# Table of Contents

## Accreditation
- CSWE’s Commissions on Educational Policy and Accreditation Launch Implementation of 2015 Educational Policy and Accreditation Standards .......................................................... 2

## CSWE Centers and Initiatives
- Center for Diversity and Social & Economic Justice ..................................................................... 4
- National Center for Gerontological Social Work Education .......................................................... 4
- Katherine A. Kendall Institute for International Social Work Education ........................................ 6
- Public Policy Initiative: Promoting Social Work Education on a National Stage .............................. 6
- Minority Fellowship Program ........................................................................................................... 10
- CSWE Learning Academy .............................................................................................................. 13
- Social Work Health Care Education and Leadership Scholars ....................................................... 14
- Social Work Centralized Application Service .................................................................................. 15

## Annual Program Meeting
- 2015 CSWE Annual Program Meeting: Social Work on the Frontiers of Change ............................ 16
- Commission for Diversity and Social and Economic Justice and Diversity Councils ....................... 17
- CSWE Commission for Global Social Work Education ................................................................... 19
- CSWE Leadership Institute ............................................................................................................. 19

## Publications and Multimedia
- CSWE Publications Program ........................................................................................................... 22
- Nurturing Social Media Connections ............................................................................................... 23
- Multimedia Efforts Provide Social Work Resources for Educators and Students ............................ 23

## Research
- Commission on Research .................................................................................................................. 24
- Department of Educational Initiatives and Research Partnership .................................................... 24

## Governance and Membership
- CSWE Hears From Senior Leadership in the Substance Abuse and Mental Health Services Administration at Spring Governance ......................................................................................................................... 26
- CSWE Membership Information and Benefits .................................................................................. 26
- Donors 2015–2016 ............................................................................................................................. 27
- Governance Structure 2015–2016 ..................................................................................................... 28
- 2015–2016 Officers and Board of Directors ..................................................................................... 28
- Staff Organizational Chart 2015–2016 .............................................................................................. inside back cover
From the President and Chair of the Board

Colleagues,

It gives us great pleasure to present CSWE’s 2015-2016 Annual Report, which provides a high-level overview of the strategic partnerships and collaborations we have engaged in over the last year. Although we hope that you read it closely, we could cut to the chase right now: Social work education is strong and getting stronger. How do we know that? Here are a few facts from the 2015 Annual Survey of Social Work Programs:

- There are currently more than 750 accredited baccalaureate and master’s degree programs in the United States and its territories. In addition, there are more than 80 doctoral programs (PhD and DSW) preparing the next generation of faculty members, researchers, and leaders.
- The number of social work degrees awarded in 2015 exceeded 45,000.
- Although we can and should continue to increase the diversity of our workforce, the diversity of our students and faculty members are the envy of other professional education groups.
- The numbers of students planning to pursue careers outside the United States is growing.
- The number of programs offering Title IV-E stipends to increase the social work child welfare workforce is growing.

Social work education is also stronger because of our partnerships. The past year saw the development of new and strengthening of existing partnerships within and outside social work. CSWE, Association of Baccalaureate Social Work Program Directors, National Association of Deans and Directors of Schools of Social Work, St. Louis Group, Group for the Advancement of Doctoral Education in Social Work, Society for Social Work and Research (SSWR), American Academy of Social Work and Social Welfare (AASWSW), National Association of Social Workers (NASW), and Association of Social Work Boards are collaborating on two important initiatives: (1) a study of the current social work workforce to help prepare us to deliver the quantity and quality of practitioners needed in emerging fields and (2) a task force to advance evidence-based practice in social work. We are building links to the AASWSW’s Grand Challenges for Social Work Initiative. We are working to change the face of health care through our partnership with the NASW on the Social Work Healthcare Education and Leadership Scholars project (funded by the New York Community Trust). We are advancing policy practice through our Policy Coalition and Policy Field Education grants. We are now a member of the Interprofessional Education Collaborative, assuring that social work has its rightful place at the table in working with other professions toward quality interprofessional collaborative practice. Finally, we are strengthening our voice and impact on the national level through a robust and strategic agenda for legislative advocacy and public policy. This year, SSWR and CSWE developed an official agreement to advance public policy to support social work research and its application in policy and practice.

No doubt the secret of our strength is the engagement of our members. Perhaps you were one of the 3,000 attendees at the 2015 Annual Program Meeting in Denver, CO; if so, thank you! Perhaps you are one of the more than 600 members who participate in CSWE’s structure of shared governance through serving on the Board, a commission, a council, a committee, or a task force; if so, thank you! We couldn’t do what we do without you! And perhaps you are looking for a way to contribute more to social work education. Please consider becoming more involved. We can’t wait to see what’s next.

With warm regards,

Darla Spence Coffey
President and CEO

Barbara W. Shank
Chair, Board of Directors
CSWE’s Commissions on Educational Policy and Accreditation Launch Implementation of 2015 Educational Policy and Accreditation Standards

The Department of Social Work Accreditation staffs two commissions, the Commission on Accreditation (COA) and the Commission on Educational Policy (COEP); evaluates degrees through the International Social Work Degree Recognition and Evaluation Service (ISWDRES); and provides supervision for the program coordinator of the National Association of Deans and Directors of Schools of Social Work. The accreditation department also staffs two councils: the Council on Field Education and the Council on Practice Methods and Specializations.

Commission on Accreditation

The COA focused this past year on preparing programs to implement the 2015 Educational Policy and Accreditation Standards (EPAS) in their curriculum because reaffirmation self-studies using the 2015 EPAS will begin to be submitted in fall 2016. The EPAS Implementation Committee, made up of members of the COA and the COEP, worked with the Accreditation Department to develop a series of reaffirmation workshops and training materials available through the CSWE Learning Academy and in-person workshops to support programs as they transition to the 2015 EPAS. Four in-person workshops were provided, with more than 150 program faculty members participating in the initial launch of the reaffirmation trainings. Five more workshops are scheduled for programs in 2016–2017.

Candidacy workshops were also held for new programs seeking accreditation, with a large number of candidacy applications this year. The 2015 EPAS Site Visitor Training was launched for current site visitors to be trained under the 2015 EPAS. COA and COEP also approved the 2015 EPAS glossary that has been added to the 2015 EPAS.

The COA continues to review a number of programs for candidacy, initial accreditation, and reaffirmation. As of June 2016 there were 758 CSWE-accredited social work programs, 511 baccalaureate and 247 master’s. There were 13 baccalaureate and 16 master’s programs in candidacy. From October 2015 through June 2016, a total of 75 reaffirmation visits and 51 commissioner visits (for programs in candidacy) were completed.

