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EDUCATION

YEARS OF EDUCATING SOCIAL WORKERS

Annual Report 2006–2007

COUNCIL ON SOCIAL WORK EDUCATION
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 the U.S.

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 baccalaureate 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.
CONTENTS

Letter From the President ...........................................2
Letter From the Executive Director .................................3
55 Years of Education ..................................................4
55 Years of Leadership ................................................12
55 Years of Collaboration ............................................16
55 Years of Advocacy ..................................................20
55 Years of Research ..................................................24
55 Years of Communication .........................................30
Financial Statements ..................................................36
List of Donors ............................................................37
Governance Structure ................................................38
Board of Directors ......................................................39
Staff Organizational Chart ............................................40
CSWE Individual Membership by State .......................Inside Back Cover
CSWE Program Membership (Accredited BSW & MSW) by State .Inside Back Cover
Upcoming Annual Program Meetings .................................Back Cover

We are grateful for all the wonderful photos we received from social work programs. The ones selected in this Annual Report best reflect its theme and purpose. Photos provided by: Widener University Center for Social Work Education, University of Maryland School of Social Work, Abilene Christian University School of Social Work, University of Michigan School of Social Work, University of Georgia School of Social Work, University at Albany School of Social Welfare, University of Southern California School of Social Work, Western Michigan University School of Social Work, Smith College School for Social Work, Washington University George Warren Brown School of Social Work, University of Utah College of Social Work, and Louisiana State University School of Social Work.

Background art used throughout from photos provided by: Boston University School of Social Work, Louisiana State University School of Social Work, Park University Department of Social Work, and Michigan University School of Social Work.

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Dear Friends and Colleagues:

Looking back over 55 years of the Council on Social Work Education’s (CSWE) activities and accomplishments fills us with pride for what our organization has achieved and sets us on a path for an even more remarkable future. Thus, we submit to you this year’s Annual Report, *55 Years of Educating Social Workers.*

Tensions are rife throughout higher education—increasing student costs, diminishing university fiscal allocations that result in escalating tuition and fees, growing pressures to increase external funds through fund-raising and grants, forced accountability measures to verify students’ competence and marketability, and the growing influence of external constituencies on what they believe should be taught—all strike at the very core of a university’s purpose. And for us, educating future social workers has never been more challenging than it is today. By learning about CSWE’s work, you too can share our sense of pride in being a part of this uncommon organization, an organization willing to take on the challenges in higher education and in society as a whole. A professional staff in Alexandria, Virginia led by Executive Director Julia M. Watkins, along with you, the volunteers, who give breadth, depth, and purpose to our work, are all celebrated in this Annual Report.

You will note that the organization engages a wide range of people who examine, make policy, and carry out efforts in curriculum innovation, leadership development, ethics education, diversity, human rights and social justice, global social work, and doctoral education. In fact, every activity in which this organization has been a leader points to the pressing problem of our day in social work, and that is: How can our profession—one that serves ordinary people in extraordinary and difficult circumstances—survive and flourish in the near and distant future? The Council on Social Work Education has taken on the tough issues and acted responsibly so that social work education’s future is ensured. You will read about just what some of those accomplishments are in this Annual Report.

We thank you, our friends and our colleagues, for your support, your loyalty to CSWE, and for your belief in our shared vision and mission.

With warm regards,

Ira C. Colby
President

Kay S. Hoffman
Past President
Dear Friends and Colleagues:

It is with great pleasure that I share with you our latest annual retrospective on the Council on Social Work Education (CSWE), which highlights the past year of organizational accomplishments. This year’s Annual Report, *55 Years of Educating Social Workers*, is organized around the primary functions of CSWE as we address the major challenges to social work education in the 21st century.

During the past few years, as CSWE has focused attention on transforming its operations and governance structure, we have launched a number of high-quality, mission- and member-driven initiatives. You will read about many of them in this report. They are designed as signature activities to promote social work education and social work educators as the forefront of professional knowledge development and dissemination, leadership to the profession (including leadership on our college and university campuses), international positioning for our increasingly interactive and global environment, and quality assurance of our 648 accredited social work programs. Throughout these initiatives, we strive for diversity of persons, perspectives, skills, and sectors of education, as well as in intellectual and cultural contexts. These cross-cutting elements of diversity are underpinned by the values and defining principles of our profession.

I would like to thank everyone who collaborated on this Annual Report—staff, members, and volunteers—to bring the various pieces under one unified vision and also the social work programs that contributed the wonderful photos displayed throughout. I am confident you will see in the text and photos of this Annual Report a vibrant and forward-positioned organization that competently addresses the educational and professional challenges of our time. As always, I am enthusiastic about our future, and I welcome you as an active participant in the life and continued evolution of the Council on Social Work Education.

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 the past 55 years, CSWE has been undertaking special 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 first-rate social work curricula, 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 following sections, you will read about several CSWE initiatives and programs centered around the education of social workers. The proposed Education Policy and Accreditation Standards, which will be introduced in the spring of 2008, will serve as the basis for future curriculum development and provide programs with direction and guidance. The CSWE Commission on Accreditation (COA), the accrediting body for all baccalaureate and master’s degree programs in social work education in the U.S., uses the Educational Policy to formulate and revise accreditation standards and to audit program compliance.

About 2-1/2 years ago, the COCEI initiated its work on the current Educational Policy through an extensive data collection process, which consisted of an environmental scan, a survey sent to the CSWE membership, a wide-ranging literature review, and feedback from selected constituents. The extensive literature review included an examination of 65 professions and academic disciplines and their varying approaches to educational policy and accreditation.
Based on the data collected, the COCEI adopted a competency-based educational model to formulate the draft Educational Policy. This model is a performance outcome approach to curriculum design and meets the goal of providing a professional education in preparation for social work practice. The draft Educational Policy presents a set of competencies that incorporate the knowledge, values, and skills intended to capture the essence of baccalaureate and master’s foundation curricula. Advanced content will build on foundation, and programs will develop competencies in keeping with their missions and goals. Programs will have latitude in determining the curriculum content that will best ensure student achievement of the competencies. Evaluation will be conducted by a multi-measure assessment system, which is an integral component of competency-based education.

In addition, the proposed EPAS will highlight several features:

- Programs will have the opportunity to shape their missions and goals in relation to their context.
- Field education will be designated as the Signature Pedagogy.
- Emphasis will be placed on the “implicit curriculum” and the educational environment and “place” of each program in which they deliver the “explicit curriculum.”

- The EPAS will be an integrated document with the Accreditation Standards related directly to the four parts of the Educational Policy. This structure reinforces that the Educational Policy provides a conceptual rationale for the standards.

The proposed EPAS will be distributed to the CSWE membership and feedback will be sought through multiple means. The COCEI and COA commissions will implement an education process to help programs transition to the new EPAS after its approval by the CSWE Board of Directors.

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

—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
“Thanks to 8 years of Hartford funding for gero curricular changes, more faculty are now teaching about issues of older adults and aging. With 5 additional years of funding, the Gero-Ed Center aims to reach programs that have not yet participated in any of these curricular projects and to recruit more students to gero careers. By 2012, our goal is that gero competencies and content are the norm—not the exception—for social work programs nationwide.”

—Nancy R. Hooyman, Co-Principal Investigator, CSWE Gero-Ed Center; Nancy R. Hooyman Endowed Gerontology Professor and Dean Emerita, University of Washington School of Social Work

National Center for Gerontological Social Work Education

Since 1998, the John A. Hartford Foundation has funded CSWE initiatives to promote the gerontological education and competence of social work graduates in order to enhance the health and well-being of older adults and their families. In 2006–2007, this mission was advanced with several new projects through the Hartford-funded CSWE Gero-Ed Center (National Center for Gerontological Social Work Education).

