



COUNCIL ON SOCIAL WORK EDUCATION

# annual report

2017-2018

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# From the President and Chair of the Board

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*



**Darla Spence Coffey**  
*President and CEO*



**Barbara W. Shank**  
*Chair, Board of Directors*

# centers & initiatives

## 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



The 2017–2018 cohort of the CSWE Program Director Academy in Alexandria, VA



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 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.



Dr. Duy Nguyen

### 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.



2017–2018 MFP doctoral cohort



2017–2018 MFP master's cohort

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.



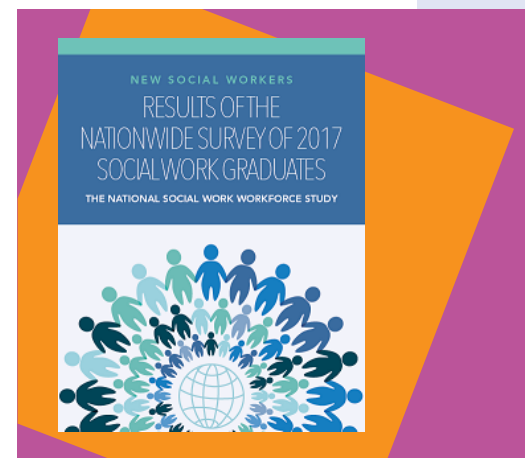
Mentor session for MSW MFP fellows

## 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

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](#).



CSWE staff member and a student volunteer chat online with high school and college students about the social work profession

## 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.



HEALS held its annual Policy Summit in Washington, DC

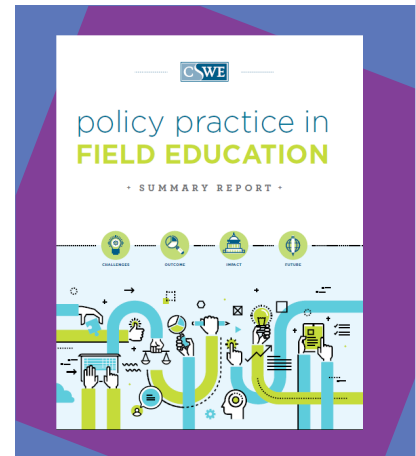
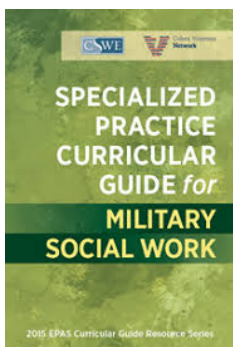
In January 2018, CSWE launched a third cycle supported with generous funding from the New York Community Trust. CSWE received 113 applications and awarded nine grants to social work programs supporting field directors, training faculty, and increasing field opportunities focusing on such areas as voter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



Participants at the Addiction Education Summit, CSWE, Alexandria, VA

*High-risk drinking among U.S. women has increased significantly over the past decade and is linked to serious adverse health and reproductive outcomes.*



## 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

## 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:



COUNCIL ON SOCIAL WORK EDUCATION  
**CENTER for Diversity AND  
Social & Economic Justice**

**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.

**Curriculum development webinar.** Organized the webinar, “[How Should Social Work Education Respond to the Changing Political Landscape?](#)” on March 21, 2017. Co-presenters were John Jackson, dean, University of Pennsylvania; and Kaetlyn Cordingley, CSWE Government Relations. The event drew 215 people.

**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.

*CSWE’s Public Policy Initiative seeks to enhance social work education and the profession through developing and implementing thoughtful public policy that is focused on providing the very best education, training, and financial assistance for social workers.*

### 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

*Federal policies must reflect the vital role of social workers in helping bridge the gaps in care that individuals and families fighting substance use disorders often encounter. Social workers are key to ensuring individuals transitioning from treatment to recovery do not fall through the cracks.*

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

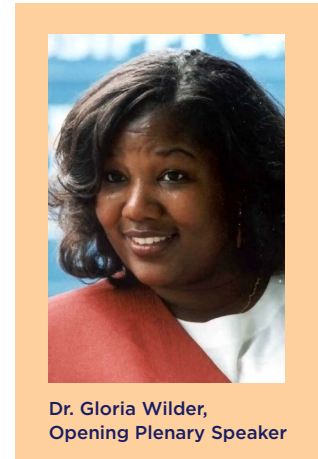
Building on a partnership initiated in 2016, CSWE and the Society for Social Work and Research (SSWR) continue to grow a relationship focused on shared priorities and advocacy. This includes raising the profile of social work in the federal agencies and Congress. In August Dr. Darla Spence Coffey and 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.



