | $7,787,308 |

## Liabilities and Net Assets

<table>
<thead>
<tr>
<th>CURRENT LIABILITIES</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$295,661</td>
</tr>
<tr>
<td>Deferred dues</td>
<td>2,148,806</td>
</tr>
<tr>
<td>Deferred accreditation fees</td>
<td>136,368</td>
</tr>
<tr>
<td>Deferred annual program meeting</td>
<td>704,115</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td><strong>3,284,950</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG-TERM LIABILITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred rent—net of current portion</td>
<td>193,358</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>3,478,308</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NET ASSETS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanently restricted</td>
<td>501,997</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>423,068</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>3,383,936</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>4,309,001</strong></td>
</tr>
</tbody>
</table>

| TOTAL LIABILITIES AND NET ASSETS | $7,787,308 |

As of June 2018
### FY18 Statement of Activity

#### Revenue 2018

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership</td>
<td>$3,301,486</td>
</tr>
<tr>
<td>Grants and contributions</td>
<td>1,954,140</td>
</tr>
<tr>
<td>Conference</td>
<td>979,440</td>
</tr>
<tr>
<td>Accreditation fees</td>
<td>1,148,464</td>
</tr>
<tr>
<td>Publications</td>
<td>208,296</td>
</tr>
<tr>
<td>Investment income</td>
<td>200,418</td>
</tr>
<tr>
<td>Advertising</td>
<td>96,980</td>
</tr>
<tr>
<td>Educational</td>
<td>160,673</td>
</tr>
<tr>
<td>Sponsorship</td>
<td>155,005</td>
</tr>
<tr>
<td>Research</td>
<td>120,575</td>
</tr>
<tr>
<td>Technology fee</td>
<td>164,400</td>
</tr>
<tr>
<td>Other revenue</td>
<td>192,927</td>
</tr>
<tr>
<td>In-kind services</td>
<td>147,470</td>
</tr>
</tbody>
</table>

**TOTAL REVENUE**  
$8,830,274

#### Expenses 2018

**PROGRAM SERVICES**

- Accreditation: $1,767,735
- Conference faculty development: $1,419,731
- Minority Fellowship Program: $1,368,742
- Publications: $332,778
- Communications and Marketing: $412,225
- Other programs: $1,691,088
- Membership services: $137,552
- Social work education research: $960,786

**Total program services**  
$8,090,637

**SUPPORTING SERVICES**

- Administration: $745,821

**Total expenses**  
$8,836,458

- Change in net assets: ($6,184)

**Net assets at beginning of year**  
$4,315,185

**Net assets at end of year**  
$4,309,001

*For the Year Ended June 30, 2018*
Upcoming
Annual Program Meetings

2019 ▶ October 24–27 | Denver, CO
2020 ▶ November 12–15 | Denver, CO
2021 ▶ November 4–7 | Orlando, FL
2022 ▶ November 10–13 | Anaheim, CA
2023 ▶ October 26–30 | Atlanta, GA