**eLearning**

In October 2006, the Gero-Ed Center launched its first eLearning course, “A Planned Change Model: Preparing Gerontologically-Competent Graduates.” This extensive course is one of the first designed specifically for social work educators. The course guides users through the Center’s planned change model and strategies to infuse gerontological competencies into foundation courses. Users are able to adapt this approach to their organizational structure, creating and sustaining changes within both their curricular and program structures.

This course marks an important new pedagogical approach for CSWE to effectively deliver timely information to social work educators. The Gero-Ed Center strives to reach all BSW and MSW programs, however many programs may not have the time or resources to travel or participate in other Gero-Ed Center initiatives. With eLearning, busy faculty members are able to participate in programs at their own convenience. Since the launch, the number of eLearning participants has steadily grown. To learn more about the Gero-Ed Center eLearning series, please visit the Web site at [www.Gero-EdCenter.org](http://www.Gero-EdCenter.org).

**MAC Project**

The Master’s Advanced Curriculum (MAC) Project, initiated January 1, 2007, is another new Gero-Ed Center project funded by the Hartford Foundation. This 4-year project is designed to enhance three advanced MSW specialty practice areas—health, mental health, and substance use—with gerontological competencies. Under the leadership of Project Principal Investigator, Sadhna Diwan of San José State University, the MAC Project addresses the gap that exists between the relative lack of gerontological content in the curricula for the three advanced areas and the workforce demand for practitioners in health, mental health, and substance use to be gerontologically competent.

To assess the extent of this gap, the MAC Project hosted Resource Review Workgroups for each of the three selected specialty areas in the spring of 2007. Workgroups consisted of experts in each respective practice area who examined the relevant evidence-based gerontological knowledge and analyzed what gerontological curricular and
teaching materials exist pertaining to each specialty area. The workgroups aimed to synthesize both existing research and curricular resources and knowledge to develop guidelines for how to address the gap in gerontological research, education, and practice in health, mental health, and substance use.

The MAC Project also issued a request for proposals (RFP) for its Gero Innovations Grant, which provides 2 years of funding for programs to develop, implement, and evaluate different strategies to infuse gerontological competencies for each of the three selected specialty areas. The RFP generated 50 highly competitive proposals. This high response indicates a growing interest in increasing the gerontological competencies of all MSW students, regardless of their intent to specialize in aging. Fourteen programs were selected and funding began on July 1, 2007.

**2007 Gero-Ed Forum**

The 2007 Gero-Ed Forum in Charleston, South Carolina, February 2–4, 2007, highlighted the accomplishments of social work programs which had participated in past CSWE gerontological initiatives. The Gero-Ed Forum introduced a new format with intensive workshop sessions addressing specific topics and ample networking opportunities. With the theme, “Infusing Gerontology Across the Classroom and Field: Planning, Implementing, and Resourcing,” the 2007 Forum focused solely on providing all faculty with the opportunity and resources to “gerontologize” their programs.

One of the highlights of the Gero-Ed Forum was the Showcase Event and Reception, co-sponsored by the Association for Gerontology Education in Social Work (AGE-SW), the Association of Baccalaureate Social Work Program Directors (BPD), the Hartford Geriatric Social Work Initiative (GSWI), the Institute for Geriatric Social Work (IGSW), the National Association of Social
Workers (NASW), and the New York Academy of Medicine Practicum Partnership Program (PPP). This event included 50 electronic poster, table top, video, and roundtable presentations demonstrating the best practices in gerontology infusion from social work programs across the U.S. The Showcase provided an opportunity for a lively exchange of ideas among the over 250 participants. CSWE Senior Scholar John C. Rife of the University of North Carolina, Greensboro also presented his analysis of gerontological content in accreditation reports at the Showcase. The Forum concluded with the Stump the Funder Panel of project officers from three foundations and moderated by James F. O’Sullivan, Senior Project Officer from the Hartford Foundation. This provided an informal and candid opportunity for attendees to ask questions they had always wanted to know regarding foundation funding.

The Curriculum Development Institute (CDI) Program held its third and final meeting of participants from 69 programs and their mentors in conjunction with the Charleston Gero-Ed Forum. This was the first time the six CDI regions met as one group, providing an opportunity for national networking and problem solving. The Gero-Ed Center is confident that the CDI participants will continue their work to promote and sustain curricular and organizational changes in their social work programs.

**Continued Funding**

The 2006–2007 year was also the 3rd and final year of the CSWE Gero-Ed Center’s first grant cycle. In June 2007, the Hartford Foundation Trustees approved 5 more years of funding (July 1, 2007–June 30, 2012). The Gero-Ed Center will continue under the leadership of Co-Principal Investigators Nancy R. Hooyman and Julia M. Watkins. This renewal grant will implement several new initiatives related to specialized aging content, experiential learning,
student recruitment, and capacity building while continuing from the success of the CDI infusion model. The Gero-Ed Center is grateful for the support so many of you have given and looks forward to continuing to work with you to build the capacity of all social work students to work effectively with older adults and their families.

Doctoral Education in Social Work

The need for research on doctoral education was recognized at the Task Force on Doctoral Social Work Education meeting, which was held in March 2006 at the CSWE offices. A group of 41 individuals—social work deans and directors, faculty, and doctoral students—and representatives from the CSWE Leadership Roundtable—including those from CSWE, the Group for the Advancement of Doctoral Education in Social Work (GADE), the National Association of Social Workers (NASW), the Association of Baccalaureate Social Work Program Directors (BPD), the National Association of Deans and Directors of Schools of Social Work (NADD), the Society for Social Work and Research (SSWR), and the Institute for the Advancement of Social Work Research (IASWR)—were brought together at the CSWE offices in Alexandria, Virginia to meet about the future of social work doctoral education. An action plan was developed as an outcome of the meeting.

In September 2006, the CSWE Leadership Roundtable met in Washington, D.C. to further discuss organizational follow-up to the Task Force and implementation of the action plan. Some of the items the Leadership Roundtable organizations agreed to take action on include:

- Convening a meeting of funders of doctoral education
- Developing leadership in social work doctoral education
- Conducting a national (longitudinal) study of graduates of social work doctoral programs
- Creating a doctoral student association
- Conducting a national (longitudinal) study of graduates of social work doctoral programs

Since the fall of 2006, Jeane W. Anastas, Professor at New York University and former Chair of GADE, has served as a CSWE Senior Scholar whose focus has been on doctoral social work education. Working with CSWE, Dr. Anastas conducted an online survey of doctoral social work students in North America (U.S. and Canada). The survey asked students to respond to questions about application to and enrollment in their doctoral programs, their enrollment patterns, their experiences as students and their satisfaction with the doctoral program, financing their doctoral education, their goals and future plans, and their demographic information. The total participation in the study was 801 doctoral students, many of whom agreed to participate in a follow-up study.

Dr. Anastas also conducted a survey of baccalaureate, master’s, and doctoral programs about faculty vacancies, which addressed the “pipeline problem” in educating present and future faculty members. The data from this
Building Leaders in Social Work Education

On the anniversary of 55 years of supporting social work education, CSWE is looking toward the future and identifying viable and successful approaches to developing leaders who are prepared to address the challenges facing both higher education and the profession. In response to CSWE’s initiative to develop and promote leadership in social work education, the first two regional seminars were held in February 2007, in Charleston, South Carolina and in Phoenix, Arizona. A total of 327 participants attended and engaged in stimulating presentations and lively dialogue. The purposefully small size of these regional seminars and the focused topic provided an opportunity to address what some are calling a leadership crisis in the profession. More importantly, participants were able to explore useful insights and ideas to use immediately, as well as specific suggestions for the future. Issues related to multiple aspects of diversity and leadership were addressed both in individual sessions and in panel presentations organized by the CSWE Commission for Diversity and Social and Economic Justice, including members from its diversity-related councils and affiliated groups.