Commission on Educational Policy

The educational policy, which details nine social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors in March 2015. To support programs with developing curricula for areas of specialized practice for the 2015 EPAS, COEP developed and approved a framework for specialized practice curricular guides for the 2015 EPAS. CSWE and the Gero-Ed Center convened a 2-day meeting to develop the first guide for gerontological social work practice that should be available to programs in fall 2016. More than 40 gerontological social work faculty participated, representing programs across the United States. Additional specialized practice guides are being planned for trauma, advanced generalist, and clinical practice next year. COEP also proposed the development of a post-Annual Program Meeting CSWE Assessment Academy that will feature presentations from national experts on competency assessment in field and course-embedded rubrics. Social work programs will showcase their assessment processes and 2015 EPAS competency measures in interactive roundtable discussions with participants. COEP also works in partnership with its derivative councils in support of the commission’s charge:

As of June 2016 there were 758 CSWE-accredited social work programs, 511 baccalaureate and 247 master’s. There were 13 baccalaureate and 16 master’s programs in candidacy. From October 2015 through June 2016, a total of 75 reaffirmation visits and 51 commissioner visits (for programs in candidacy) were completed.
• The Council on Practice Methods and Specialization explored methods of keeping social work education informed by current practice.

• The Council on Field Education advanced the role of field education as the “signature pedagogy” in social work education by promoting, collaborating on, recommending, and distributing information to social work field educators and participating in discussions about educational policy and accreditation standards to strengthen the integration of theory and practice. A priority for this council will be to launch an online new field director academy in 2017 via CSWE’s Learning Academy.

Both commissions and the councils are to be commended for their dedication to launch the implementation of the 2015 EPAS. Many thanks to the current and former COEP and COA commissioners, who represent more than 50 schools of social work and other social work organizations, along with the CSWE staff members for their work on the development and implementation of the 2015 EPAS.

In March 2016, the CSWE Board of Directors voted to move forward with developing a process for the accreditation of practice doctoral programs in social work. Under the leadership of Andrew Safyer, chair of COA, and Debra McPhee, chair of COEP, the development of an accreditation process and standards for practice doctoral programs will begin this year with input from multiple stakeholders.

**International Social Work Degree Recognition and Evaluation Service**

The ISWDRES evaluates the baccalaureate- or master’s-level social work credentials of people who have completed social work education programs outside the United States and determines whether the credentials are equivalent to a social work degree earned from a CSWE-accredited program. Last year ISWDRES completed 138 evaluations.
Center for Diversity and Social & Economic Justice

The CSWE Center for Diversity and Social & Economic Justice is a resource for the advancement of social justice and diversity through innovative curriculum, faculty development, research, and collaborative partnerships. CSWE was pleased to welcome Dr. Yolanda C. Padilla as the inaugural director of the center. Dr. Padilla is a professor at the University of Texas at Austin School of Social Work and has a 50% appointment with the center. A meet-and-greet was held at CSWE’s 2015 Annual Program Meeting (APM). Initial activities at the center included the appointment of a national Advisory Committee and meetings with the Diversity Council and each of the diversity commissions and affiliated groups.

In the past year, the Center engaged in activities to advance social justice and diversity in social work education through presentations at the national meetings of Influencing State Policy at Washington University and the Latino Social Work Organization at New York University as well as an invited presentation at Boston College and the co-sponsorship of “Smart Decarceration & Re-entry: What Does Leadership Look Like?” at the University of Texas at Austin. Trainings on developing minority scholars were provided at the Society for Social Work and Research annual meeting and CSWE’s Minority Fellowship Program Doctoral Fellows Training Day, held at the 2015 APM. The Center also collaborated with two CSWE initiatives, the Learning Academy’s Teaching for Social Justice Series and the Coalition for Policy Education and Practice in Social Work. In the works for the Center are a special issue on multiculturalism in social work, a hub for educational resources to respond to emerging social issues, and a library of evidence-based practices with diverse populations for use by educators, students, practitioners, and policy makers.

National Center for Gerontological Social Work Education

The John A. Hartford Foundation has generously funded the CSWE Gero-Ed Center since 2004. In this final year of funding, Gero-Ed staff updated the Center’s Web-based curricular resources. The Center’s core functions—the Gero-Ed Track at the Annual Program Meeting; the website including an extensive teaching resource collection; and the webinars on aging-related topics—are institutionalized within CSWE, thanks to the leadership of Darla Spence Coffey and the board.

Dissemination and Resource Development

More than 130 curricular materials have been created and posted to the Gero-Ed Center website, including nearly 50 new gerontological teaching resources, approximately 80 gerontological and disability-focused person-centered and participant-directed (PC/PD) materials, and five webinars on gerontological social work practice and education issues. In addition, nine new comprehensive teaching modules have been designed by nationally regarded faculty with expertise in the particular content area.

Building on the White House Conference on Aging’s four priority areas, modules were first developed in the areas of elder justice, healthy aging, long-term services and supports, and retirement security. Other topics include aging in community, caregiving, grandparents raising grandchildren, LGBT elders, rural health, and technology and aging. Three of the modules—aging in community, elder justice, and technology and aging—address themes from Gero-Ed Track kick-off events of the past 3 years.

Faculty can choose to use the modules as a whole or in parts (e.g., PowerPoint presentations, case studies, assignments, lecture content) in required generalist and advanced courses. User-friendly, highly accessible resources on the Gero-Ed website, these modules are particularly useful to practitioners, students, and those new to teaching gerontological social work.
A significant legacy product is the new Gero Curricular Guide. Because the Hartford Foundation generously approved a 6-month no-cost extension, the Center was able to convene a national workgroup of six gerontological social work experts to update the 2009 CSWE Advanced Gero Social Work Practice Guide to be congruent with new 2015 Educational Policy and Accreditation Standards. This new guide will describe the knowledge, values, skills, and cognitive and affective processes that make up each competency for specialized practice and include a comprehensive list of curricular resources for teaching and assessing competency attainment (e.g., readings, media, in-class exercises, and assignments). The initial work was informed by a national convening of more than 45 gerontological experts from across the country who spent an entire day discussing the content of each competency. The Gero-Ed Center is producing the first curricular guide as a model for other groups that will develop guides in a wide range of practice areas. Available to all CSWE members online in fall 2016, the Gero Curricular Guide will advance gerontological social work education and practice.

Faculty and Programmatic Development

The center continued its strong partnership with the Association for Gerontology Education in Social Work to implement the 2015 Gero-Ed Track. The 2015 kick-off panel, “e-Frontiers: Navigating Aging Through Technology,” featured aging-in-community technologies and discussed the vital role social work can play in shaping future developments in this area. Other 2015 Gero-Ed Track highlights included a Hartford Partnership Program for Aging Education (HPPAE) panel on innovation and best practices and a Faculty Development Institute (FDI) and panel session; the well-attended FDI and panel provided attendees with the philosophy of PC/PD approaches and demonstrated strategies to infuse PC/PD competencies and content into generalist and advanced curricula.

Results from the 2015 Annual Program Meeting evaluation are positive, with 75% of respondents indicating that the kick-off event was either very good or excellent; 88% agreed or strongly agreed that they learned information from a Gero-Ed Track session that they will use in teaching a specialized gerontology course. The Center will partner with the Association for Gerontology Education in Social Work to plan the 2016 Gero-Ed Track. The 2016 kick-off topic will explore sex and intimacy in later years. It will examine ethical considerations that influence late-life sexuality and inform social work practice with older adults.

Student Preparation and Recruitment to Gerontological Careers

The Gero-Ed Center collaborated with the Social Work Leadership Institute at the Silberman School of Social Work at Hunter College to institutionalize the HPPAE, a geriatric field education model, within CSWE. This includes an initiative launched in 2012 to train a social work workforce to provide care for the increasing older veteran population.

