About CSWE

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 3,000 individual members as well as 664 graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

Mission of CSWE

CSWE aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor’s and master’s degree programs in social work, promoting research and faculty development, and advocating for social work education.

CSWE Online

For the latest news and initiatives at CSWE visit our website at 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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CSWE gratefully acknowledges all the wonderful photographs submitted from social work programs for use in our publications. The photos used in this Annual Report were chosen to support its theme and purpose. Photos were provided by Smith College and the University of Nebraska at Omaha.
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Letter From the President and Executive Director

Dear Friends and Colleagues,

We are pleased to share with you the CSWE Annual Report for 2009-2010. It comes to you at a time when the financial distress facing higher education continues to challenge academic leaders across the nation. It also comes to you with a vibrant message about the strength of leadership among social work educators who prepare the next generation of practitioners and scholars to enter a decidedly more challenging global context over the next few decades than in previous decades.

The Council on Social Work Education expresses its leadership to the profession on a programmatic basis as presented in this report. The aspiration for excellence in ensuring quality in all of social work education through our accreditation function is continuously demonstrated, with 672 accredited programs as of June 30, 2010. These programs represent the pluralistic system of higher education in the United States and its territories—public and private, secular and faith-based, research universities and liberal arts colleges. They also represent immense diversity of mission, purpose, and delivery modalities, yet each program has been found to be in compliance with the CSWE Educational Policy and Accreditation Standards, thus ensuring student competence for social work practice at the BSW or MSW level.

Within the pages of this report are overviews of new and ongoing CSWE programmatic initiatives as determined by the member constituents through the various councils, commissions, and special-focus task forces whose members have worked tirelessly on behalf of social work education. The full launch of the Leadership Institute, the strong continuation of the John A. Hartford Foundation-funded Gero-Ed Center, the Katherine A. Kendall Institute, as well as the impressive strength in government relations are helping social work education address some of the more pressing contemporary issues at home and around the globe. CSWE has an ethical responsibility to follow core human behavior and the social environment principles and be proactive in positively influencing our ecosystem. In observance of Social Work Month 2010, CSWE launched its “going green” initiative (see page 15), which includes printing all annual reports on paper certified by the Forest Stewardship Council.

The more than 700 volunteers and the dedicated staff of CSWE are the bedrock of our success. To them, we say “thank you.” Please enjoy this report and know that your participation, your membership in your professional higher education organization, and your questions and comments are always welcome.

Ira C. Colby
President

Julia M. Watkins
Executive Director
The Office of Social Work Accreditation and Educational Excellence (OSWAEE) had an invigorating and successful year. The Commission on Accreditation (COA) Policy Manual, the COA Commissioners Handbook, and the Reaffirmation Training and Site Visitor Training manuals were updated to reflect the changes in procedures under the 2008 Educational Policy and Accreditation Standards (EPAS), which all programs must follow as of October 2010. COA reviewed a record number of programs for candidacy, initial accreditation, and reaffirmation. As of June 2010 there were 672 CSWE-accredited social work education programs—471 baccalaureate and 201 master’s. There were 21 baccalaureate and 29 master’s programs in candidacy.

COA reviewed a record number of programs for candidacy, initial accreditation, and reaffirmation.

Two reaffirmation workshops were conducted in Alexandria, VA, in April 2010. A total of 97 social work educators attended the workshops. A candidacy seminar also was held in April, which 17 social work educators attended. The site visit coordinator arranged 101 reaffirmation visits; 21 initial accreditation visits (89 site visitors were employed); and 45 commissioner candidacy visits for programs being reviewed at the October 2009, February 2010, and June 2010 COA meetings.

OSWAEE is now fully staffed. A new accreditation associate, Anna Holster, joined the department in April. Staff took part in numerous activities, including publications, presentations, and attending conferences.

COMMISSION ON CURRICULUM AND EDUCATIONAL INNOVATION

As of June 2010 the name of the Commission on Curriculum and Educational Innovation was changed to the Commission on Educational Policy (COEP). COEP collects broad-based information to serve as the groundwork for developing the educational policy component of the next scheduled review of EPAS in 2015. To this end, a number of tasks are in progress:

- Tracking emerging socioeconomic and political trends such as workforce patterns to proactively promote the design of state-of-the-art educational curricula
- Monitoring (in collaboration with COA) the experience of programs in implementing EPAS 2008
- Identifying issues in need of attention in the current educational policy to inform implementation, training, and Educational Policy 2015

COEP will partner with its derivative councils on a number of projects:

- Council on Innovation—identification of innovative curricula for dissemination to constituents
- Council on Practice Methods and Specializations—evaluation and refinement of proposed concentration practice competencies
- Council on Field Education—enhancement of field education as the signature pedagogy of social work education
- Ad hoc groups—exploration of models of competency assessment

Three subcommittees were formed to begin the COEP’s work agenda. The Trends Committee will track environmental trends pertinent to social work practice and education. The Research/Competency Assessment Committee will gather information regarding the effectiveness of EPAS 2008 as programs begin to use it for self-study and reaccreditation application. The White Papers Committee will develop papers on several topics, including advanced competencies, implementing signature pedagogy, and pathways to implementing EPAS 2008 into the curriculum.

INTERNATIONAL SOCIAL WORK DEGREE RECOGNITION AND EVALUATION SERVICE

The International Social Work Degree Recognition and Evaluation Service (ISWDRES) evaluates the baccalaureate or master’s level social work credentials of individuals who have completed social work education programs outside the United States and determines whether the credentials are equivalent to a social work degree earned from a CSWE-accredited program. Last year ISWDRES completed 159 evaluations from 83 different countries. Of these, 110 were at the master’s level, and 49 were at the baccalaureate level.
Centers and Initiatives

Center for Diversity and Social and Economic Justice

In June 2006 the Board of Directors approved the establishment of the Center for Diversity and Social and Economic Justice to provide the vision, visibility, voice, cohesion, and the results needed that would support greater diversity, as well as social and economic justice, in social work education. The Commission for Diversity and Social and Economic Justice (CDSEJ) will serve as the center’s advisory board and will develop programming that advances the center’s mission. CDSEJ’s four councils—Council on Disability and Persons With Disabilities; Council on Sexual Orientation and Gender Expression; Council on the Role and Status of Women in Social Work Education; and Council on Racial, Ethnic, and Cultural Diversity—assist in this work.

After the April 2008 Diversity Conversations meeting sponsored by CSWE, three follow-up meetings were held in October 2008, March 2009, and November 2009. In their deliberations on the best approach for communicating complex issues, participants framed an overarching concept, developed a format for presentation, and decided to produce a “living resource” in the form of a website instead of publishing a document.

Linking the center, CDSEJ, and CDSEJ’s councils and affiliates, the website will be an interactive and dynamic venue that addresses social and economic justice issues regarding social work education, including research and practice issues. It will disseminate relevant, cutting-edge material on oppressed groups and serve as a clearinghouse for Internet and print resources, curriculum models and educational materials, change narratives and narratives of change agents, book reviews, and interactive games for classroom use.

