About CSWE
The Council on Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as 648 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 Web site 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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Dear Friends and Colleagues:

It is with pleasure that I share with you the 2007–2008 Annual Report of the Council on Social Work Education, *Strengthening the Profession of Social Work—Leadership in Research, Career Advancement, and Education*. The past year of innovation and initiatives in social work education reflected in this report is the result of the tremendous dedication of staff and 766 member volunteers whose ultimate goal is the education of students whose commitment to social work practice will make a difference in the lives of our clients.

The highlights of this report speak to accomplishments in the development and approval by the Board of Directors of the 2008 Educational Policy and Accreditation Standards, continuing partnership developments in international social work education through the Katherine A. Kendall Institute for International Social Work Education, the change of the Annual Program Meeting from a winter to a fall venue, the continued strengthening of our research office, and the initiation of a governmental relations effort that places social work education on the federal legislative agenda. Two important task forces were organized to help us think through important curricula and policy issues—the Native American Task Force and the Joint Task Force on Veteran’s Affairs. In addition, we have seen our partnerships with other social work education organizations—the Association of Baccalaureate Program Directors, the Group for the Advancement of Doctoral Education, the National Association of Deans and Directors, the Society for Social Work and Research and the Saint Louis Group—strengthen and develop. The 5-year renewal of the John A. Hartford Foundation grant and the extension of the Minority Fellowship Programs continue to strengthen the development of a future-oriented workforce in social work education that is diverse and prepared for the dramatic demographic shifts that are occurring in American society.

At a time of fiscal constraint, CSWE has found ways to be innovative while maintaining a sound financial structure. It has also remained forward-thinking by extending its outreach to future generations of social work educators and practitioners.

With warm regards,

Ira C. Colby
President
Dear Friends and Colleagues:

This edition of the CSWE Annual Report (2007–2008) has an overarching theme beyond the program-driven elements of CSWE’s activities in the past year. It outlines the efforts that we have made as an organization to broaden our community outreach and strengthen relationships with existing partners. I am very pleased to be able to share it with you.

The efforts of social work education have continued with substantial progress in several arenas. First, our new government relations initiative, begun in January 2008, has stimulated social work educators nationally to help us set legislative priorities that will have a direct payoff for our social work programs—their students, their faculty, and their scholarship. This initiative serves all of social work education from the small rural social work programs to the larger urban and research based programs. In addition, it is designed for use by programs as they participate in setting their institutional legislative priorities.

The second focus for the 2007–2008 year was the development and adoption of the 2008 Educational Policy and Accreditation Standards (EPAS). The work to bring this important policy project to completion was done over the course of 4 years and shepherded by both volunteer and staff leadership. The final document represents a change on the part of social work education from a content/program objectives model to a competency/practice outcome model for determining accreditation of our 654 social work programs. Acceptance of the 2008 EPAS by the CSWE Board of Directors in April 2008 ushered in a new and dynamic process for assessing program compliance with accreditation standards.

Finally, you will find in the pages of the Annual Report sections that represent the strength of our Office of Social Work Education and Research, an area that we have put considerable commitment into strengthening over the past 5 years. Our efforts are beginning to pay off in terms of prompt, timely, and accurate data about social work education as well as research staffing for special projects and the quality assurance functions of our various commissions and councils.

Please join me, our CSWE staff, and our 766 member volunteers in the programmatic excitement that is CSWE.

Sincerely,

Julia M. Watkins
Executive Director
On July 1, 1952, the Council on Social Work Education (CSWE) began its operations as an organization primarily concerned with the promotion and improvement of social work education for the advancement of the profession. For more than 50 years CSWE has undertaken programs and initiatives to continue that important work, central to its core mission. With the goal of becoming the foremost expert on the content for a first-rate social work curriculum, CSWE compiles and produces models for curriculum development and supplemental resources for classroom education and provides the latest research and statistics pertaining to social work education and programs.

In the spring of 2008 CSWE introduced the newly revised Educational Policy and Accreditation Standards (EPAS), which serve as the basis for future curriculum development and provide social work programs with direction and guidance. By providing expertise in curriculum development and content, the CSWE Gero-Ed Center serves as a model for an organization whose activities have advanced the infusion of gerontology into the core curriculum for social work education. In addition, CSWE is focused on several initiatives to enhance leadership in social work education, both by providing opportunities for faculty leadership within universities and in the creation and education of leaders for the profession. These strategies focus chiefly on the education and training of doctoral students. The legacy of CSWE as the premier national center for social work education continues through the important work of its educational programs and projects.
New Educational Policy and Accreditation Standard Approved

The Board of Directors of the CSWE unanimously approved the 2008 Educational Policy and Accreditation Standards (2008 EPAS) on April 25, 2008. The Board’s approval came after nearly 4 years of work by members of the Commission on Curriculum and Educational Innovation (COCEI) and the Commission on Accreditation (COA). In making its decision, the Board concluded that the work of the members of the two commissions had resulted in a sound document that reflects the changing demands and expectations of regional accrediting authorities, public policy makers, federal agencies such as the Department of Education, and external funding entities. Further, the Board noted that COA and COCEI members brought their best thinking to the table, debated ideas and constructs, and sought and reflected on feedback from others. The Board also recognized the extensive review of constituent input by COA and COCEI.

The 2008 EPAS consists of four curriculum features: (1) program mission and goals; (2) explicit curriculum, including field education; (3) implicit curriculum; and (4) assessment.

Program Mission and Goals

The program’s mission and goals address the profession’s purpose, are grounded in the profession’s values, and are informed by its context.

Explicit Curriculum

The explicit curriculum is a program’s formal educational structure and includes its courses and curriculum design. It is a basic precept of social work education that the two interrelated components—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice.

The explicit curriculum at the BSW level is designed to prepare its graduates for generalist practice through mastery of the core competencies as operationalized by the practice behaviors that characterize each. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work the signature pedagogy is field education.

Implicit Curriculum

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s com-

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"The new EPAS will help promote the education of adaptable social work practitioners, who will be able to respond creatively to their ever-changing environmental context and encourage curricular innovation."

—Phyllis N. Black, Chair, CSWE Commission on Curriculum and Educational Innovation; Marywood University & Wynne Sandra Korr, Chair, CSWE Commission on Accreditation; University of Illinois at Urbana-Champaign
mitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of evaluation is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curricula to enhance attainment of program competencies.

EPAS Features
The 2008 EPAS

» allows for comparability across programs and flexibility in addressing the competencies;

» emphasizes the importance of context, encouraging programs to be responsive in a changing environment;

» articulates the centrality of social work values;

» places a major focus on the learning environment;

» maintains the importance of diversity and social and economic justice;

» embraces field education as a hallmark of social work education; and

» promotes and strengthens the continuum of education from baccalaureate through master's.

The 2008 EPAS will be effective for programs whose reaffirmation date (when a program's accreditation is scheduled to end) is October 2010. It will be used by programs submitting a candidacy application after August 2008. As is its current practice, COA and its staff provide training 2 or 3 years prior to a program's reaffirmation date. In addition, training is offered prior to a program's submission of its candidacy application. Programs on the 2010 and 2011 reaffirmation agendas will be offered training by October 2008. COA and its staff will also provide technical support and extensive consultation to support programs throughout their reaffirmation or candidacy processes.

National Center for Gerontological Social Work Education
The National Center for Gerontological Social Work Education (Gero-Ed Center) is currently in its fourth year of funding from the John A. Hartford Foundation's Geriatric Social Work Initiative (GSWI). In 2007 the Gero-Ed Center, which was first funded in 2004, received 5 more years of financial support (July 1, 2007–June 30, 2012) from the John A. Hartford Foundation.
The Gero-Ed Center, under the leadership of Co-Principal Investigators Nancy R. Hooyman and Julia M. Watkins, will continue the mission of training faculty, recruiting students, and designing both specialized and gerontologically infused foundation classroom content. In 2007–2008 we advanced this mission through new and continuing initiatives.