The HPPAE program was initiated in 12 Veterans Health Administration (VHA) Geriatric Research Education and Clinical Centers (GRECCs) and three non-GRECC sites:

- GRECC locations include Baltimore, MD; Bedford and Boston, MA; Birmingham, AL; Durham, NC; Gainesville, FL; Madison, WI; Nashville, TN; Palo Alto, CA; Pittsburgh, PA; Salt Lake City, UT; San Antonio, TX; and Seattle, WA.

- Non-GRECC locations include Northport VA Medical Center in Northport, NY; VA Medical Center in San Francisco, CA; and the Ralph H. Johnson VA Medical Center in Charleston, SC.

Fifty-two students have graduated from the VHA/HPPAE initiative to date, and 19 participated in the 2015-2016 cohort. Student participants across the first 3 years of the pilot project have positively evaluated their HPPAE experience. They state that...
HPPAE helped them achieve their goal of learning to work with older adults and their families, that the rotation element enabled them to learn about a variety of aging services, and that almost all them would recommend this program to other students interested in aging.

**Center Partnerships**

The New York Community Trust funded the third and final year of the Partnerships for Person-Centered and Participant-Directed Long-Term Services and Supports (Partnerships) Project, July 1, 2015, to June 30, 2016. This project’s curriculum goals complement and build on the GeroRich and Gero-Ed Center’s infusion strategies implemented by faculty members who participated in these prior projects. Moreover, this project produced the Person-Centered/Participant-Directed Social Work Competencies Teaching Resources Examples document, which links PC/PD competencies with teaching resources and assessment measures and will be available on the Gero-Ed website in fall 2016.

**Conclusion**

In a national 2014 survey to all faculty who received Gero-Ed or HPPAE funding, 83% of respondents stated that the curricular changes made as a result of Hartford funding have been institutionalized in their social work programs, and 73% indicated that organizational changes (e.g., gero-related policies, additional gerontological faculty and community partnerships) made as a result of Geriatric Social Work Initiative funding were institutionalized. Another measure of national impact was an external review of the CSWE Gero-Ed Center by Ms. Laura Robbins, a highly regarded gerontological consultant. She noted that frail older adults should be better able to secure the help they need because of a markedly expanded cadre of gero-competent social workers who have entered the workforce.

We conclude our final year confident that the ripple effect of gerontological social work education, captured so distinctly by the Hartford Geriatric Social Work Initiative logo, will continue, both because of the extent of institutionalization by grantees and because of CSWE’s support of core functions.

**Katherine A. Kendall Institute for International Social Work Education**

The Katherine A. Kendall Institute (KAKI) and its affiliated commissions and councils were involved in many projects in 2015–2016. The KAKI launched its first grant program, awarding grants to three CSWE member programs, Bowie State University, University of Maryland, and the University of Portland, to develop projects to expose students to international social work concepts and experiences. The universities will be developing teaching tools that address immigration, environmental social work in collaboration with a university in India, and the use of technology to connect students internationally. The KAKI was also a sponsor of the 33rd Annual Social Work Day at the United Nations. The U.S.–China Social Work Collaborative, sponsored by KAKI, continues into its fourth year, and an evaluation was conducted in China in 2016 to evaluate the progress of the seven partnerships that make up the collaborative. The KAKI took the lead in writing the second Global Agenda report, working collaboratively with the social work communities in Canada and the Caribbean on the report, titled “Promoting the Dignity and Worth of Peoples.”

**Public Policy Initiative: Promoting Social Work Education on a National Stage**

Through its Public Policy Initiative CSWE strives to promote the value of social work education on the national stage. With the help of its members and leaders CSWE advocates for issues important to social work education by interacting with the U.S. Congress, federal agencies, and nongovernment organizations in the social work, health care, and higher education communities. Over the last 9 years CSWE has worked with Lewis-Burke Associates LLC, a full-service government relations lobbying and consulting firm, to ensure CSWE remains consistently engaged in national policy discussions and debates relevant to social work research.
education, and training. Through these efforts CSWE maintains a strong, authoritative voice on the impact of social workers in the development and implementation of federal policies and programs, as well as the importance of federal investment in programs supporting the social work pipeline.

Over the past year CSWE has continued to protect existing programs while advocating for and responding to new policy initiatives. CSWE’s advocacy agenda supports efforts to

• empower social workers and advance social work through investments and resources,
• reenvision the health-care workforce, and
• use evidence and social work research to support public policy.

Within these areas CSWE engages in policy discussions for a range of issues, including federal funding to support social work and social work education, loan repayment programs, accreditation, health care, mental health, workforce development, social justice, aging, and behavioral and social science research.

Budget and Appropriations

In December 2015 Congress averted a government shutdown by passing an omnibus appropriations bill for fiscal year (FY) 2016. As Congress considered the bill, CSWE engaged in the funding process to help ensure that programs important to social work and social work education received critical federal resources. The omnibus included funding for programs such as the Minority Fellowship Program (MFP) and federal student aid programs. It set the maximum individual Pell Grant award at $5,815 per recipient, an increase over FY 2015 levels. In Substance Abuse and Mental Health Services Administration (SAMHSA) funding, the MFP, MFP-Youth (MFP-Y), and MFP-Addiction Counselors received a total of $11.7 million for FY 2016, a $1-million increase over FY 2015 levels.

In August 2015, as the administration was preparing its budget for FY 2017, CSWE discussed the importance of federal programs that support social work education and training with staff in the Office of Management and Budget who oversee activities related to several health professions training programs at SAMHSA and the Health Resources and Services Administration (HRSA). CSWE’s Government Relations staff provided an analysis of the president’s FY 2017 budget request, which highlighted the importance of assisting working families through new and existing programs for the workforce, eldercare, and childcare.

With the Obama administration’s priorities in mind, CSWE submitted testimony to the House and Senate Labor, Health and Human Services, Education, and related agencies appropriations subcommittees to advocate for social work support funding. CSWE’s testimony highlighted the importance of the MFP and MFP-Y at SAMHSA, the Mental and Behavioral Health Education and Training Grants Program at HRSA, the Behavioral Health Workforce Education and Training (BHWET) at SAMHSA and HRSA, and student aid and loan forgiveness programs at the Department of Education.

In addition, CSWE advocated for continued investments at the National Institutes of Health (NIH) in biomedical and health-related research that incorporates the social and behavioral sciences necessary to better understand and address the needs of high-risk populations including children, racial and ethnic minorities, and geriatric populations. Government Relations staff members participated in meetings with House and Senate staff to reiterate CSWE’s appropriations requests and interest in fostering a sustainable, skilled, and culturally competent workforce to meet the increasing demand for social work services and the unique health-care needs of diverse communities.
Accreditation Policy

Until late 2015 Congress was moving forward to reauthorize the Higher Education Act (HEA), which is the main legislative vehicle for changes to accreditation policy. However, an HEA reauthorization is not likely to pass until the next Congress because of the presidential election in November. Despite the absence of a comprehensive bill, Congress has continued its focus on accreditation, specifically on risk-based accreditation for institutions in good standing.