COMMISSION FOR DIVERSITY AND SOCIAL AND ECONOMIC JUSTICE

CDSEJ will introduce its first series session on intersectionalities at the 2011 Annual Program Meeting. The session will concentrate on the nexus of the commission and council focus areas and will feature representation from all four councils and affiliated groups (American Indian and Alaska Native Social Work Educators, Asian and Pacific Islander Social Work Educators, Association, Association of Latino Social Work Educators, Black Social Work Educators Association, and Korean American Social Work Educators Association).

The CDSEJ councils plan to develop resources to further execute their charges.

The Council on Racial, Ethnic, and Cultural Diversity’s portion of the CSWE website will soon feature a tool kit of best practices for the retention and recruitment of historically underrepresented faculty and students. Through a work group, this council is also exploring the best approaches to identifying policy gaps related to this topic.

The Council on Sexual Orientation and Gender Expression is examining implications for implementation, curriculum, and educational opportunities following the CSWE-Lambda Legal
research project (Sexual Orientation and Gender Expression in Social Work Education, 2009). The council is gathering educational support resources for posting on the center’s website.

The Council on the Role and Status of Women in Social Work has begun work on a textbook that will address the lack of critical contemporary literature within social work on gender-based oppression and globalization. The council also continues to develop a bibliographic teaching resource for schools of social work that focuses on women’s issues, particularly the intersections of gender with other aspects of human diversity and the primary social work curricular areas.

CSWE Gero-Ed Center
National Center for Gerontological Social Work Education

For the past 12 years CSWE and the John A. Hartford Foundation’s Geriatric Social Work Initiative (GSWI) have worked together to advance the field of gerontological (gero) social work and improve the lives of older adults and their families. The Gero-Ed Center’s main initiatives are faculty and programmatic development; student recruitment to gerontological social work; educational policy and advocacy; and information dissemination, sustainability, and resource development.

FACULTY AND SOCIAL WORK PROGRAM DEVELOPMENT

The CSWE Gero-Ed Center provides social work faculty and programs with the skills, resources, and support to infuse aging content into the curriculum through the Specialized Gerontology Program, Curriculum Development Institute (CDI) Program, Master’s Advanced Curriculum (MAC) Project, and the Gero-Ed Track at CSWE’s Annual Program Meeting (APM).

The Specialized Gerontology Program (2009–2011) funds 16 programs to design aging-specific structures such as a minor, certificate, specialization, or concentration. Two of the 16 programs have already launched gero certificates and enrolled students, and all programs are moving forward in creating their specialized structure. An e-learning course titled Specialized Gerontology Curriculum: Guidelines for Design and Sustainability, which was developed for Specialized Gerontology grantees, is also available to all educators. Valuable to any professor or administrator seeking to create a specialized structure in any field of social work, the course also relates the ten 2008 Educational Policy and Accreditation Standards (EPAS) competencies at the generalist level to ways to prepare students with advanced gero practice behaviors.

The CDI Program (2008–2011) continues to fund 46 BSW and MSW programs. This 3-year curricular and organizational change initiative aims to infuse gero practice behaviors into required curriculum. At the 2009 APM the CDI grantees attended an annual workshop where they worked closely with peers and mentors regarding how to connect the 2008 EPAS with gero practice behaviors. At the end of their first year 83% of the programs reported that they had infused gero competencies, content, and teaching resources into at least one course, with 57% infusing into two courses, and 26% into three or more courses.

Although the 3-year MAC Project (2007–2010) ended March 31, 2010, ongoing dissemination provides faculty with up-to-date resources for infusing gero competencies into the specialty areas of health, mental health, and substance use. The Resource Reviews, which compiled evidence-based resources in the three MAC specialty areas, are now available in user-friendly formats on the Gero-Ed Center website. Visitors may read through the Reviews as
cohesive units or search for evidence-based teaching modules, case studies, lecture notes, PowerPoint presentations, and annotations of teaching videos and online curricula. The MAC Project’s 14 Gero Innovations Grant projects created original curricular resources, including videos, case studies, and other pedagogical resources, all of which are available on the Gero-Ed Center website.

The Gero-Ed Track at CSWE’s 2009 APM included more than 85 presentations on gerontological research and curricular issues. The 2009 theme, Aging and Social Justice: Honoring the Past and Preparing for the Future, was highlighted in a kick-off speech by Fernando Torres-Gil, the first assistant secretary at the U.S. Administration on Aging, who garnered a standing-room only crowd. Additional special events included a Hot Topic Panel on social justice and aging; a Career Center panel on Aging Fields High in Demand; the Anita Rosen Panel for Best Practices in Gerontological Infusion; and the Fourth Annual Gero-Ed Film Festival featuring The Way We Get By, an award-winning documentary intertwining issues of aging and community activism.

The Gero-Ed Track at CSWE’s 2009 APM included more than 85 paper, poster, workshop, and roundtable presentations on gerontological research and curricular issues.

Consistently one of the most popular of the APM tracks, the 2009 Gero-Ed Track received the highest number of abstract submissions and was favorably evaluated by a majority of attendees who completed evaluation surveys. In addition, Gero-Ed Center Principal Investigator Nancy Hocoyan received CSWE’s Significant Lifetime Achievement Award, which highlighted her work in the field of gerontological social work education and her leadership of the Gero-Ed Center.

STUDENT RECRUITMENT TO GERONTOLOGY

Another priority of the CSWE Gero-Ed Center is to increase student interest and recruit students to gero social work specializations, field placements, and careers in gero social work through the BSW Experiential Learning (BEL) Program and partnerships with admissions faculty and career counselors.

The 20 programs funded in the Cycle 1 BEL Program (2008–2010) completed their projects on June 30, 2010. Each grantee received $7,500 to develop experiential learning activities with older adults for their BSW students. More than 725 students were reached in the first year through projects such as legislative advocacy with older adults, participating in home visits with a social worker, and conducting oral histories with elders. Data analysis shows that these experiences increased students’ likelihood of pursuing gero education and careers.

The Student Corner of the Gero-Ed Center website is updated with timely news articles, funding opportunities, and research on aging. An expanded Careers page also provides resources for students on job opportunities and advice on working in this growing field.

To keep admissions and career counselors abreast of resources for recruiting students to gerontological social work, the CSWE Gero-Ed Center has created new Web pages for these important stakeholders.

EDUCATIONAL POLICY AND ADVOCACY

In July 2009 the Task Force for Advanced Gero Practice, composed of faculty and academic administrators associated with the CSWE Gero-Ed Center and the Hartford Partnership Program in Aging Education, created the Advanced Gero Social Work Practice guide, part of a series of practice guides, is a groundbreaking tool for educators. Photo: John A. Hartford Foundation.
**Work Practice** guide. This groundbreaking product, part of a CSWE series on advanced practice competencies, links the 50 geriatric social work competencies to the 10 EPAS core competencies, corresponding gero practice behaviors, teaching resources such as case studies and class exercises, and assignments and measures of student attainment of practice behaviors. The practice guide is also available as a PDF through the Center website. Based on feedback from faculty and deans and directors, the practice guide and its matrix of resources and assessment measures have already had a significant impact on gerontological social work education.