**Master’s Advanced Curriculum Project**
The Gero-Ed Center Master’s Advanced Curriculum (MAC) Project, initiated January 1, 2007, is a 4-year project designed to enhance three advanced master’s of social work (MSW) specialty practice areas—mental health, substance use, and health—with gerontological competencies. Under the leadership of Project Principal Investigator Sadhna Diwan of San José State University, the MAC Project addresses the gap between the lack of curricular gerontological content in the three advanced areas and the workforce demand for health, mental health, and substance use practitioners to be gerontologically competent. The two key components of the MAC Project are the Resource Review Project and the Gero Innovations Grant.

The Resource Review Project used faculty experts to conduct reviews and syntheses of existing evidence-based literature relevant to aging populations in health, mental health, and substance use. In 2007–2008 the Resource Review Project completed the reviews and prepared them for dissemination through the Gero-Ed Center Web site and participation in national conferences.

The Gero Innovations Grant provides 2 years of funding for MSW programs to develop, implement, and evaluate different strategies to infuse gerontological competencies for each of the three MAC Project specialty areas. Fourteen MSW programs were funded beginning July 1, 2007. From 2007–2008 the programs finalized its planning phase and began implementation.

**Faculty and Programmatic Development Initiatives**
One of the primary goals of the Gero-Ed Center is to develop gerontologically infused foundation course content in bachelor of social work (BSW) and MSW programs. The Gero-Ed Center accepted applications for two such programs during 2007–2008.

Representing an almost $150,000 investment from the John A. Hartford Foundation and the CSWE Gero-Ed Center in BSW education, the BSW Experiential Learning (BEL) Program funds up to 40 social work programs over two funding cycles to develop innovative experiential student learning activities, such as conducting oral...
histories with elders or practicing interviewing and observation skills with older adults. By involving students in direct interaction with older adults, the BEL Program intends to recruit undergraduate students early in their academic careers to gerontological social work field placements, MSW education in gerontological social work, and careers working with elders and their families. During 2007–2008, background research was completed, a request for proposals was disseminated, and 20 social work programs were selected to participate in the BEL Program beginning July 1, 2008.

The Curriculum Development Institute (CDI) Program, a 3-year initiative focused on preparing faculty to plan, implement, evaluate, and sustain gerontological competencies and content within foundation curricula, initiated a second cycle of funding during 2007–2008. A central tenet of this model is that programmatic-level change is essential to embedding and sustaining gerontology within both a program’s foundation curriculum and its organizational culture. To support competency-based curricular change planning and implementation, each participating social work program received a $5,000 grant. In addition, faculty participants at each program received additional funding support to attend three annual CDI Workshops at the CSWE Annual Program Meeting (APM).

This represents an investment of more than $400,000 in BSW and MSW social work education by the John A. Hartford Foundation and the CSWE Gero-Ed Center.

**First Gero-Ed Track at 2007 CSWE APM**

The first Gero-Ed Track at a CSWE APM was held in San Francisco, CA, October 27–30, 2007, marking the first year that gerontology was incorporated into the APM as a track.

This new format led to the development of several session types, including posters, curriculum and administrative workshops, and skills workshops. For the first time, CSWE’s Career Center sponsored a session titled Finding a Job: in the Field of Gerontology to help demystify the hiring process for students searching for jobs in academia, particularly in the field of gerontological social work. The most popular events from the former Gero-Ed Forums remained, however, such as the Gero-Ed Track Kick-Off, the Film Festival, the Anita Rosen Award for Outstanding Student Poster in Gerontology, and the joint event and reception held by the CSWE Gero-Ed Center/Association for Gerontology Education in Social Work.

The Gero-Ed Track welcomed 150 presenters from 80 social work education programs and 13 community organizations. The
presenters represented three countries. Sessions included 41 paper presentations; nine poster presentations; eight panel presentations; two curriculum and administrative workshops; three skills workshops; and one electronic poster presentation, as well as the screening of nine videos at five Film Festival sessions.

Future Directions
In 2008–2009 the CSWE Gero-Ed Center will launch two new initiatives: the Competencies Project and the Specialized Gero Program. The Gero-Ed Center Competencies Project will review the current Geriatric Social Work Competencies and ensure they can be connected to the CSWE EPAS.

The Specialized Gero Program is a new grant program through which the Gero-Ed Center will fund up to 20 accredited BSW, MSW, or BSW/MSW programs to develop, implement, and institutionalize advanced-level gerontological competencies in their programs as a minor, certificate, specialization, or concentration.

The Gero-Ed Center has also joined the Eldercare Workforce Alliance, which was developed out of the landmark report released in April 2008 by the Institute of Medicine of the National Academies titled *Retooling for an Aging America: Building the Health Care Work Force*. The Gero-Ed Center’s role in this alliance serves to ensure that social workers are included as stakeholders in this important alliance.

Gero-Ed Center Caregiving Initiative
Families and other unpaid caregivers (such as friends and neighbors) are the primary providers of long-term care in the United States. Research suggests that there are more than 33 million caregivers providing help to persons aged 50 or above. They provide care in many different ways, from the daily activities of bathing, dressing, or eating to the more responsibility-laden tasks of transportation or financial management. Family members often assume these duties for their loved ones with little preparation for their caregiving roles and little ongoing support for themselves, resulting in poor health for caregivers and unnecessary institutionalization for their loved ones.

CSWE, in collaboration with the *American Journal of Nursing*, Family Caregiver Alliance, and Rutgers Center for State Health Policy, and with the leadership of the AARP Foundation, embarked on a two-phase Caregiving Initiative. A 1-year grant from the John A. Hartford Foundation and the Jacob and Valeria Langeloth Foundation supported a unique partnership among these organizations with the goal of prompting the nursing and social work professions to improve their commitment, knowledge, and skills to better support older adults and their families.

The first phase of the initiative was to examine how professional partnerships between nurses and social workers can be improved to better serve family caregivers. During this phase of the initiative the State of the Science Symposium for Family Caregiving was convened in January 2008 to raise the visibility and influence of family caregiving in the interdisciplinary professions of nursing and social work. The outcome of the symposium was the production of a state-of-the-science report that called for a redefinition of good patient care to include consideration of those family members and friends who provide ongoing, often daily, care.

The second phase of the Caregiving Initiative was to publish the state-of-the-science report in CSWE’s *Journal of Social Work Education*, representing social work, and in the *American Journal of Nursing*, representing nursing. These journals were made available to the public both electronically and in hardcopy at no cost. The full report can be downloaded from the Gero-Ed Center Web site at www.gero-edcenter.org/familycaregivers.
CSWE Now an Approved Continuing Education Provider

In March 2008 CSWE was approved as a provider for social work continuing education by the Association of Social Work Boards through the Approved Continuing Education (ACE) program. CSWE maintains responsibility for the program.

As an ACE provider (provider #1163) CSWE could offer more than 600 continuing education units (CEUs) at its 54th Annual Program Meeting (APM), held October 30–November 2, 2008, in Philadelphia. CSWE’s ACE status affords the more than 3,000 social work educators, students, and practitioners who attend APM a way to earn up to 18 CEUs at one conference.

Aside from its broader educational programming objectives, expanding CEU offerings creates new avenues by which CSWE can offer eLearning. The ACE certification facilitates the development of Webinars, podcasts, and other cutting-edge learning formats in the social work education field.

Student Outreach

Students are undoubtedly the future of the social work profession. Therefore, CSWE has expanded the operations of its Career Center to reach out to the next generations of social work educators and practitioners at the 2008 Annual Program Meeting (APM). Students gained valuable work experience through volunteering at the 2008 APM, as in years past, and could also choose from the myriad of student programming especially designed for them.