CSWE addressed the need to preserve the role of specialized accreditors in the HEA reauthorization by reasserting accreditors’ importance in improving programs, demonstrating outcomes, and ensuring quality in the accreditation process. Furthermore, CSWE reiterated to members of Congress that the federal government’s primary responsibility in accreditation is to enforce the laws and regulations governing the use of Title IV federal student aid funds, not to determine educational quality, which is the role of the accreditor.

Debt Load and Loan Forgiveness

During the past year CSWE worked with congressional social work advocates and key committee leaders on issues relating to student aid and Public Service Loan Forgiveness. Because of concerns that Congress could change, streamline, or eliminate these critical programs for social work, CSWE initiated a grassroots, member-level effort to encourage students and leaders from schools of social work to engage in advocacy. CSWE briefed and staffed several student groups who met with relevant committee staff members and their congressional delegations.

Additionally, CSWE joined forces with other graduate and professional associations and advocacy groups, including the American Council on Education and the National Association of Student Financial Aid Administrators, to discuss how changes to the program would affect students and professionals. As the end of President Obama’s term nears, CSWE is preparing materials to share with the presidential transition team to ensure that this issue, and others of importance to social workers, are represented in the new administration.

Health-Care Workforce

With enactment of the Patient Protection and Affordable Care Act, the health-care system in the United States is moving toward interdisciplinary, interprofessional models of care. CSWE has sought opportunities to influence education and health-care policy to promote social work and support a health-care environment that values the role of social work.

CSWE has continued to discuss the future of federally funded mental and behavioral health education and training programs. In 2016 CSWE President Darla Spence Coffey and Government Relations staff members met with leaders in the HRSA Division of Nursing and Public Health, Bureau of Health Workforce, which oversees the mental and behavioral health programs that support schools and programs of social work. They discussed the future of the BHWET program, which grew out of the administration’s Now Is the Time initiative as a HRSA and SAMHSA collaboration “to develop and expand the substance abuse and mental health workforce who, following their training, will focus on children, adolescents, and transitional-age youth at risk for developing or who have developed a recognized behavioral health disorder.” They stressed the importance of HRSA’s mental and behavioral health programs to support social work education and training and CSWE’s desire to work with HRSA as it considers future activities in this area.

In addition, CSWE worked aggressively to ensure that social work is included in future BHWET funding opportunity announcements (FOAs). It worked with the House and Senate appropriations committees to have language included in the appropriations bills to ensure that social work schools and programs are included in the FY 2017 FOA. CSWE also organized a “Member Call to Action,” providing resources for members to express their concerns about this decision to federal policy makers. CSWE also worked with Rep. Barbara Lee’s (D-CA) office on this issue. Rep. Lee has expressed her concern about the situation.
and her hope that it will not happen again. Additionally, CSWE joined with the NASW in a letter to SAMHSA and HRSA jointly expressing concerns about the decision.

**Mental Health**

CSWE was very involved in policy discussions with Congress regarding its continued efforts to pass mental health reform by working closely with the sponsors of new mental health legislation in the House and Senate.

The House’s Helping Families in Mental Health Crisis Act passed the Energy and Commerce Committee, having incorporated comments submitted by CSWE. Both bills await full consideration by their respective chambers.

The Senate’s Mental Health Reform Act of 2016 passed the Health, Education, Labor, and Pensions Committee in March. CSWE supports several of the provisions in this legislation, including efforts to reauthorize education and training programs for social work, and met with staff members in the offices of Senators Chris Murphy (D–CT) and Bill Cassidy (R–LA) on this issue.

**Social Justice and Homelessness**

CSWE has expanded its focus on social justice to include advocacy efforts to address homelessness. Part of this initiative is a collaboration between CSWE and the National Homelessness Social Work Initiative (NHSWI) addressing gaps in the curriculum to provide better training and identify ways to increase the workforce trained in this competency. The NHSWI, originally based at the University of Albany, has expanded to 11 other schools. As part of the collaboration between CSWE and NHSWI, the groups created a document outlining NHSWI’s strategies to support social work’s Grand Challenge of ending homelessness.

In December representatives from CSWE and NHSWI participated in meetings with federal policy makers and agencies to discuss these goals and to identify ways to support the administration’s efforts to eradicate homelessness. Meetings with SAMHSA, the U.S. Interagency Council on Homelessness, the Department of Veterans Affairs, the Department of Housing and Urban Development, and representatives from the Congressional Caucus on Homelessness provided excellent opportunities to educate federal policy makers about the new initiative. These meetings positioned NHSWI to develop the expanding network between those who supervise student training and those who hire people and support their efforts in the field.

**Interprofessional Education**

CSWE’s Public Policy Initiative supports the broader advocacy community to raise awareness of interprofessional care delivery and ensure that social workers continue to be recognized as part of this growing movement. One way CSWE accomplishes this is by participating in the Federation of Associations of Schools of the Health Professions (FASHP), a coalition of 14 associations of health-care professions that represent institutions focused on education and practice.

**Behavioral and Social Science Research**

CSWE advocates for behavioral and social science research across federal agencies through the annual appropriations process, meetings with congressional and federal agency officials, and coordination with other organizations and coalitions.

In November 2015 CSWE responded to a request for information from the White House on the Precision Medicine Initiative. CSWE comments emphasized the importance of social workers and social work research in the development and execution of the initiative. Furthermore, CSWE participates in the Consortium of Social Science Associations and the Friends of NIH Behavioral and Social Science Research (Friends of NIH BSSR) Coalition. Through
these groups CSWE can help position social work research within the broader research community and engage with federal officials, including Dr. William Riley, director of the NIH Office of Behavioral and Social Science Research (OBSSR).

These interactions helped CSWE successfully nominate Dr. Sarah Gehlert to serve on the OBSSR Strategic Plan external expert panel and provide comments on the overall strategic plan. To reflect its expanded engagement in social work research advocacy, CSWE published *The Impact of Social Work Research: Principles for Public Policy* to guide CSWE’s consistent and authoritative decision making related to federal and congressional policies and programs.

CSWE submitted appropriations testimony in March 2016 to the House and Senate appropriations subcommittees on Labor, Health and Human Services, Education, and related agencies urging appropriators to support increased funding in FY 2017 for the NIH. This agency incorporates behavioral and social science research throughout its mission via OBSSR to better understand and appropriately address the needs of high-risk populations.

Additionally, CSWE weighed in with the NIH’s National Institute of Mental Health (NIMH) in June 2016 on the current state of mental illness research. Over the past year CSWE has also participated in various coalitions that share similar policy interests, including FASHP, Friends of NIH BSSR, Consortium of Social Science Associations, the Eldercare Workforce Alliance, and Health Professions and Nursing Education Coalitions (HPNEC). Through coalition activities, CSWE raises its visibility among like-minded stakeholders and policy makers, expands its breadth of outreach, and elevates social workers’ visibility to advance the CSWE public policy agenda. CSWE engages with health profession organizations to strengthen federal funding advocacy efforts and ensure social work is included among other health professions. CSWE provided a comprehensive update on social workers in Congress to HPNEC, contributing to HPNEC’s effort to identify possible champions for health profession funding. CSWE also regularly joins in HPNEC’s efforts to advocate for health professions funding during meetings on Capitol Hill.