CSWE is an active member of the national **Eldercare Workforce Alliance** (EWA) and has participated in advocacy meetings with Congressional staff on Capitol Hill; promoted grassroots Senate and House call-in campaigns; and facilitated involvement of social work educators in targeted congressional advocacy visits in Washington, DC, in support of increased budgets for federal geriatrics training programs. In May 2010 the **Caregivers and Veterans Omnibus Health Services Act of 2010**, which will provide scholarships to social workers in the U.S. Department of Veterans Affairs system, passed with support from CSWE. Through CSWE and EWA advocacy efforts, many geriatric provisions were included in the **Patient Protection and Affordable Care Act**, which was signed into law by President Barack Obama in March 2010.

The Gero-Ed Center also conducted a review to assess the quantity and quality of aging content in a sample of seven generalist social work textbooks. Overall, 5.5% of textbook pages included some aging content. Although this represents an increase over the 3% found in a 2004 analysis, gero content is still not widely embedded in textbooks at the generalist level and is nearly absent in book indexes. The Gero-Ed Center is continuing to work with textbook authors and editors to increase the infusion of gero content and has created a new Web page of gero resources dedicated to authors and editors of generalist textbooks.
DISSEMINATION

The CSWE Gero-Ed Center is committed to making its high-quality resources widely and freely available to anyone interested in social work and aging through a website and other sources of information dissemination, including the Gero-Ed Center’s bimonthly e-newsletter, Aging Times.

The Gero-Ed Center website was redesigned as part of the overall CSWE website redesign. Along with a more user-friendly appearance and structure, the new website features a highly searchable database of newly reviewed teaching resources and can be easily edited by staff, ensuring that the website content stays up to date. Initial analysis of website data indicates that the redesign increased the number of visits, including from those not affiliated with Hartford geriatric social work programs, and improved usability. Aging Times continues to provide valuable insight on aging topics and up-to-date information on Gero-Ed Center activities to nearly 7,000 CSWE members and subscribers. Topics covered in 2009–2010 included healthcare policy, creative aging, LGBT elders, and careers in aging.

In late 2009 KAKI, represented by Advisory Board member Uma Segal, was a participant organization and U.S. partner in seminars on immigration held in Sofia, Bulgaria.

KAKI was a sponsor of the 27th Annual United Nations (UN) Social Work Day on March 29, 2010. The theme of this year’s event was Social Work and Social Welfare: A Commitment to Partnership With the United Nations. The audience was addressed by Helen Clark, administrator of the United Nations Development Program. Speakers gave presentations on a range of topics including equality, life course challenges, and sustainable environment.

At the CSWE Annual Program Meeting (APM) in San Antonio, TX, the Commission for Global Social Work Education distributed Partners in Advancing International Education (PIE) awards to M. C. “Terry” Hokenstad in the individual category, the University of Ljubljana’s International Doctoral Studies in Slovenia for the program category, and PRONI Center for Social Work Education from Croatia in the organization category. The awardees were selected for their national and international contributions to advance social work education concepts, curricula, and programming on a global level.

At CSWE’s Spring Governance Meeting the Global Commission made the decision to address the topic of sustainability from the...
social work perspective. Commissioners are developing a concept paper and have been in discussions with members of the Association of Baccalaureate Program Directors. In addition, KAKI invited Jody Olsen, former acting director of the Peace Corps, to join the Kendall Advisory Board, the programmatic policy-making body for KAKI.

In July 2009 KAKI was a sponsor of the Conference on International Social Work in Jersey City, NJ. The conference attracted an international audience and addressed topics such as refugees and immigration, the Convention on the Rights of the Child, and security and risk assessment.

KAKI participated in the Joint World Congress on Social Work and Social Development June 10–14, 2010, in Hong Kong, China. This conference was the first combined meeting of the three major social work and social development organizations: the International Association of Schools of Social Work, the International Federation of Social Workers, and the International Consortium on Social Welfare. Conference participants were tasked with creating an agenda for social work and social development for the next decade. Many CSWE members were in attendance and participated in various panels and workshops. Members of the Kendall Advisory Board held a workshop titled Global Population Movements: The Role for Social Work in Integration, which examined the role of social workers in helping migrants become socially and culturally integrated into their new places of residence. KAKI also organized a postconference disaster workshop at Hong Kong Polytechnic University. Members of the KAKI Advisory Board, CSWE Commission on Global Social Work Education and Council on External Relations, and the International Federation of Social Workers participated in a panel discussion on the theoretical framework for disaster management and response, guidelines for mental health and psychosocial support, first responder protocol, and lessons learned from the 2004 South Asian tsunami.

Minority Fellowship Program

Since 1974 the Minority Fellowship Programs (MFP) have worked to increase the number of ethnic minority social workers in mental health and substance abuse leadership related to research, teaching, administration, and advanced practice. MFP has supported these efforts through funding from the National Institute of Mental Health (NIMH) and the Substance Abuse and Mental Health Services Administration (SAMHSA). In 2009 NIMH notified MFP that training grants would no longer be funded through organizations such as CSWE as of June 30, 2010. This decision resulted from feedback from an NIMH work group that studied the need for such programs. Thus, the current group of Fellows in the NIMH Underrepresented Mental Health Research Fellowship Training Program will be the last CSWE-MFP cohort funded by NIMH. MFP is proud of managing this grant for the past 36 years, which has resulted in many contributions by NIMH-funded Fellows to cutting-edge mental health research, teaching, and advanced practice.

CSWE will continue to administer the SAMHSA-funded clinical fellowship. For 2009–2010, MFP received 30 applications for the SAMHSA Mental Health and Substance Abuse Fellowship Program, and 13 new Fellows were selected to join the MFP community. The research interests of this new cohort include co-occurring disorders, bullying and
peer victimization in school, assault, trauma and violence, substance abuse, reduction of stigma and barriers to services, mental health system transformation, delivery of culturally competent services, elimination of disparities, implementation of evidence-based practices, mental health and substance abuse interventions, and suicide prevention.

**LEADERSHIP**

MFP announced the appointment of Geraldine L. Meeks as its director, effective June 16, 2010. Meeks received her PhD in social work from Virginia Commonwealth University (VCU) in 2009. During her graduate work she was an MFP Fellow from 2004 to 2007. Meeks brings a wealth of experience to this position, including practice, administration, teaching, and advocacy work.

**STATISTICAL DATA**

During the 2009–2010 academic year, MFP appointed 13 new SAMHSA Fellows, 12 returning SAMHSA clinical Fellows, and 13 returning NIMH research Fellows. This new cohort includes seven African American, two Latino, and four Asian American/Pacific Islander Fellows. These Fellows add to MFP’s multifaceted and diverse group of up-and-coming scholars and researchers in social work. To date, MFP has supported more than 600 Fellows, of whom approximately 400 have completed their doctorates. This number changes constantly as more Fellows complete their dissertations and the MFP office enhances its tracking efforts. The Fellows who have completed their doctoral degrees represent the following ethnic groups: 51% African American, 4% American Indian, 19% Asian American, and 26% Latino/Hispanic.