As a Senior Scholar working with CSWE at the time of the seminars, Marceline M. Lazzari was able to attend both regional meetings. “I came away from these experiences with a sense of hope and commitment to building and sustaining leadership for the profession. This effort is crucial given the realities facing not only social work but other disciplines that likewise attempt to promote social and economic justice through ethical and just leadership practices,” recalls Lazzari. Presenters represented a total of 53 educational institutions and other professional groups including CSWE, the National Association of Deans and Directors of Schools of Social Work (NADD), the Institute for the Advancement of Social Work Research (IASWR), and the International Association of Schools of Social Work (IASSW). Topics fell into the following broad categories:

- Historical and contemporary leadership issues in social work education
- Social work curriculum and leadership content

“As CSWE’s 2005 Senior Scholar, I was privileged to have the opportunity to meet with more than 20 groups of social work educators to assess our efforts to prepare social workers as leaders in our colleges and universities. Indeed, much needs to be done. I view CSWE’s two regional meetings in 2007 addressing social work education leadership and support for Marceline M. Lazzari’s research in integrating leadership into social work curricula as a very positive first step in addressing our leadership development deficiency.”

—Bradford W. Sheafor, CSWE Senior Scholar; Professor, Colorado State University
Aspects of diversity related to leadership roles

Leadership challenges posed by globalization

Building on work done by CSWE Senior Scholar Bradford W. Sheafor, Lazzari’s Senior Scholar project, “Leadership in Social Work Curriculum,” focuses on the variety of leadership content being taught to students in social work programs. “The profession needs leaders who can work both within academic environments, while at the same time attempting to transform the academy.” For deans and directors, an awareness of this need both to function effectively within the system and to promote change when necessary presents challenges as well as informs the mentoring of faculty and doctoral students to consider formal leadership roles. Currently, there appears to be a gaping hole in the preparation of doctoral students to assume leadership roles, an urgent need that must be addressed in schools of social work.

Presentations given at the leadership seminars included:

- Two presentations discussed ways to rename and reframe social work content into leadership concepts at the baccalaureate level.
- Another presentation described a course on leadership required to complete the MSW degree.
- Presentations addressed the need to be aware of gender, race/ethnicity, ability status, sexual orientation, and class when strategizing approaches to leadership and the complexities of navigating what can be at times a chilly and hostile environment for those who differ from the norm.
- One presentation in particular explored shared leadership roles across race and gender.
- Other presentations focused on programs for mentoring newly-tenured faculty members with leadership potential.

This brief overview touches only the surface of the dynamic and valuable presentations given at the two 2007 CSWE regional seminars. All social work educators can teach and encourage students to be leaders and to act as catalysts for change. Leaders are needed everywhere and social work students are the future.
From its early inception, CSWE quickly emerged as a leader within the social work profession. By attending to the importance of education for social workers first, CSWE’s role within the profession is well established. 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 (KAKI). 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.

CSWE’s leadership is also evident in its participation at the Wingspread Conference in June 2007. Representatives from CSWE joined representatives from nine other social work organizations to discuss and adopt a goal for a unified profession by the year 2012. CSWE’s focus will be to involve social work education as the platform from which to build a new successful organization that unifies the voice of all.

Katherine A. Kendall Institute for International Social Work Education

The CSWE Katherine A. Kendall Institute for International Social Work Education (KAKI) was established in 2004 to foster the mainstream development of international content in social work education and to increase the cross-organizational collaboration in project development, as well as in research and data collection and dissemination. This past year, this mission was in part fulfilled by the first joint international seminar, “Disaster Planning, Management, and Relief: New Responsibilities for Social Work Education,” organized in conjunction with the International Association of Schools of Social Work (IASSW) and the North American and Caribbean Schools of Social Work (NACSSW). This successful seminar attracted over 80 social work educators, researchers, practitioners, and students from universities, governments, nonprofit organizations, and public agencies worldwide to explore disaster management theory, research, principles, skills, knowledge, and practices. The participants represented over 15 countries across the globe and the discussions centered on issues related to disaster management from a global perspective.

Held on the beautiful island of Barbados, the seminar on disaster was a milestone in the history of CSWE and KAKI in many ways. It was the first gathering of educators, researchers, practitioners, and students from countries around the world to begin a conversation about a topic critical to social work education—disaster management and relief. It was also the first collaborative effort among CSWE, IASSW, and NACSSW.

Highlights of the conference included keynote presentations by Dave Paul Zervaas, Regional Coordinator for Latin America and the Caribbean for the United Nations International Strategy for Disaster Reduction; Geoff Loane, Head of the Regional Delegation of the United States and Canada for the International Committee of the Red Cross; and Ronald Marks,
M. C. ‘Terry’ Hokenstad has already contributed in a major way to the knowledge base for international social work through his own scholarship and practice over many years. This gift he has made is a very welcome, timely, generous, and visionary initiative that will enable dissemination of ideas on social work and social work education from a global perspective and further shape the development of international social work.”

—Doreen Elliott, Professor, University of Texas at Arlington School of Social Work
"Attending the Wingspread Conference was one of the most unique experiences I have had in my social work career. Creating a new, powerful social work organization which would be streamlined, efficient, and effective, will thrust social work into meeting the needs of our consumers for years to come. I am convinced that if social work colleagues come together and endorse the agreements made at Wingspread, we will have a new social work organization in 2012 that is vibrant, cutting edge, and has the political clout to make a difference in the global community."

—Mildred C. Joyner, CSWE Vice President; Professor and Director/Chairperson, Undergraduate Social Work Program, West Chester University

Social Work: Future of the Profession

In 2007, CSWE received generous support from the Johnson Foundation to assist in organizing a conference at the Foundation’s Wingspread facility in Racine, Wisconsin. On June 18–20, 2007, eight CSWE representatives participated in the historic conference, “Social Work: Future of the Profession.” This Wingspread Conference included organizational representatives from ten social work organizations (CSWE, Action Network for Social Work Education and Research, Association of Social Work Boards, Association of Baccalaureate Social Work Program Directors, Group for the Advancement of Doctoral Education, Institute for the Advancement of Social Work Research, National Association of Deans and Directors, National Association of Social Workers, Society for Social Work and Research, and the St. Louis Group) who were brought together to discuss the future of the profession and specifically how to unify the different segments of social work—education, research, practice, licensure, and advocacy.

The 32 participants in the conference concluded by signing a resolution: We resolve to create a unified profession with one social work organization by 2012. A Transition Team, including Julia M. Watkins (CSWE Executive Director), Mildred C. Joyner (CSWE Vice President/Secretary), and Kay S. Hoffman (CSWE Past President), was also commissioned to continue the work of the Wingspread Conference over the next year.

CSWE Staff Serves the Community

Over the years, the staff of CSWE has participated in various community service activities. This year, the CSWE Staff Committee instituted a voluntary Staff Service Day to exercise and promote the
The social work value of “service” among staff. The volunteer opportunity selected for the first official Staff Service Day was the D.C. Habitat for Humanity. Other community service activities that CSWE staff took part in over the past year include the Alzheimer’s Association Memory Walk and the Annual Holiday Food Drive.

Highlights of these events include:

**CSWE Staff Service Day: D.C. Habitat for Humanity: June 1, 2007**
- CSWE staff volunteered to assist with many projects, including raising and attaching roof trusses; installing porch soffits; fire blocking; and cleaning the site.
- D.C. Habitat for Humanity works to eliminate poverty housing and homelessness in the nation’s capital by building affordable and energy- and resource-efficient homes for people in need.
- The location of the Habitat for Humanity site where the CSWE staff volunteers worked is a 53-home development in Northeast Washington, D.C. Currently, 27 families are already living in their new homes.

**Alzheimer’s Association Memory Walk: October 15, 2006**
- For the second consecutive year, CSWE sponsored a team to walk in the Alzheimer’s Association Memory Walk (National Capitol Area Chapter).
- The team “Strides in Social Work” was organized by the CSWE Gero-Ed Center and included CSWE staff from all departments.
- The team raised over $2,000 for Alzheimer’s research.
- The Alzheimer’s Association Memory Walk is the nation’s largest event to raise awareness and funds for Alzheimer care, support, and research. There are walks in more than 600 communities nationwide.