CSWE is actively seeking to make its APM student offerings more robust in 2009. The attention paid to the CSWE Career Center offerings is only the beginning of a broader effort to increase student participation in the CSWE community.
From its early years CSWE emerged as a leader within the social work profession. CSWE continues that tradition with two new initiatives, the Leadership Institute in Social Work Education and the Leadership Scholars in Social Work Education Program, which will offer educational sessions on specific leadership topics and mentor future leaders.
CSWE’s continued leadership in the establishment of institutes and programs to support social work is evidenced by the Katherine A. Kendall Institute for International Social Work Education. The Kendall Institute’s mission is to foster mainstream development of international content in social work education and to increase cross-organizational collaboration in project development, research, and data collection and dissemination. By leading these efforts, CSWE is a key player in the international arena to develop a more globally minded profession.

The Katherine A. Kendall Institute for International Social Work Education

The Katherine A. Kendall Institute for International Social Work Education (KAKI) strives to prepare educators, researchers, students, and practitioners for an increasingly global community through its programs and initiatives. In the words of Katherine A. Kendall, the visionary and the inspiration for the creation of KAKI, the overarching purpose of the Institute “is to foster the mainstream inclusion of international content in social work education and to establish productive working relationships with other disciplines and related international organizations in research and project development.”

To achieve the general goal of internationalizing the curriculum, more specific objectives include identifying for programmatic development cutting-edge subject areas of global significance for social work service; holding seminars with experts on global economics and social development to broaden perspectives and understanding of international social work education; conducting faculty development initiatives for internationalizing the curriculum; fostering greater connections between CSWE and other international social work organizations, the United Nations, and world donor organizations; developing a database of international initiatives that are taking place in U.S. social work programs; publishing educational materials for internationalizing the curriculum; promoting standards of excellence for international work; and constructing a research agenda for social work education and international initiatives.

KAKI was envisioned as contributing to strong partnerships with other international organizations and expanding the collaborative and productive work of social work in the global context. The more social workers around the globe share ideas and different perspectives, the better prepared educators and practitioners will be.

A primary partner has been and continues to be the International Association of Schools of Social Work (IASSW). The president of IASSW, Abye Tasse (2004–2008) of Addis Abba University in Ethiopia, sits as a member of the KAKI Advisory Board. Through its collaboration with IASSW, KAKI served as a partner in Social Work Day at the United Nations on March 31, 2008.

KAKI is also part of the collaborative development and implementation of the International Social Work Conference (ISW). This conference was initiated by the International Committee of the National Association of Deans and Directors, under the direction of Alberto Godenzi of Boston College and Kay Davis of the University of Connecticut. For the 2008 ISW in June, How to Build Sustainable Initiatives, KAKI sponsored a plenary, Developing Sustainable International Social Work Initiatives: Reality or Illusion? The session was moderated by Julia Watkins, CSWE, and panelists included Constance Kane, World Education; Ron Marks, Tulane University; Muthoni Muriu, Oxfam America; and Frank Raymond, International Consortium for Social Development.

KAKI is currently focusing on two programmatic areas: disaster management and global migration. Activities around these topics will expand the under-
standing of social work roles in disaster mitigation and global migration through knowledge dissemination, networking among scholars engaged in these fields of social work, and curriculum development in social work programs globally that will impact students who seek to work in these fields.

To sustain the momentum for activities on disaster management following the highly successful seminar in St. Michael, Barbados, in January 2007, the papers presented are being compiled into a manuscript, *Disaster Concepts and Issues: A Guide for Social Work Education and Practice*, scheduled for publication by CSWE Press in 2009.

In addition to sessions on disaster management presented at the International Consortium on Social Development in Hong Kong, a presentation was made at the 2007 CSWE Annual Program Meeting in San Francisco titled Curriculum Building for Disaster Social Work: International Partnerships. Session presenters included David Gillespie, Washington University; M. C. “Terry” Hokenstad, Case Western University; and Mary E. Rogge, University of Tennessee, with Doreen Elliott, University of Texas at Arlington serving as chair.

Global migration is having a profound effect on social transformation and on developing nations.

KAKI and CSWE, represented by Uma Segal and Julia Watkins, participated in two seminars in Sofia, Bulgaria (January 2007 and December 2007), focusing on international competitiveness, the role of human capital, and immigrant integration policies. The seminars were funded by the German Marshall Fund of the United States. KAKI served as the U.S. partner in the project with the primary organization being the Economic Policy Institute, Sofia, Bulgaria. The papers have been published and are available in two separate volumes at www.epi-bg.org.

**CSWE Leadership Institute**

Introduced by the Council on Leadership Development, with support from the Commission on Professional Development, the CSWE Board approved establishment of the CSWE Leadership Institute in May 2008.

A variety of leadership initiatives to promote future leaders in social work education, higher education, and the social work profession will be launched through the institute. Following is more information about the institute’s three initiatives.

**Initiative 1: CSWE Leadership Institute in Social Work Education**

*Launch: 2009 APM*

The CSWE Leadership Institute in Social Work Education (LISWE) will be structured and delivered similarly to the CSWE Faculty Development Institutes (FDI) and offered concurrently on the same day as the FDIs. LISWE sessions will be offered at a fee, similar to FDIs, and continuing education units will be awarded to participants. The Council on Leadership Development will identify session content areas and session leaders using an invitation process. Content areas will include the following.

» Leadership on boards, commissions, councils, and committees

» Leadership in social work education for directors of social work in doctoral, MSW, and BSW programs

» New and aspiring faculty leaders in social work education

» Leadership for building and sustaining inclusive higher education environments

» Leadership in curriculum

» Leadership development in college/university settings

**Initiative 2: CSWE Leadership Scholars in Social Work Education Program**

*Launch: Planning in Process*

The CSWE Leadership Scholars in Social Work Education Program (LSSEP) is
Leadership

designed initially to attract a cohort of 12–15 future leaders and provide them with targeted education, training, and mentoring. The program will prepare 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, and councils among others.

The LSSEP will require a 1-year commitment in which participants will attend specifically designed sessions at the Annual Program Meeting called CSWE Leadership Institutes in Social Work Education (LISWE), a Summer Leadership Institute, and be mentored by senior leaders in the field.

Initiative 3: CSWE Leadership Networking Reception
Launch: 2008 APM in Partnership with the New York Academy of Medicine Social Work Leadership Institute
In conjunction with the LSSEP initiative, CSWE held a networking reception during the Annual Program Meeting to support, encourage, and honor new leadership in the profession. Goals include

» encouraging MSW students and social work educators with the MSW as their terminal degree to pursue doctoral social work education and

» highlighting the work of the LSSEP scholars who would be asked (or expected) to participate and share their experiences and academic work as scholars in the program.

2008 Spring Governance Meeting and President’s Award
In April 2008 CSWE convened both the Board of Directors and members of its Commissions for a Spring Leadership Forum in Alexandria, VA. It provided an opportunity for the Commissions to meet simultaneously to conduct their business and gave the commissioners a chance to interact with each other. This interaction and intersection of CSWE leadership is one way CSWE is fostering collaboration for shared commitment to social work education and to the profession. The work of the Commissions formed important components of the Board’s policy-making agenda at the April 2008 Board of Directors’ meeting, including the Leadership Institute, the ratification of the Educational Policy and Accreditation Standards, and further discussion of proposed bylaws changes.

A Leadership Dinner was held for Commission and Board members, CSWE staff, and past CSWE presidents. The highlight of the evening was the presentation of the CSWE President’s Award to David B. Abrams in recognition of his contributions to the social sciences in the federal research agenda. The President’s Award is presented to an individual in recognition of significant contribution to the advancement of social work education and research.