**Minority Fellowship Program**

CSWE’s Minority Fellowship Program (MFP) oversees social work fellowship funding opportunities for doctoral and master’s students and a book scholarship for social work undergraduate and master’s students. Two fellowships are funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), part of the U.S. Department of Health and Human Services. These fellowships support the mission of SAMHSA to reduce health disparities and improve health-care outcomes for racially and ethnically diverse populations by increasing the number of racial and ethnic minority behavioral health professionals available to provide mental health and substance abuse services to underserved minority populations in the public and private nonprofit sectors.

The doctoral student fellowship focuses on increasing the number of racial and ethnic minority doctoral social work professionals in leadership roles related to research, teaching, administration, and advanced behavioral health practice. CSWE’s MFP is one of six professional associations that receive the SAMHSA grants. The MFP provides financial support, specialized training, mentoring, and professional and career development opportunities to fellowship recipients. The program also provides

**Coalitions and Ally Building**

CSWE works with NASW to elevate the profile of social workers across the continuum of education and practice. CSWE participated in a government relations strategy meeting with NASW leaders in April 2016 to identify potential areas for collaborative advocacy. The issue of legislation protecting social worker safety was discussed at length, and both groups plan to monitor opportunities for collaborative work on this topic.
ongoing communication and behavioral health resources to current fellows and program alumni via weekly e-newsletters.

The Minority Fellowship Program–Youth (MFP-Y) helps increase the number of master’s of social work professionals in the behavioral health workforce serving at-risk children, adolescents, and populations in transition to adulthood (aged 16–25 years) to reduce health disparities and improve behavioral health-care outcomes for racially and ethnically diverse populations. MFP-Y provides monetary stipends, specialized training, mentoring, and other supports to social work students committed to working in underserved communities and also provides ongoing communication and behavioral health resources to current fellows and program alumni via a weekly e-newsletter. CSWE is one of six associations that SAMHSA funds for MFP-Y; the current grant is renewable through 2018.

The Carl A. Scott Book Scholarship, funded by CSWE’s Carl A. Scott Memorial Fund, is for undergraduate or master’s social work students in the final year of a program. Applicants must demonstrate a commitment to social justice. Two $500 scholarships are given each fall; the awards are announced during the Carl A. Scott Memorial Lecture at CSWE’s Annual Program Meeting.

**Fellowship Statistical Data**

During the 2015–2016 academic year the MFP provided training and support to 24 doctoral fellows (14 new fellows and 10 returning fellows). Nineteen women and five men were supported; they identified as the following racial and ethnic groups (also reflecting two fellows who identify with multiple groups): nine African American/Black, three American Indian/Alaska Native, seven Asian American, and seven Hispanic/Latino. These fellows add to the MFP’s rich and diverse group of up-and-coming practitioners, scholars, researchers, and leaders in social work.

The 2015-2016 MFP-Y cohort includes 40 awardees (35 females and five males) from social work master’s programs at 24 colleges and universities throughout the United States. Thirteen recipients (32.5%) are of Hispanic, Latino, or Spanish origin. Fellows of non-Hispanic, Latino, or Spanish origin identified as 19 (47.5%) African American or Black, three (7.5%) Asian, one (2.5%) White, and four (10%) of two or more races.

**Fellows’ Training**

**Doctoral Fellowship**

MFP provided training to doctoral fellows at CSWE’s 2015 Annual Program Meeting (APM) in Denver, CO, on topics such as nontenure track and academic administration positions and establishing a scholarly publication portfolio. Fellows also participated in networking with their colleagues at events such as the Doctoral Student Breakfast. All MFP fellows and staff attended the Carl A. Scott Memorial Lecture as a group.

In January the MFP program director attended the Society for Social Work and Research (SSWR) Conference in Washington, DC, where 10 fellows delivered oral or poster presentations. Funding limitations did not allow support for the attendance of all current fellows, but 13 fellows secured personal funding. An Alumni and Fellows Meeting following the conference was attended by 13 fellows and 15 MFP alumni. A presentation on National Institute of
Mental Health (NIMH) research career development and training opportunities and institute funding priorities was provided by NIMH staff.

In addition to the APM and SSWR in-person training, fellows attended a peer-facilitated webinar on the topic of self-care. SAMHSA and MFP alumni also presented a webinar discussing nonacademic careers.

**Master’s Fellowship**

The 2015-2016 cohort participated in an orientation webinar in November 2015. Fellows also attended an intensive 2 1/2 day in-person training session in Alexandria, VA. Informed by the previous cohort’s evaluation surveys, topics included workforce challenges and career opportunities; mental health disparities; mental health policy and advocacy; brain development; clinical practice with children, adolescents, and transition-aged youths; involvement of individuals and families with lived experience; and collaborative practice. Sixteen trainers participated, including representatives from SAMHSA, National Alliance on Mental Illness, and Mental Health America; several MFP doctoral alumni fellows; and staff from CSWE’s government relations contractor. Other training during the fellowship year included a peer-facilitated webinar on strategies to address the impact of trauma work and webinars with the National Association of Social Workers (NASW) regarding professional development and job search resources and with the Association of Social Work Boards (ASWB) about licensure.

**Fellowship Recruitment and Alumni Outreach**

CSWE’s MFP contacted social work programs to recruit doctoral and master’s social work students interested in mental health and substance use services. An e-mail announcement about the posting of fellowship application materials also was sent to ethnic social work educator groups, college and university associations, and universities with ethnic research centers.

Other recruitment activities this year included an MFP booth at the 2015 APM and at the 2016 NASW conference. Current fellows helped staff the APM booth, doing an excellent job of relaying their MFP experience to prospective applicants, social work program administrators, and faculty members. MFP staff also visited other exhibitors to talk about fellowship opportunities and provide informational handouts.

In addition to recruitment activities, exhibiting at conferences also provides a way to connect with fellowship alumni who are encouraged to stop by and update their contact information and join the electronic mailing list. Along with the weekly e-newsletter, this alumni database allows MFP to solicit volunteers as presenters or mentors for meetings, webinars, and other activities to support the fellowships.

**Doctoral Fellowship Impact and Evaluation**

CSWE’s MFP has provided support to more than 600 SAMHSA and NIMH doctoral fellows since the program’s inception in 1974; of those, 77% have reported completing their doctoral programs. This is a significant program impact and much higher than the national average for doctoral degree completion. The number of MFP degree completions may be even higher because the MFP
depends on fellowship recipient self-reports for this data.

MFP alumni fellows who have completed their doctoral degrees represent the following ethnic groups: 51% African American/Black, 26% Hispanic/Latino, 17% Asian American, 4% American Indian/Alaska Native, and 2% Pacific Islander. MFP alumni include mental health practitioners, researchers, scholars, and educators, many with national and international reputations. To capture the sentiment of alumni on the professional and personal impact of the program, the MFP interviewed alumni in attendance at the 2013 APM. Excerpts from the interviews are posted on CSWE’s YouTube channel.