**CSWE Annual Holiday Food Drive: November–December 2006**
- For the 3rd year, CSWE was able to provide food to low-income members of the D.C. metro area during the winter holiday season.
- This year, over three boxes of food, donated by the staff of CSWE, were given to the Center for Life Enrichment in Washington, D.C.
- The Center for Life Enrichment was a mental health clinic that had been serving children, adolescents, adults, families, and couples in the Washington, D.C. community since 1982. It recently closed due to lack of funding.
The founding of CSWE in 1952 transpired primarily from 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. By sharing resources and expertise, both organizations benefit by the mutuality of interest. This collaboration is most evident in the partnerships CSWE has with organizations such as the Alliance of Universities for Democracy (AUDEM), 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).

As a partner with AUDEM, CSWE has helped the organization develop a social work track for its conference offerings. By bringing together educators from the U.S., as well as other countries, CSWE benefits by the shared knowledge and best practices. The partnerships with both BPD and NADD provide for a staff person housed in the offices of CSWE to manage each smaller association. This collaboration 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 compliment each other’s missions and goals.

**Alliance of Universities for Democracy**

The Council on Social Work Education was awarded Honorary Membership in the Alliance of Universities for Democracy (AUDEM) at the November 2006 conference of the organization held in Katowice, Poland. The award was made in acknowledgment of the service provided by CSWE in hosting part of the registration process for conference participants from the U.S.

CSWE Executive Director, Julia M. Watkins, served as the president of AUDEM from 2000–2002, while she was president of the American University in Bulgaria. Upon her return to the U.S., and at the time she assumed the post of Executive Director of CSWE, Dr. Watkins identified the opportunity to enhance the international work of CSWE by developing the partnership with AUDEM. From this partnership, AUDEM has now developed a social work track to its offerings for its annual conference. Dr. Watkins, in her capacity as immediate past president of AUDEM, serves on AUDEM’s Board of Directors along with social work educator, Norma Harris, from the University of Utah College of Social Work. Other social work educators who have served on the AUDEM Board are Ben P. Granger, retired Dean of the School of Social Work at Colorado State University and Kay L. Dea, retired Dean of the College of Social Work at the University of Utah. Lazarina Topuzova, a
doctoral student in social work at the University of Utah, participated in the organization and assisted Dr. Harris in developing the social work track for the annual AUDEM conference.

Partnerships like the one between CSWE and AUDEM are mission specific, and in this case, bring together educators from the U.S., Central and Eastern Europe, and Russia for interdisciplinary discussion and the sharing of knowledge and best practices of engagement in democracy building, community economic development, and educational reform.

**Association of Baccalaureate Social Work Program Directors**

In 2005, the Association of Baccalaureate Social Work Program Directors (BPD) and CSWE entered into a collaborative agreement under which CSWE would provide 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 for both groups. In 2008, BPD will begin a new agreement with CSWE under which the CSWE publications staff will begin publication of *The Journal of Baccalaureate Social Work*.

With a staff presence at the CSWE offices, BPD committees have been able to meet at CSWE for executive meetings and nominations. The BPD Executive Committee met with Julia M. Watkins and Dean Pierce this year regarding shared activities and accreditation issues, and both organizations are working together to further increase collaboration, such as involvement in the Leadership Roundtable and in the Institute for the Advancement of Social Work Research (IASWR) and the Action Network for Social Work Education and Research (ANSWER). In addition, CSWE sponsored the BPD Cabaret at the 2007 Annual Program Meeting, which celebrated both
undergraduate education and the 25th anniversary of the BPD conference.

BPD members have also been actively involved in the Gero-Ed Center activities, CSWE commissions and councils, and in accreditation work, all of which have been enhanced by BPD staff presence at the CSWE offices.

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 position, which is housed at the CSWE offices. This partnership also includes jointly-funded international initiatives, which have thus far culminated in a national conference. Currently, CSWE is aiding with the NADD-led Benchmarking Project, which also includes representatives from the Association of Baccalaureate Social Work Program Directors (BPD) and the Group for the Advancement of Doctoral Education in Social Work (GADE). NADD members are also active with an array of task forces such as Child Welfare, Benchmarking, Disaster, Gerontological, International, and the Structure of Educational Programs. Several of these task forces collaborate with CSWE task forces with similar goals.

Two special NADD sessions were presented at the CSWE Leadership Seminars in the spring of 2007. These generated interest among a number of attendees in exploring leadership roles as possible deans and directors. Since then, an “Aspiring Deans and Directors” support strategy has been forged with plans for future follow up.

NADD also works collaboratively with other organizations including the following: unification efforts; support for research in joint projects with the Institute for the Advancement of Social Work Research (IASWR) and the Action Network for Social Work Education and Research (ANSWER); and supporting efforts to advance more research resources through a proposed National Center for Social Work Research, which is also one key part of the overall Social Work Reinvestment Initiative.

For several years, NADD has been working to advance leadership development for social work educators. With support from the John A. Hartford Foundation and the Practicum Partnership Program (PPP) in Aging at the New York Academy of Medicine, a series of leadership development initiatives are being developed.

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 contracted support 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 missions and goals of both organizations compliment each other and allow for a greater visibility and synergy of activity than each could accomplish single handedly.

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 social work programs nationally. CSWE leadership sits as a voting member of the IASWR Board of Directors and seeks to promote an agenda that serves all of social work education as it reflects the mission and purpose of CSWE.
CSWE’s current advocacy efforts are centralized around key issues of diversity. Work is progressing toward the establishment of the Center for Diversity and Social and Economic Justice. The goal for the Center 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. Also as part of the ongoing work on diversity, the CSWE Task Force on Latinos/as in Social Work Education examined the recruitment and retention of Latino/a students and faculty in social work education. In 2007, the Task Force issued a final report that identified several recruitment strategies for both baccalaureate and master’s social work programs, including developing and maintaining relationships with the Latino/a community and providing outreach through Latino/a alumni, field instructors, agencies, and organizations.

In addition, CSWE, through the efforts of its immediate Past President, Kay S. Hoffman, has been an active participant in initiating an organizationally- and collaboratively-designed plan calling for reinvestment in social work. For CSWE, the reinvestment in social work is at the educational level to provide resources to sustain a highly-qualified workforce for the 21st century.

### Center for Diversity and Social and Economic Justice

Members of the Commission for Diversity and Social and Economic Justice’s Center Development Work Group will serve as the Advisory Board for the Center for Diversity and Social and Economic Justice until the CSWE Board of Directors appoints additional members who are not Commission members. Jenny L. Jones, a former member of the Commission, has been appointed Director of the CSWE Minority Fellowship Program and will work, in part, to establish CSWE’s new Center for Diversity and Social and Economic Justice.

The Work Group and CSWE staff will collaborate to conduct a survey to identify social work programs’ existing diversity and social and economic justice-related initiatives, and to locate specific diversity and social and economic justice-related centers to learn more about their missions, activities, accomplishments, and funding.

The Center Work Group held a Faculty Development Institute (FDI) at the 2007 Annual Program Meeting in San Francisco entitled “Undoing Racism™” with trainers from the People’s Institute for Survival and Beyond. This FDI offered social work educators a chance to develop the skills and analyses to overcome racialized patterns. The highly-interactive workshop, led by the nationally-known trainers, explored racism’s origins, functions, and impact. The
The new Center for Diversity and Social and Economic Justice will increase the capacity of social work educators, researchers, and administrators to bring greater knowledge about embedded inequities, diversity, and justice into our teaching, research, leadership development, and where relevant, public policy.”