# APM: educating for the social work grand challenges

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,



**Dean Rick Barth presenting to the Field Institute at the 2017 APM**

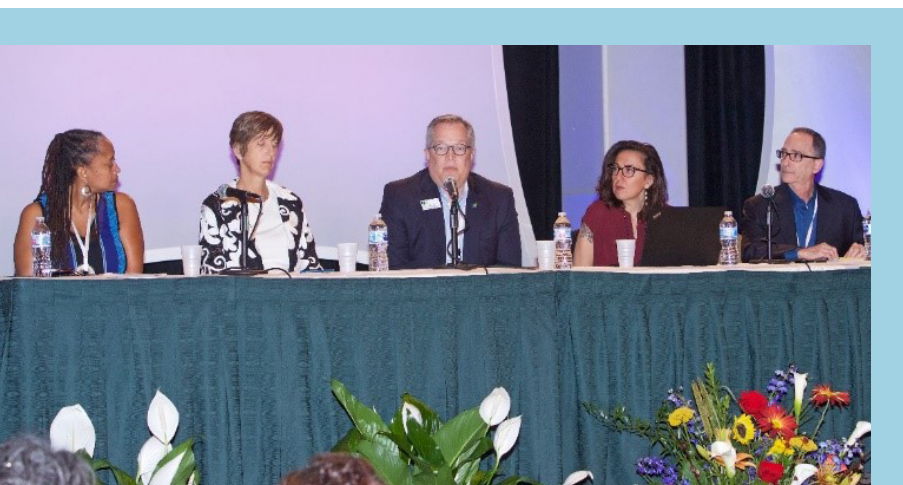




program directors, field directors, field personnel, and interested faculty members. A keynote and panel presentation on the Social Work Grand Challenges and Field Education by Dr. Richard P. Barth, dean and past president of the American Academy of Social Work and Social Welfare (University of Maryland); 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.



CSOGIE’s “Our Greatest ‘Grand Challenge’” panel of speakers



## 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)

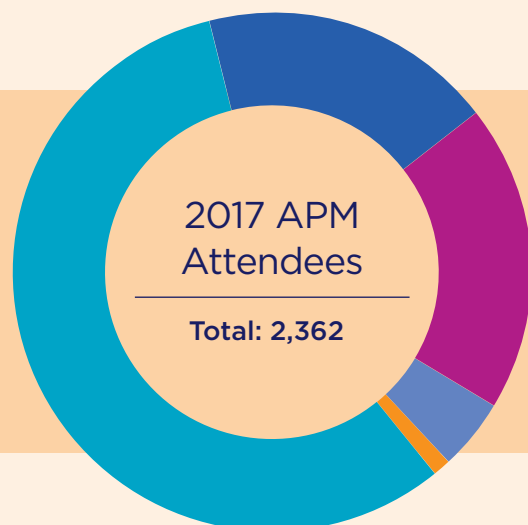
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### miscellaneous

emeritus (12)

higher education librarians (2)

staff/vendor (10)



- educators 57.02%
- administrators 18.41%
- students 19.05%
- practitioners/academicians 4.48%
- miscellaneous 1.02%





# state of social work education

## 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

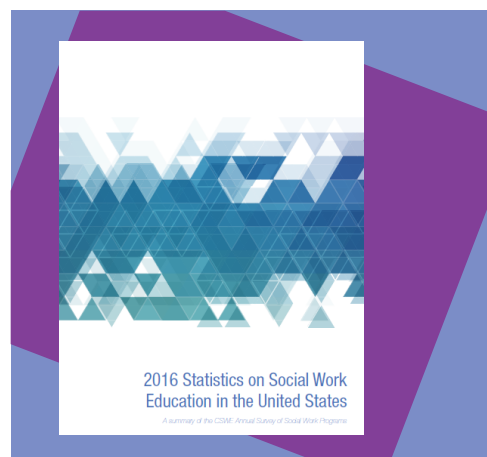
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master's social  
work programs  
in candidacy

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

#### BSW Programs

60,306 students with 52,745 enrolled full time

87.5% full time

#### DSW Programs

1,052 students with 347 enrolled full time

33% full time

#### MSW Programs

63,569 students with 41,186 enrolled full time

64.8% full time

#### PhD Programs

2,152 students with 1,679 enrolled full time

78% full time

### 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.



KAKI sponsored a faculty roundtable in March

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.