Abrams served as director of the Office of Behavioral and Social Sciences Research (OBSSR) in the Office of the Director at the National Institutes of Health (NIH). OBSSR serves as the focal point for establishing agency-wide policies and goals in behavioral and social sciences research. It also functions as a liaison between the NIH intramural and extramural communities, other federal agencies, academic and scientific societies, national voluntary health agencies, the biomedical research community, the media, and the general public on matters pertaining to behavioral and social sciences research. Abrams led OBSSR in its mission to stimulate and coordinate behavioral and social sciences research throughout NIH, with the ultimate goal of improving health in the United States.

Abrams retired from OBSSR in April 2008. Following his retirement, Abrams
became the founding director of the Steven A. Schroeder National Institute for Tobacco Research and Policy Studies at the American Legacy Foundation. The new Schroeder Institute is collaborating with the Johns Hopkins University Bloomberg School of Public Health in its efforts to advance the science behind social marketing, smoking cessation, and tobacco control policy—and then translate those findings into practice.

**Service Day Tradition Strong at CSWE**

Continuing with the practice of participating in various community service activities, the CSWE Staff Committee organized winter and spring projects to promote the social work value of “service” among staff and to maintain CSWE’s status as a productive member of the local community. Previous voluntary Staff Service Day activities included assisting in the building of homes for DC Habitat for Humanity; the Alzheimer’s Association Memory Walk, for which the CSWE team “Strides in Social Work” raised more than $2,000; and the Annual Holiday Food Drive for the Center for Life Enrichment in Washington, DC. Each activity was approached with infectious enthusiasm and energy from CSWE staff, paving the way for future Service Day efforts within the organization.

During 2007–2008 CSWE staff participated in two new activities demonstrating continuous commitment to serving others within the community: the Staff Committee arranged a blanket drive for the Carpenter’s Shelter and partnered with Martha’s Table to help feed homeless families in the area.

**Blanket Drive an Overwhelming Success**

To build team camaraderie and spirit among staff as well as to reflect our values and represent the social work profession, the Staff Committee partnered with the Carpenter’s Shelter at the Hubert N. Hoffman, Jr. Center for Homeless Families in Alexandria, VA, and created teams to compete toward the largest collection...
of blankets, sheets, and socks. CSWE staff was divided into four teams to encourage friendly competition in efforts to collect as many items as possible. Teams collected items from their homes, friends, and families, and made arrangements with neighboring hotels that were updating their amenities and consequently getting rid of bed sheets and covers.

In a letter of appreciation, Frances Becker, executive director of Carpenter’s Shelter, thanked staff for their “generous support” of the shelter’s holiday efforts. “We can’t thank you enough for all of your help in making holiday wishes come true for nearly 200 children and 100 adults served by Carpenter’s interrelated programs,” Becker said. Carpenter’s Shelter serves homeless and formerly homeless clients.

CSWE Staff Make 1,000 Sandwiches for Soup Kitchen
Recognizing that nearly 104,000 Washington, DC, residents live at or below the poverty line, CSWE dedicated one of this year’s service projects to combating hunger in its immediate community.

CSWE staff prepared 1,000 bologna and cheese sandwiches for McKenna’s Wagon, a mobile soup kitchen that serves approximately 1,200 homeless or hungry families and individuals in Washington, DC, each day. McKenna’s Wagon is one of many programs offered by Martha’s Table to meet the needs of the underserved in the Washington, DC, area, which has the third highest poverty rate in the nation.

Over 3 days in May, CSWE’s main conference room was transformed into a sandwich assembly line as staff, volunteering their normal lunch hour, used it to make sandwiches with 64 pounds of bologna, 45 pounds of sliced cheese, and 76 loaves of bread. Shannon Dorsey of the CSWE Staff Committee stated, “Volunteering for Martha’s Table was an extremely rewarding experience. This activity proved that through teamwork, leadership, and determination we can make a difference in our local communities.”
The birth of CSWE in 1952 occurred through the collaboration between two major organizations: the National Association of Schools of Social Administration and the American Association of Schools of Social Work. CSWE has continued its history of collaboration by reaching out to organizations with common goals and creating partnerships. This collaboration is most evident in the partnerships CSWE has with organizations such as the Association of Baccalaureate Social Work Program Directors (BPD), the National Association of Deans and Directors of Schools of Social Work (NADD), the International Association of Schools of Social Work (IASSW), and the Institute for the Advancement of Social Work Research (IASWR).

The partnerships with both BPD and NADD provide for a staff person housed in the offices of CSWE to manage each smaller association. This relationship allows for integration of common resources and information and improves member communication and services for both CSWE and its sister organizations. Partnerships with IASSW and IASWR allow both organizations to complement each other’s missions and goals.

Association of Baccalaureate Social Work Program Directors
In 2008 BPD began a new agreement with CSWE under which the CSWE publications staff produces the Journal of Baccalaureate Social Work. Working with the editor-in-chief, CSWE staff manages peer-review of the journal’s manuscripts electronically via an online submission and review system and also oversees production, printing, and mailing of each issue.

BPD and CSWE also have a collaborative contractual agreement under which CSWE provides office space and staff oversight to BPD’s association manager. Through this agreement, BPD and CSWE have been able to share resources and improve member communication and services between the two groups.
National Association of Deans and Directors of Schools of Social Work

For the past several years, CSWE and the National Association of Deans and Directors of Schools of Social Work (NADD) have partnered to share resources and expertise in the pursuit of their missions. The organizations share a research assistant/program coordinator position, which is housed at the CSWE offices. The NADD program coordinator ensures the smooth day-to-day operations of NADD, serves as a key communication point for its members, and carries out assignments for CSWE. This partnership also includes jointly funded international initiatives, including collaboration on the International Social Work Conference in Boston in June 2008.

Currently CSWE and NADD are engaged in a Benchmarking Project, which also includes representatives from the Association of Baccalaureate Social Work Program Directors and the Group for the Advancement of Doctoral Education. CSWE will add benchmarking questions to the CSWE 2008 Annual Survey of Social Work Programs. Programs that agree to participate in the benchmarking initiative will be given a summary report on the benchmarking questions. Program representatives will also be able to request an individualized report comparing their responses with those of self-identified peer institutions.

NADD members are also active with an array of task forces, and CSWE assists NADD with development of several electronic surveys.

International Association of Schools of Social Work

CSWE and the International Association of Schools of Social Work (IASSW) have enjoyed a long-term partnership in pursuit of educating students and promoting scholarship in a global world. The president of CSWE sits as a voting member of the IASSW Board of Directors. CSWE is compensated by IASSW for its services, which include serving as the fiscal agent for IASSW, working with its elected treasurer and secretary to invoice for and accept membership dues payments, receiving accounts payable and disbursing funds upon the approval of the treasurer, and overseeing the conduct of an annual financial audit. The executive director of CSWE serves as the resident treasurer of IASSW, providing fiscal oversight for IASSW. The president of IASSW is a member of the Katherine A. Kendall Institute for International Social Work Education and an active participant at the CSWE Annual Program Meeting. The mission and goals of both organizations compliment each other and allow for a greater visibility and synergy of activity than each could accomplish singlehandedly.

Institute for the Advancement of Social Work Research

CSWE works in partnership with the Institute for the Advancement of Social Work Research (IASWR) through an annual cash contribution and an in-kind contribution of staff time and miscellaneous services. It is through the promotion of social work research that IASWR has enhanced the research opportunities for social work faculty and students in our social work programs nationally. CSWE leadership sits as a voting member of the Board of Directors of IASWR and seeks to promote an agenda that serves all of social work education as it reflects the mission and purpose of CSWE.

CSWE Meets With Chinese Social Work Management Delegation

Ira Colby, CSWE president; Dean Pierce, director of social work accreditation; and Eddie Wong, manager of information technology met with a Chinese social work management delegation at CSWE’s offices on December 17, 2007. Headed by Keqiang Wang, the deputy director of the Department of Personnel Education and Ministry of Civil Affairs, the group consisted of 23 social service officials from central and provincial governments of China. The Ministry of Civil Affairs is in charge of social welfare and social work, and China is considering the adoption of legislation to regulate social work.