—Mimi Abramovitz, Member, CSWE Commission for Diversity and Social and Economic Justice; Bertha Capen Reynolds Professorship, Hunter College School of Social Work

An MSW student in the Internships in Aging Project visits with a senior in Albany as part of the Neighborhood Health Advocate Program. UNIVERSITY AT ALBANY SCHOOL OF SOCIAL WELFARE (PHOTO BY MARK McCARTY.)

 intellectually-stimulating and engaging program presented a unique and effective model that equips social workers to teach about the following:

- The troublesome history of racism and the struggles against it
- The power arrangements that create and support racism
- The relationship among prejudice, discrimination, and structural racism
- The dynamics of internalized racial oppression and White privilege
- The “gate keeping” role played by educators and practitioners
- Strategies for undoing the racism embedded in organizations and wider society as well as a specialized method for analyzing why people are poor

Plans for a 2-day Seminar on Diversity at the CSWE offices are currently in progress.

Task Force on Latinos/as in Social Work Education

Since 2005, the CSWE Task Force on Latinos/as in Social Work Education has worked toward examining the recruitment and retention of Latino/a students and faculty in social work education. The Task Force examined and analyzed existing CSWE data, reviewed current literature on recruitment and retention of Latinos/as, and built on those sources by collecting new data. In 2007, “The Task Force on Latinos/as in Social Work Education Final Report,” representing the culmination of the Task Force’s initiatives, was submitted to the CSWE Board of Directors.
The report identified several recruitment strategies for both baccalaureate and master’s social work programs, including developing and maintaining relationships with the Latino/a community, and providing outreach through Latino/a alumni, field instructors, agencies, and organizations. In addition to these strategies, mentoring was also recognized as a primary tool to attract and retain social work students as well as faculty. This Final Report was unanimously accepted and commended by the CSWE Board of Directors and can be viewed, along with recommendations and an Action Plan, on the CSWE Web site (www.cswe.org). CSWE staff will work with key experts, including the Commission for Diversity and Social and Economic Justice, to implement the recommendations and Action Plan while providing periodic updates on the progress to the CSWE Board of Directors.

Social Work Reinvestment Initiative

CSWE, through the efforts of its immediate Past President, Kay S. Hoffman, has been an active participant in initiating an organizationally- and collaboratively-designed plan calling for reinvestment in social work. Picking up on the comments made by CSWE member, Francine J. Vecchiolla, that what we needed “was a social work reinvestment initiative,” at the 2005 Social Work Congress, then CSWE President, Dr. Hoffman, convened a small group to consider the merits, resources, and timing of a reinvestment initiative. With support from key social work organizations and using the National Association of Social Work...
Workers’ (NASW) advocacy and public relations infrastructure, Elizabeth J. Clark, Executive Director of NASW, stepped forward to begin the reinvestment process.

In the past year, with advisory support from the Action Network for Social Work Education and Research (ANSWER) and contracted time from the Institute for the Advancement of Social Work Research (IASWR), the initiative has been more fully defined and efforts have begun at the state level through the various NASW chapters to identify needs and develop a strategy that will result in the drafting of key national legislation in support of social work.

From the perspective of CSWE, much of the reinvestment in social work must be at the educational level—with direct support for students and faculty, as well as loan forgiveness and support of educational infrastructures. The future of social work as a profession depends in no small part on sufficient attention to educational resources to sustain a highly-qualified workforce in the 21st century. CSWE is pleased to be part of this effort through its Office of Social Work Education and Research (OSWER).

“The Social Work Reinvestment Initiative is one outcome of the national social work survey by the NASW Center for Workforce Studies, the National Social Work Public Education Campaign, and the 2005 Social Work Congress. Its goal is to secure federal and state investments to recruit, retain, and train social workers and support research to enhance evidence-based services. This initiative is key to addressing the serious challenges facing our profession and to creating a strong future for the profession.”

—Elizabeth J. Clark, Executive Director, National Association of Social Workers
Recognizing the importance of providing the latest research and statistics pertaining to social work education, CSWE has invested in professional research staff, research software, and research programs to enhance its research capabilities. The Institutional Research staff has overhauled the collection and dissemination of program statistics by revising the Annual Survey of Social Work Programs and introducing new formats for the distribution of statistics and information. This quality assurance positions CSWE as the repository for research data and information on social work education.

The CSWE Scholars Program provides opportunities for Junior and Senior Scholars to conduct research in key areas of interest to both the scholar and for CSWE. This merger of expertise and resources is mutually beneficial by providing scholars with research support and providing CSWE with analyses on relevant topics. Recently, scholars have completed research and analyses on leadership, gerontology, doctoral social work education, eLearning, and accreditation-related outcome assessment.

The CSWE Minority Fellowship Program, through the financial support of the Substance Abuse and Mental Health Services Administration (SAMHSA) and the National Institute of Mental Health (NIMH), provides funding for research fellows. This program allows minority students the opportunity to conduct research in their areas of interest.

In 2007, as part of CSWE’s research program, CSWE published and disseminated a “National Statement on Research Integrity in Social Work” to provide broad guidance and education to social work researchers in the area of responsible conduct in research in social work. Print copies were sent to all accredited social work programs and the statement is also available on the CSWE Web site (www.cswe.org).

Scholars Program

The CSWE Scholars Program is designed to provide opportunities for Junior Scholars (doctoral students or post-doctoral fellows) and Senior Scholars (social work faculty) to conduct research of interest to CSWE. There have been eight Scholars (one Junior Scholar and seven Senior Scholars) to date and a full description of past and current scholars is available on the CSWE Web site (www.cswe.org) along with copies of their final reports. In 2006–2007, scholars conducted research in the following areas:

- **Leadership**
  
  
  Marceline M. Lazzari, University of Washington, Tacoma

- **Gerontology**
  
  
  John C. Rife, University of North Carolina at Greensboro
Doctoral Social Work Education
Research and findings presented at the 2007 Annual Program Meeting.

Next Generation of Social Work Educators Now: Findings From a National Survey
Jeane W. Anastas, New York University

eLearning
Research and findings presented at the 2007 Annual Program Meeting.

Online Professional Development for Social Work/Social Work Education: A Market Analysis
Carol J. Williams, Kean University

Accreditation-Related Outcome Assessment
Gary Holden, New York University

Minority Fellowship Program
The theme for this year’s Annual Report, 55 Years of Educating Social Workers, reflects the direction and focus that the CSWE Minority Fellowship Program (MFP) has continued to follow the past 32 years. The MFP supports, trains, and mentors pre-doctoral students in doctoral programs across the country. The continued funding stream from both the Substance Abuse and Mental Health Services Administration...
(SAMHSA) and the National Institute of Mental Health (NIMH) has afforded the MFP to appoint and reappoint pre-doctoral and post-doctoral minority fellows. The SAMHSA funding has reappointed one post-doctoral fellow and 28 pre-doctoral fellows for the 2006–2007 academic year. Fifteen fellows were appointed for the research program funded by NIMH. A total of 43 fellows received support during the academic year.

Statistical Data

The two Minority Fellowship Programs (Clinical and Research) have supported approximately 586 social workers from underrepresented groups: 258 in the Clinical Program and 328 in the Research Program (some fellows have received funding from both programs, therefore the unduplicated count is 576). A total of 151 clinical fellows and 220 research fellows have completed their doctorates. This number changes constantly as more fellows complete their dissertations. The fellows who have completed their doctoral degrees are representative of the following ethnic groups: 51% African American, 4% American Indian, 19% Asian American, and 26% Latino/Hispanic.

Minority Fellowship Program Profiles

The following profiles highlight just a few of the many accomplishments of the 2006–2007 class of fellows.