**FELLOWS’ TRAINING**

MFP Fellows attended CSWE’s 55th Annual Program Meeting (APM) in San Antonio and the Society for Social Work and Research (SSWR) 14th Annual Conference in San Francisco. Fellows participated in several APM training sessions provided by MFP: The Art of Networking, held in conjunction with a reception for current Fellows and alumni; Understanding the IRB Process From a Historical Perspective; the panel discussion Navigating the Political Process: Issues of Doctoral Students Versus Junior Faculty; The Challenges of Working Collegial: Bridging the Difference; and Navigating the Professorate. Faculty of color from across the country served as panelists and presenters, including several MFP alumni.

The research-focused meeting of MFP was held at SSWR’s 14th Annual Conference. MFP’s opening session for current Fellows, Pedagogy: Processing Methods of Effective Teaching, featured valuable discussion. MFP also conducted the lunch session Establishing Your Research Career, which provided networking opportunities for MFP alumni and social work faculty from various schools of social work. Speakers explored their career and research paths, including their particular work and research directions.

MFP alumni presenters for APM and SSWR were William Cloud, Ramona Denby, Dawn Fowler, Johnny Kim, Von Nebbitt, and Amelia Roberts-Lewis. Other presenters included Leon Chestang, King Davis, David Miller, and Lee Staples.

**2010 SUMMER DOCTORAL TRAINING WORKSHOP—UNIVERSITY OF MICHIGAN**

MFP attended a 3-day intensive training session in June 2010 at the University of Michigan in Ann Arbor. Robert Taylor, associate director of the Program for Research on Black Americans at the university’s Institute for Social Research, organized and led the workshop, which was cosponsored by CSWE, the Michigan Center for Urban African American Aging Research, the Program for Research on Black Americans, the University of Michigan Institute for Social Research and Institute for Gerontology, and Wayne State University.
The intensive seminar covered a range of career development topics that pertained to researchers, including NIH proposal writing and publishing in peer-reviewed journals. Substantial time was devoted to training sessions, lectures, and discussion of resources such as the National Archive of Computerized Data on Aging and the Inter-University Consortium for Political and Social Research (ICPSR) database.

The research projects discussed were Provider Perspectives on the Prevalence of Oxycotin Abuse on a Great Lakes Indian Reservation, Religious Participation Among Adults and Older African Americans, and Conceptualizing Neighborhood Boundaries for Drug Use Outcomes in Santiago, Chile. These presentations provided Fellows with insights on developing and conducting a research project.

**OUTREACH**

Among the outreach activities over this past academic year, networking receptions at the 2009 APM and an MFP booth provided opportunities for attendees to learn about MFP and the scholarly work of current Fellows and alumni. Outreach efforts to MFP alumni also have intensified. Through a partnership with the MFP Coordinating Center, an MFP website is in development that will link all five sister programs (including CSWE’s program) and serve as a social marketing tool (similar to Facebook) that will foster contacts with alumni. At MFP’s APM booth in 2009, Coordinating Center staff members demonstrated the website and assisted in collecting information on alumni.

For 2009–2010, MFP received 30 applications for the SAMHSA Mental Health and Substance Abuse Fellowship Program, and 13 new Fellows were selected to join the MFP community.

On October 29, 2009, MFP participated for the first time in the Policy Practice Forum (PPF), a collaboration among George Mason University’s Department of Social Work in Fairfax, VA, and several other schools of social work in Maryland; Washington, DC; and Virginia. This biennial event, which draws hundreds of social work students, faculty members, and practitioners from the Midatlantic region, offers opportunities to learn about social work policy from distinguished practitioners, to explore the connection between policy and social
work practice, and to meet with congressional staffers on issues relevant to the field. The MFP information table at PPF served as an excellent venue for heightening awareness of MFP among potential applicants and social work faculty, as well as connecting with alumni.

**EVALUATION**

MFP has continued efforts in program evaluation through partnerships with the MFP Coordinating Center and a private evaluation consulting firm (Innovative Solutions, LLC). Through these partnerships, initiatives related to tracking alumni information and evaluating program activities have been enhanced. This year, an entrance (baseline) survey of new Fellows and an end-of-year survey of all Fellows were conducted. After results from this data are analyzed, a final report will be issued. During 2010–2011, in addition to the ongoing evaluation of current Fellows, a survey of program alumni will be conducted to determine their status after the MFP. This will be the second alumni survey since the program’s inception. The MFP encourages all alumni of the program to provide updated contact details and information on their current activities to the MFP office.

**FUNDING**

For the 2009–2010 academic year, the MFP received funding from both NIMH and SAMHSA to continue training and professional development initiatives for Fellows. The NIMH funding, which ceased June 30, 2010, provided support to Fellows who intend to pursue a mental health research career. The SAMHSA program provides support to Fellows whose primary focus is substance abuse and mental health practice, policy, and research. The SAMHSA funding, currently in the 3rd year of its funding cycle, covers a 1-year period (2010–2011). When SAMHSA issues a new grant application in February 2011, MFP will apply for another 3-year funding cycle.

**IN MEMORIAM**

MFP experienced significant losses with the passing of two 2009–2010 MFP Fellows, Marcia Martinez and Robin McKinney. Both Fellows will be remembered fondly and will continue to serve as inspirations to Fellows, alumni, and others associated with MFP.

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**Public Policy Initiative**

CSWE’s Public Policy Initiative launched in 2008 with an agenda devoted to student debt load and loan forgiveness, higher education policy and accreditation, efforts pertaining to fostering a diverse workforce, and ally building. This agenda, which focuses primarily on the education aspects of social work, guides CSWE’s public policy activities and constantly evolves to reflect new and emerging priorities such as health care reform and the needs of veterans. Over the past year CSWE’s public policy efforts have provided a strong presence for social work education in Washington, DC, working diligently to acquire additional support for programs that are of interest to social workers and social work educators.

**DEBT LOAD AND LOAN FORGIVENESS**

CSWE’s efforts over the past year have focused heavily on advocacy for programs that provide loan forgiveness, repayment, training, fellowship, and other forms of support to social work educators, students, and practitioners. One such initiative has been

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**CSWE’s Public Policy Initiative launched in 2008 with an agenda devoted to student debt load and loan forgiveness, higher education policy and accreditation, efforts pertaining to fostering a diverse workforce, and ally building.**

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CSWE’s advocacy for veterans’ health care programs, specifically the Health Professionals Educational Assistance Scholarship Program within the Department of Veterans Affairs (VA). The program is designed to pay for or reimburse educational expenses for students or VA employees in exchange for their service in the Veterans Health Administration. CSWE’s advocacy efforts contributed to the reauthorization of this program and its expansion to include social workers. CSWE will continue its work to ensure that this program receives the requisite funding and leadership so that potential benefits to students can be maximized.

CSWE’s other advocacy efforts included the submission of official written testimony to the House and Senate Appropriations Committees for increased funding in FY 2011 for programs at the
Department of Education and the Department of Health and Human Services; these programs provide financial assistance such as loan forgiveness and training opportunities to social workers. The testimony also supported first-time funding for the many programs that were authorized in health care reform legislation enacted earlier in the year.

**HIGHER EDUCATION POLICY AND ACCREDITATION**

CSWE continues to monitor federal higher education and accreditation policy, particularly as it relates to the ongoing implementation of the Higher Education Opportunity Act, which was enacted in the 111th Congress. In addition, CSWE continually advocates for enhancements to programs within the Department of Education and the creation of new programs that are beneficial to social workers and social work education, as well as engages with officials at the U.S. Department of Education, congressional staff, and partner organizations throughout the higher education community about the value of social work education.