Following a brief presentation about CSWE and accreditation, the delegation engaged in a lively discussion about the roles of social workers in various fields of practice and social work education, the relationship between CSWE and governmental regulation, and the legal and professional rights of social workers.
CSWE launched a new advocacy effort in 2008 with the development of its Public Policy Initiative. This new program is designed to support CSWE membership and social work education in general through promotion of issues important to social work with the United States Congress and federal agencies. Work also continues on the development of the Center for Diversity and Social and Economic Justice, the aim of which is to provide the vision, visibility, voice, cohesion, and outcomes needed to position social workers to work with diverse groups for social and economic justice.

CSWE Public Policy Initiative
CSWE began its Public Policy Initiative effective January 1, 2008, as an added service to its membership and in support of social work education. By promoting the value of social work education on the national stage, CSWE is working to ensure that issues important to social work educators are understood by the United States Congress, the various agencies within the federal government, and other social work and higher education organizations. The hope is to provide the very best education, training, and financial assistance for social workers and address the needs associated with fostering a sustainable and competent workforce. Specifically, the CSWE Public Policy Agenda covers debt load and loan forgiveness, higher education and accreditation, ally building, and Minority Fellowship Programs (MFP). The Agenda will be refreshed as needed to reflect the emerging needs of social work education.

Loan Forgiveness
Throughout 2008 CSWE identified legislation for which it is appropriate to include social workers as eligible recipients of federal loan forgiveness programs on par with other allied health professions. By alleviating some of the financial burden associated with
By promoting the value of social work education on the national stage, CSWE is working to ensure that issues important to social work educators are understood by the United States Congress, the various agencies within the federal government, and other social work and higher education organizations.

Obtaining an education, CSWE is working to foster a stable, sustainable, and competent social work workforce. Loan forgiveness programs provide incentive to attract more students into social work programs and help to retain social workers already in the field.

Specific activities around this issue included advising congressional staff about legislative needs and subsequently endorsing specific legislation publicly that would provide loan forgiveness to social workers and other health professionals in exchange for a commitment to working with the aging population. CSWE also endorsed provisions in the Substance Abuse and Mental Health Services Administration (SAMHSA) Reauthorization Bill that would provide loan forgiveness to social workers in exchange for service in Health Professional Shortage Areas.

CSWE is also identifying legislation that could provide loan forgiveness and/or fellowship opportunities for social workers at the U.S. Department of Veterans Affairs, the largest employer of social workers. In addition, CSWE joined the Friends of VA Medical Care and Health Research coalition, which is managed by the Association of American Medical Colleges, as a way of staying abreast of new developments affecting VA funding and loan forgiveness opportunities.

CSWE signed on to a community letter in support of loan forgiveness provisions for services in areas of national need, such as child welfare workers, mental health professionals, and others within the House version of legislation reauthorizing the Higher Education Act (HEA). This loan forgiveness program, for which some social workers are eligible, was included in the final HEA bill, the Higher Education Opportunity Act (H.R. 4137), when it was enacted into law this year.

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In an effort to express social work education research interests, CSWE drafted a letter to the director of the National Institutes of Health (NIH) commenting on the importance of the social and behavioral sciences to the next phase of the NIH Roadmap and Common Fund. CSWE called on NIH to support research that is relevant to social issues, include social workers and social work researchers on peer review committees, and use the Common Fund as a vehicle for increasing the diversity of the NIH grant pool through training and mentoring opportunities.

**Ally Development**

Interacting with other organizations throughout the social work, social science, and higher education communities has been a key CSWE Public Policy focus within the first few months of the initiative.

It has already proven advantageous to work with organizations with shared policy concerns, including the Consortium of Social Science Associations, American Psychological Association, American Psychiatric Association, American Association for Marriage and Family Therapy,
American Academy of Child and Adolescent Psychiatry, National Association of Social Workers, Association of American Universities, American Council on Education, and National Association of State Universities and Land Grant Colleges. CSWE also participated in a meeting of the Friends of the National Institute on Aging coalition to explore potential future opportunities for social work within the Institute.

CSWE is committed to working toward passage of additional legislation that may emerge that would implement the recommendations made in the National Academy of Science’s Institute of Medicine (IOM) report titled Retooling for an Aging America: Building the Health Care Workforce (2008) and thereby strengthen the social work workforce. CSWE anticipates leveraging the report’s recommendations in its own efforts to promote enhancement of the U.S. workforce dedicated to serving an expanding aging population in America. One bill that CSWE has gone on record to support this year is the Caring for an Aging America Act of 2008 (S. 2708/H.R. 6337), which was introduced by Senator Barbara Boxer (D-CA) in the spring, and which makes recommendations consistent with the IOM report. CSWE is listed among the more than 30 national organizations and associations that endorse the bill and will continue to work toward its passage.

Minority Fellowship Programs
CSWE’s Minority Fellowship Programs are a major source of support for social work doctoral students from minority backgrounds and help to address the diverse workforce needs of the social work profession. CSWE is working with Congress and the necessary federal agencies, as well as ally organizations, to ensure that funding for the Minority Fellowship Programs is sustained. Members participated directly in CSWE’s Public Policy Initiative earlier this year when they wrote to their Congressional representatives in an effort to garner signatures to a Substance Abuse and Mental Health Systems Administration Minority Fellowship Programs “Dear Colleague” letter.

As the public policy initiative progresses, we will undoubtedly be seeking additional member activity and input.

Center for Diversity and Social and Economic Justice
The Center for Diversity and Social and Economic Justice (CDSEJ) continues in its development to lead a central part of CSWE’s mission. Through leadership and guidance, CDSEJ provides the profession with the opportunity and the means to position social work educators and practitioners to work with diverse groups for social and economic justice. It also provides national leadership for social work professionals in the areas of education, research, and practice. CDSEJ participated in and/or sponsored a number of activities during the 2007–2008 academic year.

In the spring of 2008 CDSEJ conducted a survey of BSW and MSW programs to identify existing programs that are engaged in initiatives related to diversity and social and economic justice (DSEJ). Highlights from the responses of the 195 schools/programs (38%) indicated progress in bringing content on DSEJ into the curriculum and university and college organizations as well as indicating areas in which more work is needed. Of the programs surveyed 70% offered a stand-alone course on this topic and another 7% were developing one. Only 22% reported no such course. The information reported in this survey will help CDSEJ plan its next steps. CDSEJ is grateful to all the social work educators who took the time to participate in the effort. A completed copy of this report can be found on the CSWE Web site.

CDSEJ presented a Faculty Development Institute (FDI) at the 2007 An-
nual Program Meeting in San Francisco titled “Undoing Racism.” The FDI offers social work educators an opportunity to develop and enhance skills and analysis to combat racism. The highly interactive workshop, led by the nationally known trainers of The People’s Institute, explores racism’s origins, functions, and impact. The seminar presents a unique and effective model that equips social workers to teach about the troublesome history of racism, the struggles against it, and the power arrangements that create and support racism. This workshop also provides strategies for undoing the racism embedded in organizations and wider society. In addition, the FDI presents a specialized method for analyzing why people are poor. CDSEJ plans to repeat the FDI at the 2008 Annual Program Meeting.

In April 2008 CDSEJ began consulting with Lambda Legal, a national organization seeking to achieve full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people, and those with HIV, to develop a national survey of accredited social work programs. The survey will determine the depth and breadth of curricula and resources related to sexual orientation and gender expression in social work programs in the United States. The collaboration between CDSEJ and Lambda Legal was part of a $75,000 1-year subgrant from the Tides Foundation to CSWE.