Vanessa Hunn completed her SAMHSA/CSWE post-doctoral fellowship at the Center for Poverty Research at the University of Kentucky after receiving her PhD from the same university as a NIMH pre-doctoral research fellow. During her post-doctoral training, Dr. Hunn was trained and mentored in areas including mental health and related policy, research methodology, the process of publication, and continued mental health and services research. Specific activities included the writing of two research articles entitled, “Depression, Socio-Cultural Factors, and the African American Woman” (Hunn & Craig, 2007), currently under review by the Journal of Multicultural Counseling and Development and “Mental Health and Work in Transitioning Welfare Recipients: A Study of Depression, Life Circumstances, Employment, Earnings, and Welfare Recidivism” (Hunn & Heath, 2007), currently under review by the Journal of Family and Economic Issues.

As a result of Dr. Hunn’s continued focus on research conducted during the dissertation process, her work on mental health (specifically depression) in poverty populations was accepted for presentation at the Sixth Annual Hawai‘i International Conference on Social Sciences. In addition, her dissertation research was selected to be presented at Jackson State University School of Social Work’s first Biennial Southern Conference on Doctoral Research in Social...
Work in September 2007. Dr. Hunn continues her research on depression and self-efficacy as an Assistant Professor of Social Work at the University of Southern Indiana.

From the class of 2006–2007, three fellows graduated from their doctoral programs and have accepted faculty positions.

From the class of NIMH Research Fellows, Duy D. Nguyen received his doctorate degree from Columbia University. His dissertation was entitled, “The Effects of Age Cohort and Asian Ethnicity on Health and Mental Health Service Use.” Using statistical models, Dr. Nguyen compared service use by older adults from three Asian ethnicities (Chinese, Filipino, and Vietnamese) with non-Hispanic Whites. Using the findings from his dissertation, he plans to pursue a line of research that explores mental health service use by older adults, with a focus on ethnic minorities. Dr. Nguyen has accepted a tenure-track position as an Assistant Professor at the New York University School of Social Work.

Tanya L. Sharpe received her PhD from Boston College as a SAMHSA Mental Health and Substance Abuse Fellow. She was also the recipient of a dissertation award for trauma/family violence research from the Sarah Haley Memorial Fund. Her dissertation research, “Coping With Family Member Homicide: The African American Experience,” was a mixed-methods study that examined the cultural and contextual factors that contribute to differential coping among African American family members who are surviving the homicide of a loved one. Her future research will expand upon her dissertation research by developing a conceptual model of coping that reflects the African American homicide survivor experience. Dr. Sharpe has joined the University of Maryland School of Social Work as an Assistant Professor with extensive interdisciplinary practice and research experience related to public health, diversity, and violence.

After 2 years as a SAMHSA Mental Health and Substance Abuse Fellow, LaTonya Mayon Noel graduated from the University of Texas at Austin with a doctorate degree in social work. Her dissertation was entitled, “Causal Beliefs and Treatment Preferences for the Symptoms of Depression Among Chronically Ill African American, Latino, and White Patients.” She intends to continue her research focus on culturally-relevant...
“The lasting contribution of the MFP is the network of past fellows who now provide the social, emotional, and academic support to new fellows and other minority doctoral students in schools of social work across the U.S. It has been an honor and privilege to work with the MFP over the past 21 years. I had the opportunity to work with a diverse group of social workers who brought extensive experiences and different perspectives to their roles as doctoral students, doctoral graduates, post-doctoral fellows, faculty members, and researchers. We shared our mutual experiences, challenges, obstacles, and disappointments, but most of all, we shared the mutual joy in celebrating their multiple achievements and accomplishments.”

—E. Aracelis Francis, Director Emerita, CSWE Minority Fellowship Program

services, health and mental health disparities, and integrated/holistic models of health care and evaluation. Dr. Noel accepted a faculty position as an Assistant Professor at Florida State University.

The CSWE Minority Fellowship Program continues to be unwavering in its efforts to support and train the next generation of diverse scholars who will have a great deal of impact on social work education via the academy and the community. The fellows, who choose to move into the academy after graduation, bring rich and diverse experiences and perspectives to the faculties of their schools. Moreover, their influence in the fields of social welfare, mental health, and substance abuse impact policies that relate to issues of ethnic minority individuals and their communities. Their commitment to advancing social well-being, which in turn advances social justice of ethnic minority populations, has a lasting effect on social work education, as well as the communities in which they serve.

**MFP Director E. Aracelis Francis Retires**

The Minority Fellowship Program would like to acknowledge the retirement of E. Aracelis Francis as Director of the MFP and of the Office of Social Work Education and Research (OSWER). She retired on June 29, 2007, after an emotional farewell party where staff and former fellows and colleagues expressed their gratitude and admiration for what she has accomplished in her career. Her dedication, expertise, and compassion will be greatly missed. We are grateful for her deep commitment to the improvement of social work education and the support and guidance she provided to each fellow during her 21 years as the MFP Director. In addition to serving as Director of the MFP, Dr. Francis also served as an adjunct Associate Professor at the School of Social Work at Howard University. Prior to directing the MFP, Dr. Francis was on faculty full time at Adelphi University and at the University of Maryland at Baltimore. She is enjoying her retirement in St. Thomas, Virgin Islands and looks forward to visits and participation in future meetings.
Promoting Research Integrity in Social Work

In 2007, CSWE published and disseminated a “National Statement on Research Integrity in Social Work” (National Statement) as part of a CSWE project, Promoting Research Integrity in Social Work, which was funded by the Office of Research Integrity (ORI) through the American Association of Medical Colleges (AAMC).* In 2006, CSWE held a Responsible Conduct of Research Symposium to promote discussion of research integrity in social work and convened a second meeting at the CSWE offices to develop the National Statement and Action Plan. The purpose of the National Statement is to provide broad guidance and education to social work researchers in the area of responsible conduct in research in social work. Print copies of the National Statement were sent to all accredited social work programs and are available for purchase on the CSWE Web site. A free downloadable PDF is available on the CSWE Web site in the “Responsible Conduct of Research” section (www.cswe.org).

* This project was supported under a cooperative agreement from the Office of Research Integrity (ORI) through the American Association of Medical Colleges (Grant number US2MPORI01). Publication and report contents are solely the responsibility of the authors and do not necessarily represent the official views of the AAMC or the ORI.
An association can have a highly-developed mission statement, widely-stated goals, and sophisticated programs and initiatives, but a membership association’s primary success is measured by its ability to communicate effectively with its constituency. The CSWE Office of Member and Communication Services (OMACS) has been working to develop an engaging communications program. In the past, communications to members have come mostly in the form of the Social Work Education Reporter, a printed membership newsletter. This past year, CSWE replaced the Reporter with the Focus, a monthly electronic newsletter, which brings members the latest on CSWE’s programs and initiatives more 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.

This past year, in February 2007, after much research and development, CSWE launched a new membership database and Web site, giving staff the tools to integrate various functions within CSWE and providing members with a highly-dynamic and interactive Web site. Members can now easily register for or renew membership, search the database of accredited programs, order publications from the online bookstore, or find the latest information on CSWE conferences, programs, and initiatives.

CSWE staff continues to develop and implement new methods of communication, including targeted e-mail blasts under banners such as “From the Office of the Executive Director” and “From the Office of the President,” to keep members up to date on key news. Along with a robust publications program, which includes the Journal of Social Work Education, and new formats for the Annual Program Meeting (APM), the focus will continue to be providing the latest, most salient information to constituents.

Publications

CSWE’s publications program is guided by a professional publications staff and the Council on Publications, which sets publication policies and criteria, recommends new programs, and decides which educational materials to publish. The goal of CSWE’s publishing program is 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, a niche publisher, which address the needs of social work educators in the following areas: 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 4,200 members and institutional subscribers. The 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. It is published three times a year, in winter, spring/summer, and fall, and is available as part of CSWE membership and by subscription.
CSWE’s publishing staff work with the JSWE editor-in-chief and the Council on Publications to set policy and guidelines and to implement measures to position the JSWE for the future. In June 2006, CSWE launched an online submission and review system and converted from a paper-based system to an exclusive online system for taking submissions and conducting reviews. The system has revolutionized operations for the journal, improving record-keeping and tracking and reducing turnaround times from submission to decision. These improved turnaround times are in part an effect of a more efficient system but also by the expansion of the pool of JSWE reviewers.