**FOSTERING A DIVERSE WORKFORCE**

Another CSWE priority has been the Minority Fellowship Program (MFP), which is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). CSWE continually advocates for increased funding for this and other diversity-focused programs through testimony to the House and Senate Appropriations Committees, meetings with congressional champions, and coalition efforts with other organizations.

**ALLY BUILDING**

Each year, CSWE increases its partnerships with coalitions and national associations throughout the social work, higher education, and health professional communities to ensure that social work education is included in broader advocacy efforts. Over the past year, CSWE participated in coalitions such as the Eldercare Workforce Alliance, to support the implementation of policies designed to aid the aging population and ensure an adequate eldercare workforce; Mental Health Workforce Coalition, to support continued funding for the SAMHSA MFP; Health Professions and Nursing Education Coalition, to ensure that the health care workforce is trained to meet the needs of diverse populations; and Friends of Indian Health, to support increased funding for the Indian Health Service. CSWE continues to expand its efforts to create partnerships and build coalitions by maintaining relationships with organizations that share CSWE’s goals.

**HEALTH CARE REFORM**

Health care reform dominated CSWE’s advocacy efforts for much of the past year, which resulted in significant advances for the social work education community. CSWE met with legislators and their staffs, submitted official letters in support of programs of interest, and participated in coalition activities. Included in the Patient Protection and Affordable Care Act,
which was signed into law on March 23, 2010, is a Mental and Behavioral Health Education and Training Grants program that authorizes grants to support the recruitment and training of students in baccalaureate and master’s social work programs; priority is given to social work programs that “are accredited by the Council on Social Work Education.” CSWE advocated for several other provisions that were included in the legislation, including reauthorization of the Indian Health Care Improvement Act and programs that provide loan forgiveness and training to social workers specializing in pediatrics or geriatrics.

MEMBER PARTICIPATION

This year CSWE launched the Public Policy Monthly Review, which provides members with information about federal government activities and CSWE advocacy. It includes information on funding, scholarship, fellowship, loan repayment, and advisory committee membership opportunities; details on the status, context, and future of federal programs and policies of interest to CSWE members; and opportunities to influence or submit information to policy makers.

In March during the second annual CSWE Advocacy Day, CSWE members met with congressional staff and federal agency representatives to promote social work education and offer CSWE as a resource for future activities. This year, member volunteers were grouped into three thematic teams addressing health disparities, veterans’ health, and the social work workforce. CSWE government relations provided the volunteers with advocacy training, including an Advocacy Handbook that is available to all members on the CSWE website. The three groups participated in meetings with the Congressional Black Caucus, Office of Indian Affairs within the House Natural Resources Committee, Senate Indian Affairs Committee, Office of Congressman Ciro D. Rodriguez (D–TX), House Veterans Affairs Committee, Office of Care Management and Social Work Service within the Office of Patient Care Service at the Department of Veterans Affairs, and Bureau of Health Professions within the Health Resources and Services Administration.

CSWE continued its advocacy for the Dorothy I. Height and Whitney M. Young, Jr. Social Work Reinvestment Act. The bill would establish an independent social work reinvestment commission that would advise the secretary of the Department of Health and Human Services on issues relating to social work, as well as authorize grants for workplace improvement, research, education, and training. CSWE joined other social work organizations in sending letters to House and Senate leaders urging passage.

CSWE Formalizes Leadership Forum

CSWE members passed a revision to the bylaws in June 2010 that formalized the Leadership Forum, including a designated position on the CSWE Board of Directors. Previously, the CSWE Board of Directors had created the Leadership Forum by developing four new councils: Council on Baccalaureate Education, Council on Master’s...
Education, Council on Doctoral Education, and Council on Research Universities. Four other social work education organizations—the Association of Baccalaureate Program Directors, the National Association of Deans and Directors, the Group for the Advancement of Doctoral Education, and the Saint Louis Group—agreed to populate the respective group with the members of the their boards of directors or other leadership bodies. The chairs of the four new councils plus the leadership of CSWE constitute the Leadership Forum.

The Leadership Forum will advise the CSWE Board of Directors on programmatic and policy initiatives related to the social work education, research, and advocacy missions of the organization through their chosen representative. The Leadership Forum serves to strengthen all of social work education through collective action and common purpose to address the identified threats and build on potential opportunities within the educational context. This will help ensure overall success in increasing recruitment and retention of new faculty into the academy; securing appropriate funding for faculty teaching and research; facilitating an integrated perspective for environmental scanning, strategic issue identification, and action planning; achieving a greater affect for social work education in the federal legislative arena, the public media, and within higher education in general; and developing coordinated and focused communication strategies to promote professional accomplishments and speak to the purposes of social work and its role and contributions within higher education.

The Leadership Forum’s first joint project is to engage its membership in a concerted social work education response to assist the efforts to rebuild Haiti after the January 2010 earthquake. This response may provide a framework for social work education’s response to future disaster situations. Preliminary conversations with Haitians and representatives from the development community indicate that Haiti is in need of educational infrastructure to develop and support social work practitioners. The following preliminary action steps have been devised: organization of a fundraising initiative; advancement of an enhanced national curriculum infusion project on disaster and trauma management so that students and faculty will be in a position to better respond to local, national, and international disasters; engage students, staff, and faculty in collaborative reconstruction projects with Haitian partners; and reach out to local institutions of tertiary education to discuss how to assist in promoting social work education.

Social Work Month 2010

CSWE celebrated Social Work Month 2010 by fulfilling its ethical responsibility to become a “greener” organization. Following basic human behavior and the social environment principles, CSWE began taking steps to reduce printing waste and, starting with the 2010 Annual Program Meeting (APM), make its annual conference more eco-friendly to help reduce global consumption.

March 1, 2010, marked the beginning of CSWE’s organization-wide commitment to use only those commercial printers certified by the Forest Stewardship Council (FSC). Wherever possible, CSWE also will select paper satisfying FSC criteria. The 2010 Final Programs for APM will include the FSC paper icon on the outside front cover. This eco-friendly symbol will appear on all copyright pages of CSWE Press publications and inside front covers of the Journal of Social Work Education (JSWE). This Annual Report, the APM exhibitor prospectus, and other large print jobs have been converted to an online format, saving more than 55,000 sheets of paper in just the last 4 months. JSWE has also contracted with a vendor to develop an online format option for its subscribers.
Continued Growth of CSWE Leadership Institute

In early 2008 the Council on Leadership Development (CLD), with support from the Commission on Professional Development, developed the CSWE Leadership Institute. The CSWE Board of Directors approved the institute in May 2008.

During 2008–2009 the institute launched three initiatives designed to promote future leaders in social work education, higher education, and the social work profession. Highlights from the three initiatives follow.

INITIATIVE 1: CSWE LEADERSHIP INSTITUTE IN SOCIAL WORK EDUCATION

The CSWE Leadership Institute in Social Work Education (LISWE), structured and delivered as 3-hour Leadership Development Institutes (LDIs), are held as preconference events at the Annual Program Meeting (APM). The 2009 APM Call for Proposals included the solicitation for the first LDIs.