CDSEJ also endorsed Social and Economic Justice and Populations at Risk, a bibliography containing more than 500 entries on social justice compiled by Sadye L. M. Logan in 2007, which was published by CSWE Press.

Finally, CDSEJ participated in the dynamic “Diversity Conversations” sponsored by the Commission for Diversity and Social and Economic Justice. The conversations explored the intersectionality of human diversities and linkages with social and economic justice.

CDSEJ continues to focus on setting a research agenda that will encompass a mechanism that speaks to social justice.
Recognizing the importance of research to social work education, CSWE invests in professional staff, publications, training, and research programs to improve research within CSWE and the quality and quantity of findings and resources disseminated to the education community. Initiatives through the research division of CSWE focus on providing research support to social work programs, CSWE members, the board of directors, and 15 volunteer commissions and councils. The findings of research efforts are used by CSWE and the social work education community to guide policy and programmatic planning. The research division includes the work of Institutional Research, the Scholars Program, and the Minority Fellowship Programs. In the past year CSWE continued to expand and improve research operations.
Scholars Program
The CSWE Scholars Program was designed to provide funding for social work faculty (senior scholars) and doctoral students (junior scholars) to conduct research on topics of interest to CSWE and the education community. This year, for the first time, funding priorities have been developed for the program. Program priorities for 2007–2008 include (1) teaching evidence-based practice, (2) gerontology, (3) mentoring programs, and (4) competency-based education in social work. In 2007–2008 there were two new CSWE Scholars, including the first junior scholar. Suzanne Cross, of Michigan State University, focused her work on American Indians and Alaskan Natives in social work education. Junior scholar Kristin Day, a doctoral student at Catholic University, researched leadership content in self-study documents.

CSWE Scholars are encouraged to disseminate the findings of their research as broadly as possible, including use of CSWE venues and media such as presenting at the Annual Program Meeting and publishing in the Journal of Social Work Education. Additionally, the Scholars’ final reports are maintained in the Reports section of the CSWE Web site.

Institutional Research
Institutional Research (IR) has primary responsibility for working on the CSWE Research Agenda and for working with stakeholders, both internally and in the larger education community, to promote research. Research by IR includes the Annual Survey of Social Work Programs, maintaining quality assurance for the Commission on Accreditation (COA), and conducting surveys on topics of interest to social work programs. Beyond the research activities, IR also works to promote research through the development of publications and Web-based curriculum resources for social work programs, faculty, and students. A list of a few of the research initiatives from last year follows. Further information about the IR initiatives is available on the Web site.

Annual Survey of Social Work Programs
The Annual Survey of Social Work Programs (Annual Survey) is a census of accredited programs that has been conducted by CSWE since 1952. CSWE has been working to make revisions to the Annual Survey that will streamline data collection and reporting. Major accomplishments in the past year include transitioning to a new online survey system and data collection platform (Zarca Interactive) for the Annual Survey. To ease the transition to the new format, the IR staff led two workshops during the 2007 Annual Program Meeting.

Another success from last year was the creation of two new reports: Statistics on Social Work Education in the United States: A Summary, and the 2006 Annual Survey of Social Work Programs: Research Brief.

COA—Research Initiatives
The IR staff has been working with COA on a number of projects in the past year. The IR developed a Quality Assurance (QA) Plan for COA that is intended to initiate a systematic review of quality at each stage of social work accreditation. The QA Plan includes both quality assurance processes and the collection of data through surveys and other feedback mechanisms that cut across different stages of the accreditation process. Results of the processes and feedback mechanisms are given to the COA Executive Committee along with recommendations for continuous improvement.

Another major initiative in the last year was providing staff and research support to the Educational Policy and Accreditation Standards (EPAS) vetting process. IR created a feedback process and developed a survey instrument and corresponding EPAS Revision Web page. The IR staff received all the comments submitted on the drafts and worked with accreditation staff to code and organize each comment for review by the Commission on Curriculum and Educational Innovation (COCEI)/COA editing committee.
Competencies in Prevention of Substance Use Disorders

Last year CSWE received a contract for $50,000 from the SAMHSA Center for Substance Abuse Prevention to develop competencies in social work in the area of substance use disorders prevention. Significantly, the contract also allowed CSWE to develop a framework for the endorsement of knowledge and practice behaviors for advanced social work practice under the 2008 EPAS. A task force was formed to work on the project, including experts in the field of substance use disorders prevention and representatives of COCEI and COA. The final product, Advanced Social Work Practice in the Prevention of Substance Use Disorders, is now available from CSWE.

Evidence-Based Practice

CSWE developed a new Teaching Evidence-Based Practice section of the CSWE Web site to help improve the ways that social work programs are teaching research. The new section includes a description of evidence-based practice, a Web bibliography, and eight model syllabi. The Web site was created in collaboration with the Austin Initiative and was announced at the 2007 Annual Program Meeting and in several sessions at the January 2008 Society for Social Work Research meeting. CSWE continues to promote evidence-based practice, including making the teaching of evidence-based practice a funding priority for the Scholars Program.

Minority Fellowship Programs

The Minority Fellowship Programs (MFP) provide mentorship and training to ethnic minority social work professionals, preparing them for leadership roles in mental health research and in the delivery of mental health services. MFP accomplishes this by supporting students in completing their doctoral degrees in the field of social work.

The MFP are continuing efforts to recruit and support via mentorship and training doctoral students from around the country. In 2007–2008 MFP received 44 applications. From those, 19 fellows from underrepresented groups were selected whose research interests include but are not limited to mental health and substance abuse, health disparities, culturally competent practice, aging, and disproportionality in child welfare.

Fellows in either program now complete program evaluations. Last year the MFP implemented an in-house evaluation to assess current fellows’ skills and knowledge, success, and mentorship in relationship to the services (activities) provided by the programs. The overall results of the evaluation yielded positive agreement by all fellows in the areas of skills and knowledge concerning the relationship between the MFP and their universities, fellows’ abilities to communicate effectively about
how research is constructed, and the role of research in developing interventions. The evaluation also revealed that fellows strongly agreed that the MFP provides ongoing support and mentorship. Future improvements will include training in the area of cultural competency in research. The focus on program evaluation will continue throughout the 2008–2009 academic years and will include an evaluation on the status of alumnae of the program. Thus, the MFP is asking all alumnae of the program to contact the MFP office and provide updated contact information.

Statistical Data

The two Minority Fellowship Programs have supported approximately 627 social workers from underrepresented groups: 284 in the Substance Abuse and Mental Health Services Administration (SAMHSA) program and 343 in the National Institute of Mental Health (NIMH) program. (Some fellows have received funding from both programs; therefore, the unduplicated count is 617.) A total of 155 SAMHSA fellows and 220 NIMH fellows have completed their doctorates. This number changes constantly as more fellows complete their dissertations. The fellows who have completed their doctoral degrees represent the following ethnic groups: 50% African American, 4% American Indian, 20% Asian American, and 26% Latino/Hispanic.

Fellows’ Training

During the 2007–2008 academic years, fellows participated in CSWE Annual Program Meeting (APM) in San Francisco and the Society for Social Work and Research (SSWR) Conference in Washington, DC. In addition, fellows participated in 1½ days of training at APM provided by the MFP. Training topics included the intersection of culture and research, how to apply for a federally funded dissertation grant, and writing for publication. Also, there were panel presentations by MFP alumni on the benefits of a postdoctoral fellowship and experiences in academe (teaching school, research school, and clinical practice). Feedback from the APM survey revealed that the MFP achieved its goal of providing the most relevant training and opportunities to the fellows, to include networking with MFP alumni and other social work colleagues who are engaged in cutting-edge research.

The MFP research meeting was held at the annual SSWR conference in January 2008. The meeting focused primarily on interdisciplinary research and began with a networking breakfast with representatives from numerous federal agencies. Representatives shared information related to funding opportunities at the federal level for specific areas of research (health disparities, child welfare, suicide prevention, and Black male development).