KAKI's faculty roundtable members

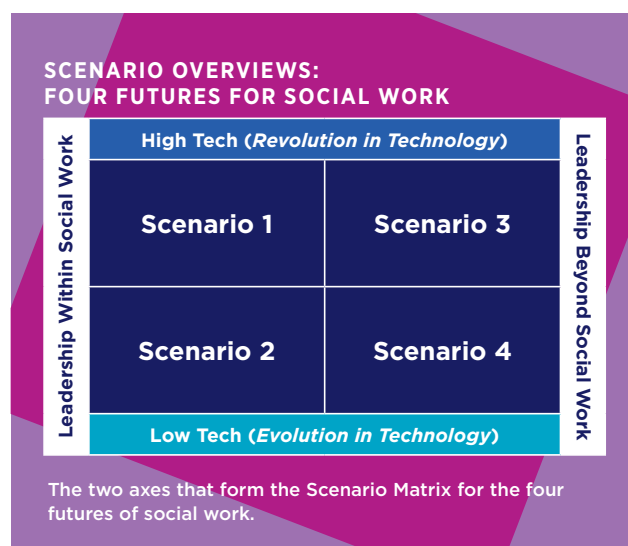
## China Collaborative

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.

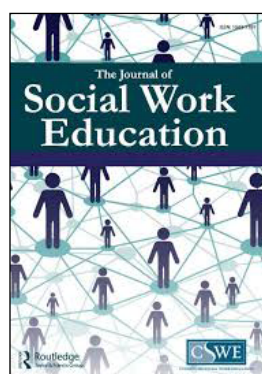


## CSWE 2018 Publications Focus on Practical Pedagogy

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.

# membership

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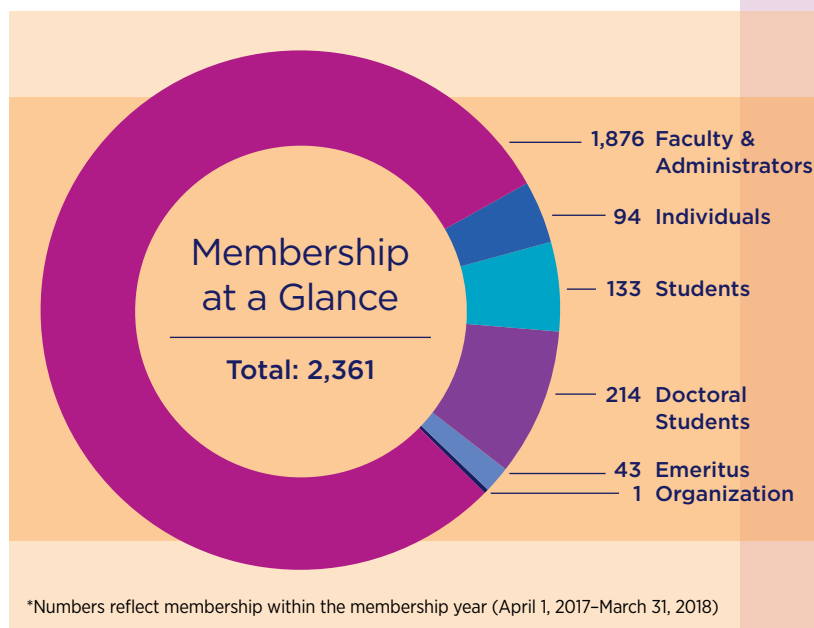
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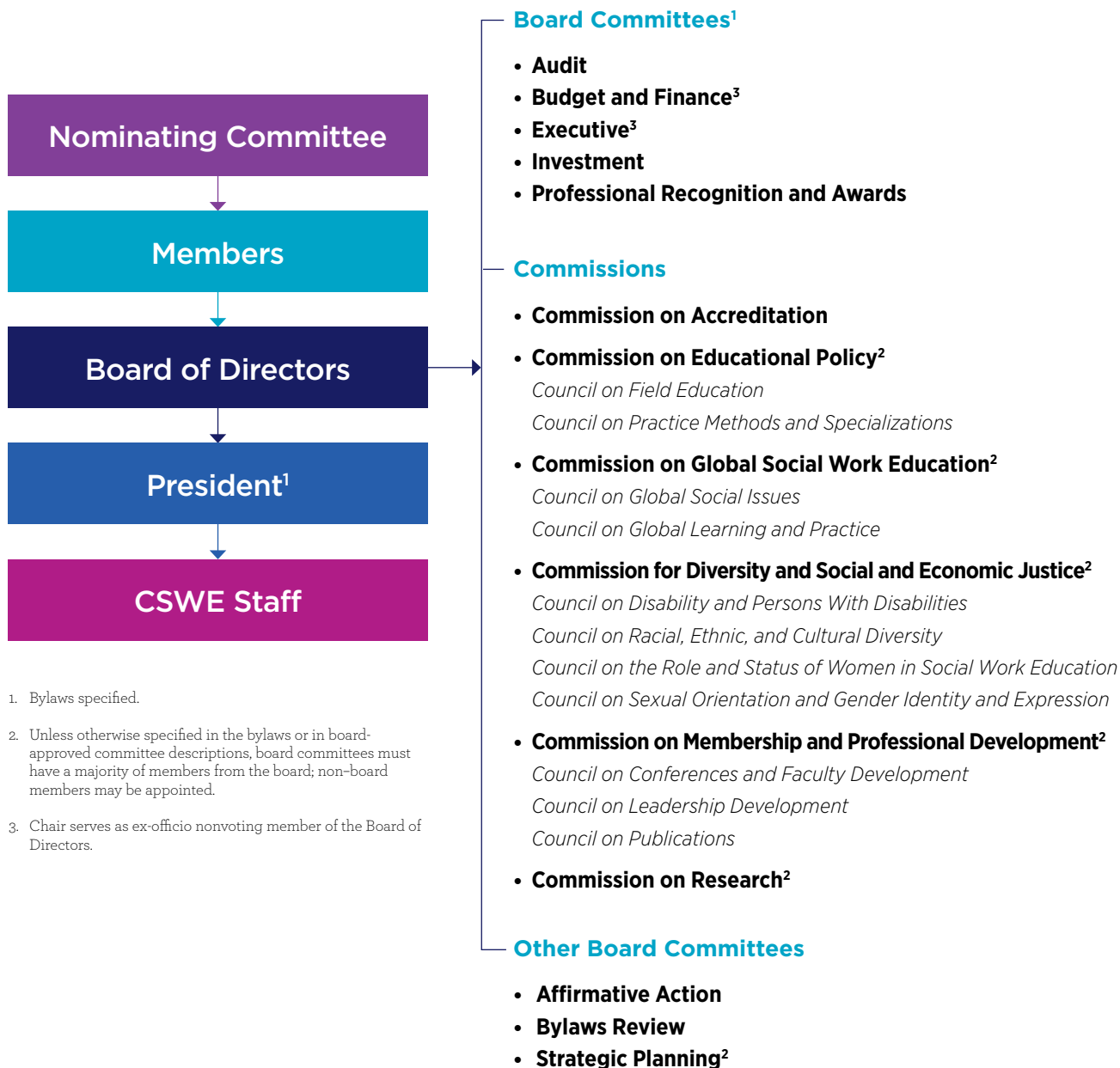
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## CSWE Governance Structure 2017–2018