The two LDIs presented at the 2009 APM were *Leadership in the Academy; Influencing Desired Outcomes Through Strategic Negotiations* and *Social Work Leadership Development: The Whitney M. Young, Jr. Model*. The two selected as LDIs for the 2010 APM were *Teams, Transitions, and Trajectory: Leadership Through the 2008 EPAS Implementation Experience* and *Taking Our Place at the Table: Social Work in Higher Education Administration*.

INITIATIVE 2: CSWE LEADERSHIP SCHOLARS IN SOCIAL WORK EDUCATION PROGRAM

The CSWE Leadership Scholars in Social Work Education Program (LSSEP) was designed initially to provide targeted education, training, and mentoring to a cohort of 12–15 future leaders. The program prepares these future leaders for diverse roles and positions within academia such as associate and full professors; program directors; deans; associate deans; field education directors; and members of boards, commissions, councils, and similar entities.

In May 2009 CSWE and the Harvard Institutes for Higher Education teamed up to encourage social work managers and leaders to apply for two 2-week education, training, and mentoring programs at the Harvard Graduate School of Education. Through the 2010 CSWE Summer Leadership Scholarship Program, CSWE funded one third of the program expenses for five social work administrators accepted to Harvard’s Management Development Program (MDP) or Institute for Management and Leadership in Education (MLE). The five scholarship recipients were the following:

- Joretha N. Bourjolly, *University of Pennsylvania School of Social Policy and Practice*
- Sandra Edmonds Crewe, *Howard University School of Social Work*
- David A. Jenkins, *Texas Christian University Department of Social Work*
- Lori Messinger, *University of Kansas School of Social Welfare*
- Anna Scheyett, *University of North Carolina at Chapel Hill School of Social Work*
INITIATIVE 3: CSWE LEADERSHIP NETWORKING RECEPTION

In conjunction with the CSWE Leadership Scholars in Social Work Education Program (LSSEP) initiative, CSWE held a networking reception during the 2009 APM to support, encourage, and honor new leadership in the profession. More than 150 individuals attended the event. The 2009 LDI presenters received certificates of appreciation.

The 2009 reception featured popular small-group discussions, which were led by CLD members and focused on career decision themes.

The 2010 APM reception included the LSSEP scholars, who shared their experiences and academic work as 2010 CSWE Summer Leadership Scholarship Program recipients and Harvard MDP/MDP participants.

Publications

The Council on Publications (COP), under the Commission on Professional Development, sets policy for CSWE Press and the Journal of Social Work Education (JSWE). COP also serves as an editorial board in acquiring and assessing publication proposals. By regularly communicating with CSWE councils and commissions, COP works to identify the foci of publications (texts and other educational materials) to support the emergent needs of social work education.

COP has supported moving to a “green” policy that included the development JSWE in an electronic format and the continuing development of CSWE online educational materials such as course syllabi and bibliographies. This year saw the debut of the online JSWE and further development of an electronic resources center located on the CSWE website that houses various materials worthy of being peer reviewed and published electronically, such as monographs, bibliographies, and videos.

CSWE PRESS

CSWE Press is a niche publisher that addresses the needs of social work educators. Areas of expertise include the philosophy, theory, and practice of teaching; the process and evaluation of learning; and the organization and structure of social work education. During 2009-2010 CSWE Press published a new book—Clinical Social Work: A Narrative Approach, by Gary Paquin—and reprinted numerous titles. A call for proposals was issued to encourage submission of new projects.

THE JOURNAL OF SOCIAL WORK EDUCATION

JSWE is a peer reviewed professional journal concerned with education in social work and social welfare. Its purpose is to serve as a forum for creative exchange on trends, innovations, and problems relevant to social work education at the undergraduate, master’s, and postgraduate levels. JSWE is published three times a year, in winter (January 15), spring/summer (May 15), and fall (September 15). The current editor-in-chief of JSWE is Lorraine M. Gutiérrez, University of Michigan. Content information for the most recent issue is available on the CSWE website.

Fully searchable articles from the current volume year plus 5 years of archived material (2005-2010) are now available through the CSWE website.

The JSWE Editorial Advisory Board (EAB), which reports to COP, provides strategic support, solicits manuscripts, promotes JSWE, and helps to develop the content of the journal. During fiscal year 2009 EAB created or updated several new policies affecting manuscript review and reviewers; discussed the quality of the reviews and the time between submission and publication;
considered two special issue topics; and chose Top Reviewer and Best Article awardees for JSWE volume 45. EAB reported improvement in JSWE’s turnaround time in fiscal year 2009 as manuscripts averaged 90 days from submission to first decision (matching the goal set as a policy for JSWE).

The online format JSWE was launched in June 2010 following a year of planning. Fully searchable articles from the current volume year plus 5 years of archived material (2005-2010) are now available through the CSWE website. JSWE articles referenced in other publications also are now permanently linked to and accessible from those publications through the DOI system of CrossRef. Online availability and the use of DOIs are expected to improve JSWE's visibility, in turn attracting more citations, more articles, and a higher impact factor. If a significant number of members choose to receive the online JSWE only, the change also will lead to lower print production, mailing costs, and use of paper products.

2009 Annual Program Meeting—Bridging Rights, Culture, and Justice: Social Work as a Change Agent

The 55th Annual Program Meeting in San Antonio, TX, was just steps away from the famous River Walk’s colorful panorama of restaurants, shopping, live performances, and other attractions. The conference theme was selected as a reminder that change is consistent with the heritage of the social work profession and requires unwavering dedication to human dignity and human rights. The 2009 APM featured many opportunities to reinforce the profession’s talents and commitment to justice. The 2009 APM also served as a vehicle for change through engaging in public policy, promoting cultural awareness, and advancing key areas of research.

In 2009 the 4-day conference remained the largest of its kind, offering almost 750 peer-reviewed presentation opportunities. Ninety-nine unique higher education institutions, publishers, organizations, and companies exhibited. Including CSWE’s Minority Fellowship Program booth, there were 106 exhibit spaces on the tradeshow floor.

The 2009 APM offered 132 peer-reviewed educational sessions that were eligible for credit through continuing education units (CEUs). As Approved Continuing Education Provider 1163 through the Association of Social Work Boards, CSWE offered social work CEUs within 38 Tracks to its APM attendees, encompassing curriculum and administrative workshops, faculty development institutes, field directors development institutes, leadership development institutes, panels, skills workshops, and think tanks. More than 500 attendees selected the CEU option and received CEU Passports for a nominal registration fee. Sponsored by Rutgers University, the passport contained the scope of the CEU Passport program and an evaluation form for each CEU-eligible session. A bar code located on attendees’ name badges captured participant attendance and recorded credits earned for the entire conference. Certificates were issued within 30 days of the APM.

Acclaimed scholar Brené Brown delivered a powerful Special Plenary address on authenticity and individuals who, by “stepping into their own story,” can be the best social workers and educators, as well as excel at other personal goals. Summarizing her extensive research on fear, vulnerability, and shame, Brown discussed how these emotions can interfere with authenticity, a resilient spirit, and a sense of belonging. According to Brown, social work educators need to increase the teachings of positive emotions such as joy, gratitude, love, and belonging.