Publication decisions for the journal are made by an editor-in-chief with the help of anonymous reviews by a board of reviewers. JSWE reviewers are prominent social work educators and authors. Each year, the JSWE focuses on a special topic and publishes groups of manuscripts submitted for the special topic in a special section. 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 forthcoming special section on The Status of Women in Social Work Education.

The 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 is a niche publisher whose goal is to advance social work education through the publication of print and nonprint resources in the following areas: the philosophy, theory, and practice of teaching; the process and evaluation of learning; and the organization and structure of social work education. CSWE Press 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 Press authors are prominent thinkers, writers, and educators in the social work profession. Proposal submissions are welcomed and are reviewed and decided by members of the Council on Publications, who serve as editorial consultants on projects. Please see the CSWE Web site (www.cswe.org) for more information on submitting proposals.

The most recent books published by CSWE Press include:

Social Work Dialogues: Transforming the Canon in Inquiry, Practice, and Education
Stanley L. Witkin and Dennis Saleebey

A comprehensive collection of essays written by prominent social work scholars and educators which challenge taken-for-granted ideas and practices in social work.

A Social Worker’s Guide to Evaluating Practice Outcomes
Bruce A. Thyer and Laura L. Myers

An easy-to-read primer on empirically evaluating the outcomes of social work practice with real-life examples and a balanced approach to single-system and group-evaluation designs.

Challenging White Privilege: Critical Discourse for Social Work Education
Nocona Pewewardy

This insightful and provocative book tackles the issue of White privilege in social work education and how discourse about White privilege can catalyze action and transformation.

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

This beautifully-presented book brings the voices of 20 women of color who are social work educators in predominantly White systems and institutions.

‘With the dedicated and committed participation of the members of the Council on Publications and a new JSWE editor-in-chief, 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, CSWE Council on Publications; Professor and Dean Emerita, University of Washington School of Social Work
Annual Program Meeting: 2007

For the first time in the history of CSWE, the Annual Program Meeting (APM) was held in the fall. The 53rd APM in San Francisco, California was ushered in with big changes, including new session formats submitted in 38 different tracks and beginning each day with a plenary session related to this year’s theme, “Preparing the Next Generation of Educators.”

The 4-day event offered attendees over 756 paper presentations—selected in a peer review process from over 1,300 abstract proposals—and over 130 special sessions including workshops, pre-conference institutes, art and film presentations, and networking and social events. The Distance Education Summit brought the event to a close by offering multi-level informational sessions bringing to social work educators the latest technological advances in education. In addition, over 110 academic institutions, publishers, non-profit organizations, and other companies exhibited their products and services in the exhibit hall.

Highlights from the 2007 APM included:

- This year’s Special Plenary was presented by New York Times best-selling author, Stedman Graham, based on his most recent book, Diversity: Leaders Not Labels: A New Plan for the 21st Century. In addition to his success as a business leader, educator, and philanthropist, Graham holds a bachelor’s degree in social work, a master’s degree in education, and an honorary doctorate in humanities.

- Salome Raheim brought attention to issues of diversity during the Carl A. Scott Memorial Lecture.

- Awards were presented to Allen Rubin and Ann Weick (Significant Lifetime Achievement in Social Work Education Award); Jeane W. Anastas (Distinguished Recent Contributions in Social Work Education Award); and Deborah P. Valentine and Maria E. Zufiña (Presidential Award).

Annual Program Meeting: 2008


“Historically, the APM has acted as the face of our membership by showcasing ideas and results for research and education. The new format, with tracks for special interests, brings together the myriad interests reflected in the membership in one seamless way at the national level.”

—Goutham M. Menon, Former Chair, CSWE Council on Conferences and Faculty Development; Associate Professor, University of Texas at San Antonio Department of Social Work

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Acceptance Rate

- 2007: 57.0%
- 2006: 70.3%
- 2005: 59.1%

Submissions (% increase)

- 2007: 53.7%
CSWE Membership Benefits

CSWE offers two types of memberships: individual and program membership. Individual members are faculty, administrators, students, and other social work professionals. Program members are social work programs that are accredited by CSWE or that are in candidacy for accreditation. A membership in CSWE offers exceptional benefits including information on the latest social work education research, findings, and resources through publications, newsletters, an annual conference, and other venues. Membership in CSWE also offers the opportunity for professional development and advocacy in the social work education community. CSWE staff and volunteers are continually analyzing benefits to bring members the best membership package and opportunities. The newest benefit, launched in June 2007, is News Briefs, a monthly electronic news service, which keeps CSWE members abreast of the latest developments in social work practice, higher education, and other areas of interest. News Briefs provides comprehensive updates of all key news coverage applicable to social work education that appear in more than 8,000 media sources.

Below are the other current membership benefits:

**Professional Development**

- Annual subscriptions to the *Journal of Social Work Education* and two monthly electronic newsletters: CSWE Focus and CSWE News Briefs
- 10% discount on the purchase of CSWE Press 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 Members-Only sections of the Web site, which include a searchable individual member directory and full-text articles from the *Journal of Social Work Education* and other CSWE Press 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 CSWE to someone for membership, please visit the membership page on our Web site at [www.cswe.org](http://www.cswe.org) for more information on membership benefits and categories.

**CSWE Launches New Web Site**

On February 20, 2007, CSWE launched a new enhanced Web site to expand its online services to members and the online community. From the eye-catching home page to each specific section listed on the main navigation bar, the Web site was completely redesigned to provide users with more streamlined access to information regarding CSWE’s programming,
leadership, and upcoming initiatives. Every section contains an overview with an index, along with a cascading menu, leading users directly to the overview page of each program and initiative.

Rosters of CSWE commissions and councils not only list all CSWE members currently serving as volunteers, but also list the individual’s institution, term ending date, and e-mail address to encourage communication among all CSWE members and CSWE leadership. CSWE’s online Membership Directory is equally convenient. By using their login and password, CSWE members have immediate access to contact information updates that other members make to their profiles.

A series of “Quick Links” take users directly to popular CSWE Web pages. Access to CSWE’s online Membership Directory, Career Center, Accredited Program Directory, and marketing and advertising opportunities are only a click away. Other frequently requested information can be found across the top of each page under FAQs. Questions and answers are divided into the categories: general, accreditation, social work profession, Annual Program Meeting, student, and bookstore. CSWE’s Online Events Calendar includes key events hosted by universities and other organizations that overlap with CSWE’s mission. Events are categorized by the following areas of interest: gerontology, higher education, international social work, research, social welfare, and special interest.

Shopping for CSWE Press publications online has never been easier. Books, bibliographies, model syllabi, CD-ROMs, and videos can be easily found by browsing and purchasing using the convenient shopping cart. All CSWE Press titles are now searchable by topic area, title, author name, or publication type, and the three newest publications are showcased under the “Hot List” on the main bookstore page. Moreover, every CSWE Press publication has a more detailed product description, helping users to locate what will best meet their needs. Each product description includes an abstract and a brief author biography, as well as testimonials from prominent members of the social work education community. The online bookstore also sells all articles from the Journal of Social Work Education (JSWE) for users looking for specific information (CSWE members can access articles free as a membership benefit). Searchable by topic, every JSWE article is accompanied by a comprehensive abstract.

All of these online enhancements help strengthen relationships among CSWE’s membership, leadership, and partners, creating a more unified and stronger social work education community.