Other presentations included community-based participatory research, evaluation research, logic modeling, translational research, crafting a research agenda, and preparing for an academic career. John Brekke, University of Southern California, chair of the NIMH Research Advisory Committee, gave a presentation on translational research. Other presenters included alumni Aisha Tucker Brown, Gina Samuels, Amelia Roberts, and Gregory Washington.

Herb Joseph and Lt. Antoine Smith of SAMHSA spoke to the fellows regarding the history of the MFP at SAMHSA and gave them information about funding trends at the federal level.

Outreach

The MFP participated in the BPD conference in March 2008 with the goal of networking with BSW programs to help interest more BSW students in a research career. Jenny Jones, MFP
programs director, met with the Educators of Color group to discuss this issue. Attendees were reminded that some BSW students go on to enroll in joint MSW-PhD programs, and if the seed of interest in a research career can be planted at this stage, the possibility of extending the pipeline of students from underrepresented groups can be strengthened, thus giving BSW students an opportunity to make informed decisions about their careers. This idea was well-received by those in attendance.

The MFP has also increased its outreach efforts to alumni. As a result, numerous alumni have offered their support and commitment to mentor current fellows.

The MFP participated in the Latino Social Work Conference held in Chicago, June 11–13, 2008. The conference was another venue for dialogue related to extending the pipeline and potentially increasing the number of Latino students in the MFP. A focus group was held with current MFP Latino fellows who participated in the conference. The information shared in the focus group will be used to enhance recruitment efforts of Latinos enrolled in doctoral programs. The focus group also provided insight into the challenges specific to Latino fellows in their respective doctoral programs. Lastly, a reception was held with alumni in the Chicago area and current fellows, which provided an opportunity for networking and support.

**Funding**

The MFP has received funding from both NIMH and SAMHSA for the 2008–2009 academic years to continue providing training and development of fellows. The NIMH funding, scheduled to run through 2010, provides support to fellows whose primary focus is to pursue mental health research training. The SAMHSA funding currently covers a 1-year period (2008–2009); however, the program has been approved for a 3-year budget period contingent on available funding. The SAMHSA program provides support to fellows whose primary focus is substance abuse and mental training.
CSWE continues to develop a robust and engaging communications program, providing the latest, most salient information to our constituents. Focus, a monthly eNewsletter, brings members the latest on CSWE’s programs and initiatives, quickly and succinctly. In addition, in the summer of 2007 CSWE introduced News Briefs, a monthly electronic news service with updates on key news coverage applicable to social work education that appear in thousands of media sources. These two electronic publications keep members abreast of CSWE programs and initiatives, as well as the latest developments in the field. CSWE also advances knowledge in social work education through the Journal of Social Work Education and numerous publications from CSWE Press.

News Briefs: The Newest CSWE Member Benefit

CSWE considers enhancing membership benefits an important component of advancing the social work profession. The more tools educators, practitioners, and students have, the more of an impact they can make on social change and service. Thus, CSWE is constantly seeking ways to give its members access to new networking and leadership opportunities and informational tools pertinent to enhancing social service—whether it be in the classroom, on the policy level, or through interactions with clients.

Keeping members abreast of the latest developments concerning social work education was a major initiative in the 2007 fiscal year. The volume of news with relevance to social work education could be overwhelming to any professional or student attempting to adapt to our rapidly evolving society. On July 11, 2007, CSWE launched CSWE News Briefs, a monthly electronic news service that features 15 articles from more than 8,000 journals, magazines, and newspapers considered most relevant to the everyday required knowledge of CSWE members. These articles are divided into four routine topic areas—higher education, diversity, gerontology, and practice.
Arriving in e-mail boxes the first Thursday of the month, News Briefs provides a concise abstract summarizing each article’s content and a link to the full original text, if available. Footnotes indicate which articles require paid subscriptions or online registration for access, although the abstracts alone are comprehensive enough should the user not wish to use the provided link. The format is very user friendly and designed to meet various readership needs, from reading top to bottom, focusing on only one or two sections, or skimming.

Following are the month-by-month highlights of the articles covered in News Briefs for its first year of operation. Although each of the 180 articles featured in the 2007–2008 fiscal year was outstanding, the 12 listed here were among the most memorable for social work education and demonstrate the breadth of the coverage CSWE’s members receive.

**July 2007: Gerontology**
Students See the Future, and It’s Elderly People
*New York Times*, (05/13/07) P. 3–19; Fried, Joseph P.

**August 2007: Diversity**
Community Colleges Often Lead the Way in Diversity Efforts
*Diverse: Issues in Higher Education* (07/12/07) Bamphus, Walter G.; Roueche, John E.

**September 2007: Diversity**
Confronting a New Era of Diversity
*Christian Science Monitor* (08/06/07) P. 9; Emmert, Mark

**October 2007: Higher Education**
Accreditation Reform Focus of Forum
*Diverse: Issues in Higher Education* (09/24/07) Dervarics, Charles

**November 2007: Practice**
Can Software Assist in Child Welfare Decisions?
*City Limits Weekly* (10/15/07) No. 609, Whitehurst, Tram

**December 2007: Practice**
Neediest Kids Live in Rich States
*USA Today* (11/22/07) Koch, Wendy

**January 2008: Higher Education**
Prospective First-Generation Students Need Better Information, Report Says
*Chronicle of Higher Education* (12/11/07) Glenn, David

**February 2008: Gerontology**
No Country for Old People?
*Washington Post* (01/27/08) P. B1; Freedman, Marc

**March 2008: Practice**
GPS to Track Social Workers, Ticket Writers in Baltimore County
*Baltimore Examiner* (12/03/07) Malarkey, Jaime

**April 2008: Gerontology**
Sandwich Generation Faces Massive Stress in Caring for Aging Parents and Kids
*ABC News* (03/20/08) Snow, Kate; Naaman, Lara

**May 2008: Gerontology**
Geriatric Care Is Facing Crisis
*Wall Street Journal* (04/15/08) P. D2; Francis, Theo; Fuhrmans, Vanessa.

**June 2008: Practice**
Homeless Youth Need More Than Treatment for Substance Abuse, Study Says
*Ohio State Research News* (05/12/08) McGuire, Jenna

**Publications**
CSWE’s publications program is guided by a professional publications staff and the Council on Publications, which sets policies and criteria, recommends new programs, and decides which educational materials to publish. CSWE’s publishing program seeks to advance social work education through print and nonprint resources on educational philosophy, theory, and practice. This goal is realized by the widely read *Journal of Social Work Education* and the books and other nonprint materials published by CSWE Press,
CSWE’s publications program is actively soliciting new text manuscripts, continuing to develop policies and procedures, using online resources, and substantially increasing marketing activities. The goal remains to continue providing high-quality, cutting-edge resources to social work educators that truly advance social work education.”

—Dorothy J. Van Soest, Chair, Council on Publications; Professor and Dean Emeritus, University of Washington School of Social Work

a niche publisher, which address the needs of social work educators in the philosophy, theory, and practice of teaching; the process and evaluation of learning; and the organization and structure of social work education.

Journal of Social Work Education
CSWE’s flagship publication is the Journal of Social Work Education (JSWE), a peer-reviewed professional journal circulated to more than 4,100 members and institutional subscribers. JSWE serves as a forum for creative exchange on trends, innovations, and problems relevant to social work education at the undergraduate, master’s, and postgraduate levels. Published three times a year, JSWE is available as part of CSWE membership and by subscription.

CSWE’s publications staff works with the editor-in-chief and the Council on Publications to set policy and guidelines and to implement measures to position JSWE for the future. In 2008 the CSWE Board of Directors approved the creation of the JSWE Editorial Advisory Board, composed of the JSWE editor-in-chief, two current members of the Council on Publications, and two current JSWE reviewers. An informed and active Editorial Advisory Board serves as the journal’s eyes and ears and advises staff on overall journal policy and direction. Providing strategic support, soliciting manuscripts, promoting JSWE, and helping develop content are the Editorial Advisory Board’s main functions.