## 2017-2018 Officers and Board of Directors

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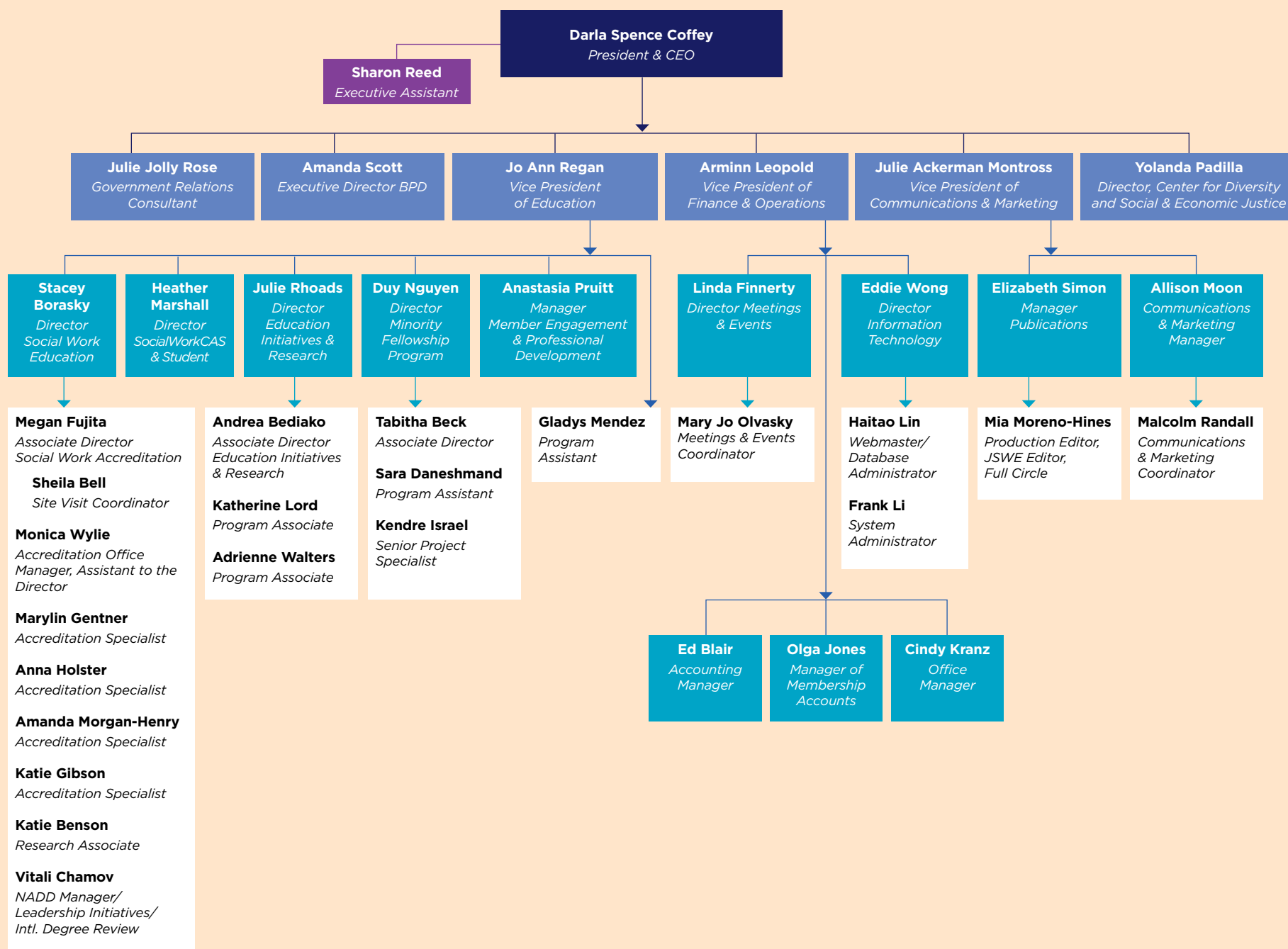
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\*Ex-officio members, i.e., nonvoting members