The MFP evaluates its programmatic activities, including in-house training and seminars, via annual surveys. For current doctoral fellows the survey collects information on publications, presentations, and conference attendance, and gathers each fellow’s self-rating of skills and knowledge in several competence areas. Results are used in funder reports and in program planning for the next year. MFP doctoral fellowship alumni also participate in an evaluation of the program’s effects and outcomes; this year’s survey was implemented in September 2015. Survey invitations were successfully delivered to 367 alumni; 43.1% of alumni participated in the survey. Of the 158 respondents, only nine (5.8%) reported that they did not complete a degree. The majority of respondents (83.4%) reported that their primary work setting was at a college or university, where they were involved in teaching and research or academic administration. Most respondents reported that their work involved behavioral health services to minority individuals, communities, or groups.

**Collaboration**

MFP collaborates with other SAMHSA MFP and MFP-Y grantee disciplines (addiction counseling, marriage and family therapy, nursing, professional counseling, psychiatry, and psychology) to facilitate the mutual goals of increasing the diversity of behavioral health practitioners, researchers, and scholars. In addition to participating in joint fellowship recruitment efforts, this collaboration involves monthly conference calls with SAMHSA MFP and MFP-Y program officers, designed to facilitate coordination of program activities across grantee organizations.

To enhance the benefits available to MFP-Y fellowship recipients, MFP now collaborates with the NASW to give MFP-Y fellows 1-year memberships in NASW plus participation in the Children, Adolescents, and Young Adults Specialty Practice Section. With the ASWB, MFP offered a webinar about licensure to master’s fellows. MFP is also pursuing collaborations with the Greater Washington Society for Clinical Social Work and the national Clinical Social Work Society on behalf of doctoral and master’s fellows interested in clinical practice as a career.

**CSWE Learning Academy**

In fall 2015, CSWE introduced the Learning Academy, a learning management system that delivers innovative, Web-based resources and training to social work programs and educators. The Learning Academy allows CSWE to expand its educational offerings beyond the Annual Program Meeting without the constraints of traditional face-to-face education.

The Learning Academy launched with the online teaching series “Teaching for Social Justice,” which was produced in partnership with the CSWE Center.
For Diversity and Social & Economic Justice and the CSWE Commission for Diversity and Social and Economic Justice and its councils. Social justice has been a particular focus for CSWE in recent years, and this series was designed to prepare social work faculty for teaching the intellectual and practical skills students need to engage in ending inequality and creating structures for inclusion. The series kicked off with a live webinar presented by Bryan Stevenson, founding director of the Equal Justice Initiative and *New York Times* bestselling author of *Just Mercy*. In an inspiring presentation drawing from his experience advocating for the poor and incarcerated, Mr. Stevenson noted that no group plays a more essential role in the health of a community than social workers. Stevenson encouraged social workers to focus on four key things to combat inequality: getting close to the places where inequality, abuse, and neglect are evident; changing the narratives of social justice issues, which are rooted in the politics of fear and anger; protecting hope, because hopelessness is the enemy of justice; and being willing to do uncomfortable and inconvenient things. In addition to race and poverty, the series addressed social justice in the context of feminism, disability, and sexual orientation and gender identity and expression. Faculty experts on each topic presented a combination of live presentations (which have been recorded for on-demand access) and curriculum resources such as syllabi, videos, and readings to assist educators in the classroom. More than 100 individuals and social work programs have participated in the series to date.

Staff are continuing to work with CSWE commissions and councils to develop additional resources and trainings for 2016, including a New Field Director Training, New Council and Commission Member Orientation, and online modules for the CSWE Program Director Academy.

**Social Work Health Care Education and Leadership Scholars**

In January 2015, CSWE and the National Association of Social Workers (NASW) were awarded a joint grant from the New York Community Trust to fund the initiative Social Work Health Care Education and Leadership Scholars (HEALS), which aims to educate and train more health care social workers to strengthen the delivery of health care services in the United States. Social Work HEALS targets every level of the profession (including BSW, MSW, and PhD/DSW and postdoctoral graduates) through three main program activities: scholarships and fellowships for BSW, MSW, and doctoral students; policy fellowships; and educational enhancements and strategies to promote system changes through learning networks, leadership development, and training opportunities.

CSWE and NASW administered a competitive application process to identify 10 programs or program collaboratives to serve as the hub for scholarships to support health care education for the BSW and MSW scholars. The HEALS Advisory Committee selected the following 10 programs: Arizona State University; Metropolitan State University of Denver; Michigan State University; St. Catherine University and University of St. Thomas; Southern University at New Orleans; University of Central Florida; University of Illinois at Urbana-Champaign; University of Maryland, Baltimore, and University of Maryland, Baltimore County; University of Maryland, Baltimore County.
of South Carolina; and University of Texas, Austin. The programs will serve as a nexus for health-care education as they each develop specialized health care curriculum and leadership opportunities that address the priorities of Social Work HEALS (integrated care, underserved populations, and evidence-based practice).

In November 2015, CSWE and NASW convened all 48 BSW and MSW scholars in Washington, DC, for a Policy Summit, which featured presentations by health-care and policy social work leaders and advocacy training. The scholars then met with their legislators on Capitol Hill to advocate in support of public service loan forgiveness and the Improving Access to Mental Health Act of 2015. Students reported that this was a transformative experience that raised their awareness of social work’s voice in the policy arena and the connection between health-care policy and direct practice.

A key component of Social Work HEALS is evidence-based field instruction, so stipends were provided to HEALS field instructors to attend a preconference training in October 2015 before the Society for Social Work Leadership in Healthcare Annual Conference. Thirty field instructors participated in educational sessions on health-care innovations and changes resulting from the Affordable Care Act, best practices in student supervision, acclimating students to health-care settings, and cultural competence.

The NASW Foundation awarded five doctoral fellowships to support health care–focused dissertation research. The 2015 fellows’ research topics included HIV sexual risk factors for young men who have sex with men; the need for resources and policy initiatives to support military families who experience challenges from combat and separation; program evaluation designed to integrate physical and behavioral health care for people with serious mental illness; exploring maternal engagement in the neonatal intensive care unit across race, ethnicity, socioeconomic status, and maternal mental health; and health-care providers’ willingness to treat transgender patients. A policy fellow was also selected to begin working with NASW in fall 2016 to research and advocate for health-care policy issues on a national level.

CSWE and NASW were awarded $1,000,000 from the New York Community Trust in February 2016 to continue implementing Social Work HEALS in 2016 and 2017.

**Social Work Centralized Application Service**

The CSWE Board of Directors approved the development of a Social Work Centralized Application Service (SocialWorkCAS) for master’s degree programs at the CSWE Spring Governance meeting in March 2016. SocialWorkCAS is a Web-based application system that allows students to apply to multiple participating programs with a single application. Programs can use such systems to reach a broader applicant pool and streamline admissions workflow. Data collected via SocialWorkCAS will assist CSWE in understanding trend data for more accurate forecasting and benchmarking of the social work profession.

CSWE is partnering with Liaison International to develop and implement SocialWorkCAS. Liaison International has worked with educational associations for more than two decades. They have launched central application systems at more than 5,300 programs across approximately 800 campuses. SocialWorkCAS will be available to students on September 1, 2016.