Fernando M. Torres-Gil, an esteemed aging and social justice expert, began the 2009 APM Gero-Ed Track by urging social work educators and students to provide leadership based on social justice principles. Specifically, he stated that the great responsibility lies in the next 20 to 30 years as the United States faces a profound set of demographic changes that will increase both the number and diversity of older adults.

Rep. Edolphus “Ed” Towns (D–NY), sponsor of the Dorothy I. Height and Whitney M. Young, Jr. Social Work Reinvestment Act, urged social workers to take advantage of the opportunities presented by the Obama administration. A former social worker and community activist in
Brooklyn, NY, Towns asked his audience to get involved at this memorable Carl A. Scott Memorial Lecture. Social workers, he contended, need to “toot their own horn” about their demonstrated abilities to better serve communities. Further, Towns stated that he will rely on social workers to institute education and social policy change by uniting different communities and “tying our [community] ropes together.”

At the 3rd Annual Hokenstad International Lecture, Fikile Mazibuko presented a valuable South African perspective on the advancement of the social work profession around the globe. By reviewing social work’s role in postcolonial Africa, Mazibuko asserted that the profession’s interventions and education must become more sophisticated, relevant, and appropriate as socioeconomic changes become more complex. Challenging attendees to reexamine their theoretical frameworks and training programs, Mazibuko chronicled social work’s history in approaches to social and sustainable development that were debated around the world in the late-20th century. From these discussions, concepts such as empowerment, participation, social inclusion and cohesion, and poverty alleviation evolved. Mazibuko argued that social work, previously marginalized, moved to the center of human rights, democracy, and other efforts to improve the quality of life. Mazibuko specifically addressed the training and education of social work professionals in Africa with regard to past, present, and future trends.

Celebrating professional achievements is a central component of APM. The 2009 Opening Ceremony recognized two individuals for their accomplishments. Nancy R. Hooyman received the

Fernando Torres-Gil kicked off the Gero-Ed Track at the 2009 APM with a well-attended talk on aging and social justice.
Significant Lifetime Achievement in Social Work Education award, and Terry A. Wolfer received the award for Distinguished Recent Contributions in Social Work Education. The *Journal of Social Work Education* Best Reviewer awards were presented to Monit Cheung and F. Ellen Netting. The CSWE Women’s Council paid tribute to Feminist Scholarship honoree Deborah Valentine and Feminist Scholarship awardee Susan Roll.

### 2010 Spring Governance Meeting

In March CSWE convened the Board of Directors, Commission on Educational Policy, Commission for Diversity and Social and Economic Justice, Commission on Global Social Work Education, and Commission on Professional Development for the Spring Governance Meeting in Alexandria, VA. The simultaneous meetings allowed for increased collaboration and networking among the volunteer groups.

Howard Hogan, associate director for demographic programs at the U.S. Census Bureau, spoke during a special luncheon forum. His oversight responsibilities include programs that provide social and economic data about the nation’s population and households, and statistical programs that produce population projections and estimates. Hogan spoke about the decennial census and ways in which the government is working to ensure inclusivity as well as the availability of census data. The census is important to the social work profession as the data that is collected through the 2010 Census, especially with respect to new classes of homelessness and changing immigrant dynamics, will no doubt prove invaluable to social work researchers and social workers as they seek to improve services to vulnerable populations.

Meeting participants also attended a leadership dinner, highlighted by CSWE President Ira C. Colby’s presentation of the Presidential Award to Rep. Ciro D. Rodriguez (D-TX) for his tireless advocacy on behalf of disadvantaged groups of people and issues that are at the core of social work practice and social work education. Congressman Rodriguez, a former social worker, has demonstrated his commitment to social work education and its link to policy by supporting loan forgiveness, health care reform, and behavioral health initiatives, as well as introducing the Veterans Health Professionals Educational Assistance Act of 2009. This bill contains a broad array of educational benefits for professions, including social work, within the Veterans Health Administration. It also expands two programs administered by the Department of Health and Human Services—loan repayment for professionals from disadvantaged backgrounds and the National Health Service Corps Scholarship Program.
Annual Survey of Social Work Programs

CSWE has conducted the Annual Survey of Social Work Programs (Annual Survey), a census of accredited programs, since 1952. The 2009 Annual Survey was administered on November 24, 2009, and was closed in May 2010. Programs were contacted by e-mail and postal mail five times, and announcements about the survey were included in CSWE’s electronic newsletter Focus. This year’s response rate was very healthy—more than 90% for the baccalaureate, master’s, and doctoral surveys. Institutional Research staff continues to evaluate the surveys, seeking ways to shorten the instruments and relieve the corresponding time burden for programs.

Recovery to Practice Initiative: Developing Mental Health Recovery in Social Work

In March 2010 CSWE was awarded a Substance Abuse and Mental Health Services Administration (SAMHSA) subcontract to develop, implement, and evaluate a training curriculum to raise awareness among social workers of the mental health recovery model. SAMHSA approved awards to five national behavioral healthcare provider associations in as many disciplines: social work, psychiatry, psychology, psychiatric nursing, and peer specialists.

The Recovery to Practice project is a 5-year effort. The first year will culminate in a situational analysis of the awareness of recovery,

Claudette Lee, Theresa Baron-McKeagney, and Jeanette Harder participate in a strategic planning session at the University of Nebraska at Omaha.
including data collection from various document sources and through interviews and focus groups with social service agency leadership, consumers of mental health services, faculty and field directors, social work practitioners, and students.

The initiative’s goal is to enhance the nation’s behavioral health workforce. Resulting products will include Web-based training seminars as well as print and Internet educational materials.

Scholars Program

Through the Scholars Program, CSWE funds innovative research projects that examine and address an area of need identified in social work education. CSWE Scholars, who are social work faculty members and doctoral students, receive funding to conduct research on topics of interest to CSWE and the education community. Emphasis is given to emerging areas, filling gaps in the literature, and disseminating findings and resources that can benefit CSWE members. In 2009-2010, two new projects were approved.

The research of Jack Lewis (University of Pennsylvania) will add to the growing body of literature focused on the methodology used by social work programs to teach students culturally competent practice. With the goal of promoting the quality of social work, the project will examine cultural competency in the context of the 2008 Educational Policy and Accreditation Standards, contributing to the literature on outcome measures that indicate achievement of culturally competent practice and knowledge.

Lori Messinger (University of Kansas) is identifying cultural competence practice indicators associated with practice behaviors in the 2008 Educational Policy and Accreditation Standards; these will be used to develop an assessment instrument that assesses social work students’ preparation to work with lesbian, gay, bisexual, and transgender adults and youth. The project will also culminate in a resource list to support student training for success with these indicators.