# FY18 Statement of Financial Position

Assets	2018
<b>CURRENT ASSETS</b>	
Cash and cash equivalents	\$ 2,169,036
Investments	3,854,177
Accounts receivable	208,891
Grants receivable	46,491
Publication inventory	30,781
Prepaid expense	299,120
<b>Total current assets</b>	<b>6,608,496</b>
<b>FIXED ASSETS</b>	
Furniture & equipment	92,082
Hardware and software	1,996,002
	<b>2,088,084</b>
Less: Accumulated depreciation	(1,188,235)
<b>Net fixed assets</b>	<b>899,849</b>
<b>OTHER ASSETS</b>	
Deposits	35,802
Trademark	243,161
<b>Total other assets</b>	<b>278,963</b>
<b>TOTAL ASSETS</b>	<b>\$ 7,787,308</b>

Liabilities and Net Assets	2018
<b>CURRENT LIABILITIES</b>	
Accounts payable and accrued expenses	\$ 295,661
Deferred dues	2,148,806
Deferred accreditation fees	136,368
Deferred annual program meeting	704,115
<b>Total current liabilities</b>	<b>3,284,950</b>
<b>LONG-TERM LIABILITIES</b>	
Deferred rent—net of current portion	193,358
<b>Total liabilities</b>	<b>3,478,308</b>
<b>NET ASSETS</b>	
Permanently restricted	501,997
Temporarily restricted	423,068
Unrestricted	3,383,936
<b>Total net assets</b>	<b>4,309,001</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 7,787,308</b>

As of June 2018

# FY18 Statement of Activity

Revenue	2018
Membership	\$ 3,301,486
Grants and contributions	1,954,140
Conference	979,440
Accreditation fees	1,148,464
Publications	208,296
Investment income	200,418
Advertising	96,980
Educational	160,673
Sponsorship	155,005
Research	120,575
Technology fee	164,400
Other revenue	192,927
In-kind services	147,470
<b>TOTAL REVENUE</b>	<b>\$8,830,274</b>

Expenses	2018
<b>PROGRAM SERVICES</b>	
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
<b>Total program services</b>	<b>8,090,637</b>
<b>SUPPORTING SERVICES</b>	
Administration	745,821
<b>Total expenses</b>	<b>8,836,458</b>
Change in net assets	(6,184)
<b>Net assets at beginning of year</b>	<b>4,315,185</b>
<b>NET ASSETS AT END OF YEAR</b>	<b>\$4,309,001</b>

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



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**[www.cswe.org](http://www.cswe.org)**

*For the latest news and initiatives at CSWE visit our website at [www.cswe.org](http://www.cswe.org). There you can find information about accreditation, publications, special projects and initiatives, the Annual Program Meeting and other conferences, and membership.*

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