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**CSWE Members by Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>2,502</td>
</tr>
<tr>
<td>2003</td>
<td>2,823</td>
</tr>
<tr>
<td>2004</td>
<td>2,823</td>
</tr>
<tr>
<td>2005</td>
<td>2,724</td>
</tr>
<tr>
<td>2006</td>
<td>2,954</td>
</tr>
<tr>
<td>2007</td>
<td>2,534</td>
</tr>
</tbody>
</table>

**2007—14.2%**

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**CSWE Volunteers by Type**

- Commissions: 83
- Councils: 128
- Board of Directors: 23
- National Nominating Committee: 13
- Site Visitors: 529
- JSWE Reviewers/Editor: 513
- APM Abstract Reviewers: 649

*2007 Volunteers Total = 1,938 (duplicated count)*
FINANCIAL STATEMENTS

REVENUE
Member Fees and Dues $2,153,476
Contributions and Grants 1,885,187
Foundation Grants 1,477,657
Conference 76,698
Accreditation Fees and Related Revenue 475,433
Publications 305,933
Investment Income 308,995
Advertising 144,009
Other 70,448
TOTAL REVENUE $6,897,836

EXPENSES
Program Services
Accreditation $1,541,823
Annual Program Meeting 540,143
Minority Fellowship Program, Research 615,316
Minority Fellowship Program, Clinical 867,502
Publications 401,878
Grant Programs
John A. Hartford Program 1,000,528
Office of Research Integrity 16,610
Other
Social Work Education Research 348,919
Others Programs 364,136
Membership Services 514,340
Subtotal $6,211,195
Supporting Services
Administration 196,579
Subtotal $196,579
TOTAL EXPENSES $6,407,774

CHANGE IN NET ASSETS $490,062
Net Assets, Beginning of Year $3,370,356
Net Assets, End of Year $3,860,418

ASSETS
Current Assets
Cash and Cash Equivalents $702,965
Investments 2,643,647
Accounts Receivable 314,003
Grants Receivable 320,501
Inventory 97,339
Prepaid Expenses 79,008
Subtotal $4,157,463
Other Assets
Fixed Assets 598,500
Deposits 33,536
Grants Receivable, Long-Term 669,875
Subtotal $703,411
TOTAL CURRENT ASSETS $5,459,374

LIABILITIES AND NET ASSETS
Current Liabilities
Accounts Payable and Accrued Expenses $136,156
Accrued Vacation 74,956
Deferred Revenue 1,292,614
Deferred Rent 38,092
Refundable Advance —
Subtotal $1,541,818
Long-Term Liabilities
Deferred Rent Net of Current Portion 57,138
TOTAL LIABILITIES $1,598,956
Net Assets
Unrestricted 1,891,961
Temporarily Restricted 1,466,460
Permanently Restricted 501,997
TOTAL NET ASSETS $3,860,418
TOTAL LIABILITIES AND NET ASSETS $5,459,374

The information above is reproduced for the purpose of the CSWE Annual Report; it has not been audited. CSWE’s formal financial statements are audited by Gelman, Rosenberg, & Freedman and may be obtained by contacting the CSWE offices.
CSWE would like to thank the following July 1, 2006–June 30, 2007 donors for their contributions.

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Hokenstad Foundation Fund
John A. Hartford Foundation
National Institute of Mental Health
Office of Research Integrity and Association of American Medical Colleges
Substance Abuse and Mental Health Services Administration

PLATINUM
$1000+
GOLD
$100.00–$999.99
SILVER
$50.00–$99.99
BRONZE
$25.00–$49.99
COPPER
Under $24.99
GOVERNANCE STRUCTURE

BOARD COMMITTEES

Standing
Audit
Budget and Finance
Executive
Investment
Professional Recognition Awards
Strategic Issues Committee

OTHER COMMITTEES
Carl A. Scott Memorial Fund

COMMISSIONS

Commission on Accreditation*
Commission on Curriculum and Educational Innovation*
  Council on Practice Methods and Specializations
  Council on Field Education
Commission on Professional Development*
  Council on Publications
  Council on Leadership Development
  Council on Conferences and Faculty Development
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 Global Social Work Education*
  Council on Global External Relations
  Council on Global Learning, Research, and Practice

__________________

1 Unless otherwise specified in the Bylaws or in Board approved committee descriptions, Board Committees must have a majority of members from the Board; non-Board members may be appointed.
2 Bylaws specified.
* Chairs serve as ex-officio, non-voting members of the Board of Directors.
2007–2008
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*Commission Chairs serve as ex-officio, non-voting members of the Board of Directors.

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Janice Wong
NASW California Chapter

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2007–2008
Board of Directors

**BOARD MEMBERS**

**VICE PRESIDENT/SECRETARY**

**TREASURER**

**JULY 1, 2006–JUNE 30, 2007**
CSWE INDIVIDUAL MEMBERSHIP BY STATE  
(AS OF JUNE 30, 2007)

Alabama 46  
Alaska 28  
Arizona 10  
Arkansas 4  
California 209  
Colorado 37  
Connecticut 47  
Delaware 4  
District of Columbia 28  
Florida 72  
Georgia 52  
Hawaii 10  
Idaho 16  
Illinois 140  
Indiana 47  
Iowa 17  
Kansas 31  
Kentucky 62  
Louisiana 38  
Maine 12  
Maryland 72  
Massachusetts 92  
Michigan 116  
Minnesota 57  
Mississippi 24  
Missouri 63  
Montana 9  
Nebraska 8  
Nevada 10  
New Hampshire 5  
New Jersey 53  
New Mexico 14  
New York 17  
North Carolina 83  
North Dakota 4  
Ohio 71  
Oklahoma 14  
Oregon 14  
Pennsylvania 101  
Rhode Island 10  
South Carolina 33  
South Dakota 2  
Tennessee 35  
Texas 145  
Utah 35  
Vermont 3  
Virginia 86  
Washington 42  
West Virginia 18  
Wisconsin 39  
Wyoming 5  

Please note: 26 international members, 20 U.S. territory members, and 39 members who did not specify location are excluded from this map.  

CSWE PROGRAM MEMBERSHIP (ACCREDITED BSW AND MSW) BY STATE  
(AS OF JUNE 30, 2007)

Alabama 15  
Alaska 3  
Arizona 5  
Arkansas 10  
California 30  
Colorado 5  
Connecticut 3  
Delaware 2  
District of Columbia 6  
Florida 18  
Georgia 11  
Hawaii 4  
Idaho 7  
Illinois 26  
Indiana 16  
Iowa 13  
Kansas 12  
Kentucky 16  
Louisiana 11  
Maine 6  
Maryland 10  
Massachusetts 19  
Michigan 27  
Minnesota 18  
Mississippi 11  
Missouri 17  
Montana 2  
Nebraska 8  
Nevada 4  
New Hampshire 3  
New Jersey 11  
New Mexico 5  
New York 43  
North Carolina 25  
North Dakota 4  
Ohio 29  
Oklahoma 6  
Oregon 3  
Pennsylvania 40  
Rhode Island 4  
South Carolina 7  
South Dakota 3  
Tennessee 15  
Texas 39  
Utah 6  
Vermont 3  
Virginia 15  
Washington 9  
West Virginia 8  
Wisconsin 16  
Wyoming 2  

Please note: Program members in U.S. territories or in candidacy are not included in the above map. (8 Puerto Rico program members, 1 Guam program member, and 36 program members in candidacy). Additional information can be found on the CSWE Web site at www.cswe.org  
UPCOMING ANNUAL PROGRAM MEETINGS

2008 APM

Social Work Policy and Practice: Linking Theory, Methods, and Skills

October 30–November 2, 2008
Philadelphia, PA

2009 APM

November 6–9, 2009
San Antonio, TX

2010 APM

October 14–17, 2010
Portland, OR

2011 APM

October 27–30, 2011
Atlanta, GA

2012 APM

November 9–12, 2012
Washington, D.C.

FOR MORE INFORMATION CONTACT:

COUNCIL ON SOCIAL WORK EDUCATION
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457
Phone: 703.683.8080  Fax: 703.683.8099

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