CSWE and Liaison International have offered a number of educational opportunities for programs to learn about SocialWorkCAS, ranging from webinars to in-person regional trainings. CSWE has also convened an advisory committee composed of member programs that set the fee structure and will help guide and establish best practices, tools, and resources for SocialWorkCAS. The committee will also make recommendations for improving the application for future application cycles.
Annual Program Meeting

2015 CSWE Annual Program Meeting:
Social Work on the Frontiers of Change

In 2015 CSWE celebrated its 61st Annual Program Meeting (APM) in Denver, CO. The meeting’s theme, “Social Work in the Frontiers of Change” focused on the role that social work is playing as the world around is changing.

CSWE delivered a vigorous program with more than 800 educational sessions and 1,200 presenters. The APM offered 16 stimulating Hot Topic Sessions.

The APM also included its annual Film Festival, which offered thought-provoking videos that reflected the world social work educators want to show their students. The attendees had an opportunity to cast their votes for the winner of the Audience Choice Award. This year’s winner was Dark Side of the Full Moon; A new State of Mind: Ending the Stigma of Mental Illness.

APM had a vibrant and influential Opening Plenary speaker in John H Jackson, EdD, JD, President and CEO, The Schott Foundation. Jackson leads the Foundation’s efforts to ensure a high quality public education for all students regardless of race or gender. During his address, Jackson suggested that what has been referred to as the “achievement gap” to explain differences in accomplishment along racial, ethnic, and gender lines should instead be thought of as an “opportunity gap.” His APM presentation emphasized the central role of education in closing the gap and challenged social work educators to be part of this solution by supporting students and preparing practitioners to create programs and influence policies.

The 2015 Hokenstad Lecture was given by Vishanthie Sewpaul from the University of KwaZulu-Natal in South Africa. Her presentation, titled “Challenges to the West and the Rest Values Dichotomies: Culture, Human Rights, and Social Work,” examined how the dominance of the West has led to the marginalization of colonized people around the world. This has caused the destruction of local traditions, cultures, and economies. Sewpaul called for social workers to reclaim social work as a human rights profession and to work collaboratively to address inequality.

The 2015 Carl A. Scott Memorial Lecture was given by John Wallace Jr., professor of social work at the University of Pittsburgh. Dr. Wallace’s lecture, “Using Research to Change the World (or at Least a Neighborhood)” addressed how social work professionals can work together to design, implement, and evaluate interventions that improve the lives of those they serve.

The APM gave the organization an opportunity to reward members for their contributions to the profession. During the opening ceremony, the annual Professional Recognition Awards were given out. The Significant Lifetime Achievement in Social Work Education Award, which recognizes recipients’ achievements over their entire career, was presented to Katharine Briar-Lawson, dean of the School of Social Work at the University at Albany, State University of New York, and Jack Rothman, professor emeritus in the School of Public Policy and Social Research at the University of California, Los Angeles. The Distinguished Recent Contributions in Social Work Education Award, which recognizes a social work educator’s achievements within the last 10 years, was presented to Lori K. Holleran Steiker, associate professor and university distinguished teaching professor in the School of Social Work at the University of Texas at Austin. Other members’ achievements also were celebrated with awards such as the Partners in Advancing International Education (PIE) Awards, the Feminist Scholarship Awards, the Sexual Orientation and Gender Expression (SOGE) Awards, and the Journal of Social Work Education Best Articles and Best Reviewer awards.
More than 100 social work programs, publishers, associations, and other vendors exhibited their products and programs in the Exhibit Hall. The hall also housed two iPad giveaways.

Commission for Diversity and Social and Economic Justice and Diversity Councils

Commission for Diversity and Social and Economic Justice

The Commission for Diversity and Social and Economic Justice (CDSEJ) continued to make improvements to the Carl A. Scott Memorial Lecture nomination criteria and selection process. The subcommittee received and reviewed multiple nominations and selected Dr. John Wallace, Jr. as the 2015 Carl A. Scott Memorial Lecturer for his talk titled “Using Research to Change the World (Or at Least a Neighborhood).” CDSEJ members developed a 2015 Annual Program Meeting (APM) Leadership Development Institute, “How to Recruit and Retain Faculty from Historically Underrepresented Groups,” and facilitated a CSWE Connect Session, “Effecting Change: The Teaching of Anti-oppressive Techniques.”

Council on Disability and Persons With Disabilities

The Council on Disability and Persons With Disabilities presented its second annual Disability Manuscript Award at a ceremony after its 2015 APM CSWE Connect Session. The winners of the 2015 Disability Manuscript Award were Jessica Schmidt (Portland State University), Miranda Cunningham (Portland State University), Lawrence D. Dalton (Multnomah County Department of Health and Human Services), Laurie E. Powers (Portland State University), Sarah Geenen (Portland State University), and Claudia Guadalupe Orozco (California State University San Marcos), who submitted a paper written in collaboration with other members of the Research Consortium to Increase the Success of Youth in Foster Care. Their award-winning submission, “Assessing Restrictiveness: A Closer Look at the Foster Care Placements and Perceptions of Youth With and Without Disabilities Aging Out of Care,” was previously published in the Journal of Public
Child Welfare. The recipients of the 2015 Disability Manuscript Award Honorable Mention were Matthew Bogenschutz (Virginia Commonwealth University) and Parthenia Dinora (Virginia Commonwealth University) for their submission, “Narratives of the Factors That Influence Family Decision Making for Young Children With Autism Spectrum Disorder.” The Council on Disability and Persons With Disabilities completed a survey in fall 2015 to study faculty members’ integration of disability content in courses and is currently analyzing these data.

Council on Racial, Ethnic, and Cultural Diversity

The Council on Racial, Ethnic, and Cultural Diversity launched their inaugural award. This Council on Racial, Ethnic, and Cultural Diversity award recognizes doctoral students and junior faculty with outstanding scholarship in the areas of racial, ethnic, and cultural diversity in social work education. The 2015 Junior Faculty Award was given to Justin Lee, Suzie S. Weng, and Lisa A. Gray for their paper “Giving Back: Lessons Learned From Refugees and Immigrants.” The PhD Student Award was given to Shanna Katz Katzari, Darren Whitfield, and Lisa Langenderfer-McGruder for their paper “Racial Differences in Experiences of Medical Service Discrimination Among Transgendered People.”

Two manuscripts received the 2015 Feminist Manuscript Award. The first award went to Sarah Mountz (California State University, Northridge) for her paper “That’s the Sound of the Police: State-Sanctioned Violence and Resistance Among LGBTQ Young Adults Previously Incarcerated in Girls’ Juvenile Justice Facilities in New York State.” The second Feminist Manuscript was awarded to Megan Stanton (University of Pennsylvania), Sambuddha Chaudhuri (University of Pennsylvania), Toorjo Ghose (University of Pennsylvania), Rita Ray (Usha Multipurpose Cooperative Society), and Abida Begum (Usha Multipurpose Cooperative Society) for their paper “Community-Led Economic Structural Interventions: The New Frontier for Sex Workers’ Economic Empowerment.” In addition to the Feminist Awards, 47 mentors were honored as a part of the Mentor Recognition Project.