Publication decisions for the journal are made by an editor-in-chief with the help of anonymous reviews by a consulting editorial board. Consulting editors are prominent social work educators and authors. Each year, JSWE focuses on a special topic and publishes groups of manuscripts submitted for the special topic. Past special topics have included Innovations in Gerontological Social Work Education; Field Education in Social Work; Domestic Violence and Social Work Education; Promoting and Sustaining Evidence-Based Practice; and the Status of Women in Social Work Education.

JSWE also provides marketing opportunities to organizations through selling advertising space. Special placements allow organizations and universities to promote their products, conferences, and vacancies at competitive rates.

CSWE Press
CSWE Press seeks to advance social work education through the publication of print and nonprint resources. CSWE also publishes additional materials that explore practice issues as they relate to social work curricula and field work. Publication orders may be placed on the CSWE Web site or by calling a toll free number. CSWE authors are prominent thinkers, writers, and
educators in the social work profession. Proposal submissions are welcomed and are reviewed by members of the Council on Publications, who serve as editorial consultants on projects. Please see the CSWE Web site for more information on submitting proposals.

The following are the most recent CSWE Press publications.

**Women of Color as Social Work Educators: Strengths and Survival**
Halaevalu F. Ofahengaue Vakalahi, Saundra Hardin Starks, and Carmen Ortiz Hendricks

Brings to life the narratives of 20 women of color who are social work educators in predominantly White systems and organizations, illuminating their unique experiences as contributors to the betterment of social work education.

**Rewarding Challenges: Social Work With Older Adults**
Caroline Rosenthal Gelman and Carol Tosone

*An educational DVD for classroom discussion and social work practice that demonstrates specialized techniques that social workers can employ when working with older adults.*

**Diversity Education for Social Justice: Mastering Teaching Skills, 2nd Edition**
Dorothy Van Soest and Betty Garcia

*This updated text discusses social justice in classroom instruction, student development, social change, transformative learning, and contemporary social work practice.*

**Integrating Technology Into the Social Work Curriculum**
Jo Ann R. Coe Regan and Paul P. Feddolino

*This timely book offers comprehensive resources and teaching skills for integrating computers, the Internet, and course management software into the social work curriculum.*

**Management and Leadership in Social Work Practice and Education**
Leon Ginsberg

*This comprehensive resource provides an overview of managerial and leadership functions essential to success in the field of human services.*

**2007 Annual Program Meeting**
The 53rd CSWE Annual Program Meeting (APM) in San Francisco, CA, was the first APM to be held in the fall. This change was accompanied by many others, including new session formats submitted in 38 tracks and beginning each day with a plenary session related to the meeting’s theme, “Preparing the Next Generation of Educators.”

The 2007 APM offered attendees 756 paper presentations and more than 130 special sessions. In the exhibit hall 110 academic institutions, publishers, nonprofit organizations, and other companies presented their products and services. The Distance Education Summit at the end of the APM brought social work educators the latest technological advances in education.

Highlights of the 2007 APM included a Special Plenary presented by *New York Times*
best-selling author Stedman Graham; the inaugural Hokenstad International Lecture presented by Jim Ife; and awards presented to Allen Rubin and Ann Weick (Significant Lifetime Achievement in Social Work Education), Jeane W. Anastas (Distinguished Recent Contributions in Social Work Education), and Deborah P. Valentine and Maria E. Zuñiga (President’s Award).

Below are our other current membership benefits:

Professional Development

» Annual subscriptions to the Journal of Social Work Education and two monthly e-newsletters, CSWE Focus and CSWE News Briefs.

» 10% discount on the purchase of CSWE publications

» Significantly reduced registration fees and opportunities to participate at the CSWE Annual Program Meeting (APM). Nonmembers pay approximately 50% more to attend APM. Also available at the APM are exclusive onsite interview opportunities with institutions that utilize the CSWE online Career Center to post their position openings.

» Access to CSWE online Members-Only sections, which include a searchable individual member directory and full-text articles from the Journal of Social Work Education and other CSWE publications.

Community Voice

» Leadership opportunities in social work education. Members make their voices heard in social work education by serving on CSWE commissions, councils, or task forces or as elected members of the Board of Directors.

» Representation with decision makers. Members participate in CSWE’s advocacy efforts in gaining federal, state, and private support of social work education and shaping public policy affecting social work education.

» Promotion of the social work profession. Members work with CSWE to promote quality in social work education through accreditation, educational policy, curriculum development, and faculty development.

If you are not a member or would like to refer someone for membership, please visit the membership page on our Web site at www.cswe.org for more information on membership benefits and categories.
## Financial Statements

### Revenue

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<tr>
<td>Membership fees and dues</td>
<td>$2,382,037</td>
</tr>
<tr>
<td>Contributions and grants</td>
<td>6,404,342</td>
</tr>
<tr>
<td>Conference</td>
<td>758,192</td>
</tr>
<tr>
<td>Accreditation fees and related revenue</td>
<td>559,557</td>
</tr>
<tr>
<td>Publications</td>
<td>269,991</td>
</tr>
<tr>
<td>Investment income</td>
<td>(17,488)</td>
</tr>
<tr>
<td>Advertising</td>
<td>217,821</td>
</tr>
<tr>
<td>Other</td>
<td>175,326</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$10,749,778</td>
</tr>
</tbody>
</table>

### Assets

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,224,596</td>
</tr>
<tr>
<td>Investments</td>
<td>$2,596,530</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>405,108</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>1,237,756</td>
</tr>
<tr>
<td>Inventory</td>
<td>97,592</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>136,304</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>5,697,886</td>
</tr>
<tr>
<td><strong>Fixed Assets</strong></td>
<td>478,839</td>
</tr>
<tr>
<td><strong>Other Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>33,536</td>
</tr>
<tr>
<td>Grants receivable—long-term</td>
<td>3,057,316</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>3,090,852</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>$9,267,577</td>
</tr>
<tr>
<td><strong>Liabilities And Net Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Current liabilities</td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$125,428</td>
</tr>
<tr>
<td>Accrued vacation</td>
<td>82,806</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>1,483,282</td>
</tr>
<tr>
<td>Deferred rent</td>
<td>38,092</td>
</tr>
<tr>
<td>Refundable advance</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td>1,729,608</td>
</tr>
<tr>
<td>Long-term liabilities</td>
<td></td>
</tr>
<tr>
<td>Deferred rent net of current portion</td>
<td>19,046</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>1,748,654</td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>1,793,091</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>5,223,835</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>501,997</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td>7,518,923</td>
</tr>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td>$9,267,577</td>
</tr>
</tbody>
</table>

July 1, 2007–June 30, 2008

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Manager

Administrative Services
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Administrative Service Coordinator

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Eddie Wong
Manager
Haitao Lin
Portal Developer/Analyst
Frank Li
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Human Resources
Andrew Kim
HR Solutions

Finance
Tate & Tryon

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Minority Fellows Program
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Program Director
Marci Giang
Program Coordinator

National Center for Gerontological Social Work Education
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Jason Echols
Program Coordinator
Shannon Dorsey
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Research Associate
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Office of Social Work Accreditation and Educational Excellence
Dean Pierce, Director

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Monica Wylie
Office Manager/Executive Secretary
Sheila Bell
Site Visit Coordinator
Judith Bremner
Accreditation Specialist II
RosieLee Camacho Salinas
Accreditation Specialist II
Marvin Arnold
Accreditation Specialist I
Andre Stevenson
Accreditation Specialist I

NADD
Vitali Chamov
Program Coordinator/Research Assistant
CSWE U.S. Membership by State as of June 30, 2008

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For more information, contact

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