CSWE Scholars are encouraged to disseminate the findings of their research through CSWE venues, including presentations at the Annual Program Meeting. Additionally, the Scholars’ final reports are posted on the CSWE website.
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- Commission on Educational Policy
  - Council on Field Education
  - Council on Innovation
  - Council on Practice Methods and Specializations
- Commission on Global Social Work Education
  - Council on External Relations
  - Council on Global Learning, Research, 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 Expression
- Commission on Professional Development
  - Council on Conferences and Faculty Development
  - Council on Leadership Development
  - Council on Publications
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  - Council on Master's Education
  - Council on Doctoral Education
  - Council on Research Universities

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1. Unless otherwise specified in the bylaws or in Board-approved committee descriptions, Board committees must have a majority of members from the Board; nonboard members may be appointed.
2. Bylaws specified.
3. Chairs serve as ex-officio nonvoting members of the Board of Directors.
4. A designee from the Forum sits as an ex-officio, nonvoting member of the Board of Directors.
## Financial Statement

### REVENUE

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### EXPENSES

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<td><strong>Grant programs</strong></td>
<td><strong>$6,321,871</strong></td>
</tr>
</tbody>
</table>

#### Supporting services

<table>
<thead>
<tr>
<th>Supporting services</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>543,863</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$6,865,734</strong></td>
</tr>
</tbody>
</table>

### ASSETS

#### Current Assets

<table>
<thead>
<tr>
<th>Current Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,482,401</td>
</tr>
<tr>
<td>Investments</td>
<td>2,560,454</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>440,290</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>921,306</td>
</tr>
<tr>
<td>Inventory</td>
<td>95,926</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>279,673</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>5,780,050</strong></td>
</tr>
</tbody>
</table>

#### Fixed Assets

<table>
<thead>
<tr>
<th>Fixed Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td>255,133</td>
</tr>
</tbody>
</table>

#### Other Assets

<table>
<thead>
<tr>
<th>Other Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants receivable — long-term</td>
<td>465,558</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>574,523</strong></td>
</tr>
</tbody>
</table>

### Total Current Assets

<table>
<thead>
<tr>
<th>Total Current Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$6,609,706</strong></td>
</tr>
</tbody>
</table>

### LIABILITIES AND NET ASSETS

#### Current Liabilities

<table>
<thead>
<tr>
<th>Current Liabilities</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued vacation</td>
<td>$111,266</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>2,196,289</td>
</tr>
<tr>
<td>Deferred rent</td>
<td></td>
</tr>
<tr>
<td>Refundable advance</td>
<td>183,349</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td><strong>2,732,445</strong></td>
</tr>
</tbody>
</table>

#### Long-Term Liabilities

<table>
<thead>
<tr>
<th>Long-Term Liabilities</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred rent net of current portion</td>
<td>137,207</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>2,869,652</strong></td>
</tr>
</tbody>
</table>

### Net Assets

<table>
<thead>
<tr>
<th>Net Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>1,521,813</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>1,716,244</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>501,997</td>
</tr>
<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>3,740,054</strong></td>
</tr>
</tbody>
</table>

### Total Liabilities and Net Assets

<table>
<thead>
<tr>
<th>Total Liabilities and Net Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>$6,609,706</strong></td>
</tr>
</tbody>
</table>
CSWE Membership Benefits

CSWE offers two types of memberships: individual and program. Individual members are faculty, administrators, students, and other social work professionals. Program members are social work education programs accredited by CSWE.

INDIVIDUAL MEMBERSHIP

Advance or Begin Your Career

- Annual subscriptions to the *Journal of Social Work Education* online and in print
- Monthly e-newsletter subscriptions to CSWE Focus for CSWE updates, *Public Policy Monthly Review* for the latest developments in CSWE advocacy, and *News Briefs* for summaries and links to the most relevant news articles in more than 8,000 media sources
- A 10% discount on the purchase of CSWE publications

Have a Voice in the Community

- Present to 3,000 social work educators, practitioners, and students attending CSWE’s Annual Program Meeting
- Volunteer your knowledge and time by serving on CSWE commissions, councils, committees, and task forces
- Be represented with decision makers through CSWE’s advocacy efforts in gaining federal, state, and private support of social work education and shaping public policy

PROGRAM MEMBERSHIP

Advance Your Program

- Inclusion in online Program Member Directory
- Discounted member rate on exhibiting at Annual Program Meeting and inclusion of priority points for membership used in assignment of booth space
- Discounted member rate on job postings in the CSWE Career Center
- Monthly e-newsletter subscriptions to CSWE Focus for CSWE updates, *Public Policy Monthly Review* for the latest developments in CSWE advocacy, and *News Briefs* for summaries and links to the most relevant news articles in more than 8,000 media sources
- Annual subscriptions to the *Journal of Social Work Education* in print

Have a Voice in the Community

- Be represented with decision makers through CSWE’s advocacy efforts in gaining federal, state, and private support of social work education and shaping public policy

If you are not a member or would like to suggest membership in CSWE to a colleague, please visit the Membership page on the CSWE website at www.cswe.org for more information on membership benefits and categories.
Staff Organizational Chart as of June 30, 2010

EXECUTIVE DIRECTOR
Julia M. Watkins

DIRECTORS ADVISORY COUNCIL
Julia Watkins; Judith Bremner; Deborah K. Brandt

EXECUTIVE ASSISTANT
Nicole DeMarco

Office of Finance & Administration
- Accounting
  - Edward Blair, Accounting Manager
- Administrative Services
  - Hilda Pokua, Administrative Service Coordinator
- Information Technology
  - Eddie Wong, Manager
  - Haitao Lin, Portal Developer/Analyst
  - Frank Li, System Administration Support Specialist

+Human Resources
- HR Solutions
+Finance
- Tate & Tryon

Office of Social Work Education and Research
- Institutional Research
  - Jessica Holmes, Associate Director for Research
  - Cynthia Williams, Research Associate
  - Erin Bascug, Research Assistant
  - Katherine A. Kendall Institute
    - Andrea Bediako, Program Coordinator/Research Associate
- Minority Fellowship Program
  - Geraldine Meeks, Program Director
  - Carrie Brock, Program Coordinator
- National Center for Gerontological Social Work Education
  - Meredith Eisenhart, Co-Director
  - Megan Mills, Program Coordinator
  - Kelsey Van Dyke, Program Assistant

Office of Member and Communication Services
- Deborah K. Brandt, Director

Office of Social Work Accreditation and Educational Excellence
- Judith Bremner, Director

Educational Programs
- Shannon Dorsey, Manager
- Marketing and Communications
  - Carrie Murdock deGuzman, Manager
- Meetings
  - Linda Finnerty, Manager
- Member Services
  - Olga Jones, Coordinator
- Publications
  - Elizabeth Simon, Manager
  - Mia Moreno-Hines, Publications Coordinator (JSWE)
  - Elizabeth Foxwell, Editorial Coordinator (JBSW)

Accreditation
- Sheila Bell, Site Visit Coordinator
- Suzanne Bushfield, Accreditation Specialist I
- Anna Holster, Accreditation Associate
- RosieLee Camacho Salinas, Accreditation Specialist II
- Joyce White, Accreditation Specialist I
- Monica Wylie, Office Manager/Assistant to the Director

NADD
- Vitali Chamov, Program Coordinator/Research Assistant ISWDRES
UPCOMING ANNUAL PROGRAM MEETINGS

2011 APM
October 27–30, 2011 • Atlanta, GA

2012 APM
November 9–12, 2012 • Washington, DC

2013 APM
October 31–November 3, 2013 • Dallas, TX

2014 APM
October 23–26, 2014 • Tampa, FL

www.cswe.org