Council on Sexual Orientation and Gender Identity and Expression

The Council on Sexual Orientation and Gender Identity and Expression (CSOGIE) presented its fourth annual Sexual Orientation and Gender Identity and Expression (SOGIE) Scholarship Award during the CSOGIE/LGBT Caucus Reception at the 2015 APM. The winners of the 2015 SOGIE Scholarship Award were Robin Lennon-Dearing (University of Memphis) and Elena Delavega (University of Memphis) for their manuscript “Social Workers’ Attitudes Toward Legislation Discriminatory of the LGBT Community.” The recipient of the 2015 SOGIE Scholarship Honorable Mention was Kenta Asakura (Carleton University) for his submission “It Takes a Village: Applying a Social Ecological Framework of Resilience in Working With LGBTQ Youths.” CSOGIE also hosted its third annual Mentorship Breakfast for doctoral students and junior faculty at the 2015 APM. With CSOGIE’s help, CSWE released a position statement in February 2016 taking a stance against conversion or reparative therapy. CSOGIE developed two companion resources to prepare educators to discuss issues involving conversion or reparative therapy. CSOGIE released a study report “Social Work Students Speak Out! The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Students in Social Work Programs.” New resources to help

The Council on Racial, Ethnic, and Cultural Diversity launched their inaugural award, which recognizes doctoral students and junior faculty with outstanding scholarship in the areas of racial, ethnic, and cultural diversity in social work education.

Council on the Role and Status of Women in Social Work Education

The Council on the Role and Status of Women in Social Work Education hosted a very successful Networking Breakfast during the 2015 APM. Edith M. Freeman, professor emerita at the University of Kansas, was selected as the 2015 Feminist Scholar.
social work schools and programs create LGBTQ-affirming and inclusive environments are due to be released by CSOGIE in the coming year.

CSWE Commission for Global Social Work Education

The Commission for Global Social Work Education took over selection of the Hokenstad lecturer in 2015 and was highly commended for its selection of Vishanthie Sewpaul, from South Africa, who gave the well-received address “Challenges to the West and the Rest Value Dichotomies: Culture, Human Rights, and Social Work.” The commission also launched a new student category for the Partners in Advancing International Education award. The Council on Global Social Issues received special project funding from CSWE to conduct research in partnership with the Nepal School of Social Work to examine the recovery efforts after the 2015 earthquake in Nepal. The council is also developing short informational articles addressing a variety of global topics. The Council on Global Learning and Practice focused on strengthening the development of faculty development trips by providing recommendations to the CSWE. As part of these recommendations, the council developed tools to assess the needs of CSWE members to aid in organizing upcoming faculty development trips. During the Denver Annual Program Meeting, the council sponsored a visit by Odalys González Jubán, president of the Society of Social Workers in Health Care in Cuba.

Members and affiliates of the Commission on Global Social Work Education and the Commission on Diversity and Social and Economic Justice worked collaboratively to form the Committee on Environmental Justice to explore the issues of green social work and associated social and economic justice issues on a local, national, and global level. The committee completed a white paper on environmental social work in which it facilitated the development of a working definition for environmental justice. Committee members developed the “Greening of APM Guide” for the Annual Program Meeting in Denver. In addition, committee members collaborated on a podcast, “Environmental Justice,” produced through SUNY Buffalo.

CSWE Leadership Institute

The CSWE Leadership Institute, developed by the Council on Leadership Development (CLD) with support from the Commission on Membership and Professional Development, was approved by the CSWE Board of Directors in May 2008. The Institute’s three initiatives seek to advance future leaders in social work education, higher education, and the social work profession. Highlights of the institute’s initiatives during the past year follow.

CSWE Leadership Institute in Social Work Education

The CSWE Leadership Institute in Social Work Education (LISWE) is structured as 3-hour Leadership Development Institutes (LDIs), held as preconference workshops in which a senior faculty member or administrator shares special expertise to promote leadership roles and improve leadership skills. The LDI presented at the 2015 APM was “Orientation and Professional Development for New Directors/Administrators of Baccalaureate Social Work Programs.” This LDI was designed for undergraduate program administrators with fewer than 3 years
of experience. Experienced baccalaureate social work program directors presented and discussed material on the role and scope of administering an undergraduate social work program, program governance, academic leadership, fiscal and human resource management, environmental scanning, and accreditation.

The CSWE Leadership Institute in Social Work Education (LISWE) is structured as 3-hour Leadership Development Institutes (LDIs), held as preconference workshops in which a senior faculty member or administrator shares special expertise to promote leadership roles and improve leadership skills.

CSWE Leadership Scholars in Social Work Education Program

The CSWE Leadership Scholars in Social Work Education Program (LSSEP) was designed 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 in academia, such as associate and full professors, program directors, deans, associate deans, field education directors, and members of boards, commissions, councils, and similar entities.

In May 2009 CSWE and the Harvard Institutes for Higher Education (HIHE) joined forces to encourage more social work managers and leaders to apply for two 2-week education, training, and mentoring programs at the Harvard Graduate School of Education. Beginning in 2010 and renewed each year with HIHE, this collaboration is a CSWE Summer Leadership Scholarship Program opportunity for up to five CSWE-recommended participants. CSWE funds up to one third of the program expenses for those participants.

Selected as the 2016 scholarship recipient was Monica Leisey, Salem State University, who successfully completed the 2016 HERS Bryn Mawr Summer Institute.

CSWE’s continued relationship with HERS furthers its goal of preparing future leaders for high-profile positions in social work education administration while providing visibility to the profession’s value and knowledge.

• Barbara Jones, University of Texas at Austin
• Evaon Wong-Kim, California State University, Los Angeles
• Beth Angell, Rutgers University
• Susan Neely-Barnes, University of Memphis

Four 2016 scholarship recipients were selected. They were accepted by Harvard for the MDP program, and each successfully completed that program in June 2016.

Barbara Jones
Evaon Wong-Kim
Beth Angell
Susan Neely-Barnes
CSWE Leadership Networking Reception

In conjunction with the CSWE LSSEP initiative, CSWE held a networking reception during the 2015 APM to support, encourage, and honor new leadership in the profession. These are the CSWE 2015 Summer Leadership Scholarship Program recipients:

**HIHE Participants**
- Karen Bullock, North Carolina University
- Stephen Kapp, University of Kansas
- Halaevalu F. Vakalahi, Morgan State University
- Florencia Velazquez, Pontifical University of Puerto Rico
- Dina J. Wilke, Florida State University

**HERS Participants**
- Angela Ausbrooks, Texas State University

Attendees viewed displays, spoke with exhibitors, and networked with other social work educators and professionals in the Exhibit Hall.
CSWE Publications

CSWE’s publications program develops new tools to help social workers and social work educators serve their clients and advance their profession. CSWE staff members work in conjunction with the volunteer Council on Publications (COP) to produce books, e-books, and electronic resources through CSWE Press and original, cutting-edge articles in the Journal of Social Work Education (JSWE).

Journal of Social Work Education

Beginning with Volume 52, Issue 1 (January 2016), JSWE has become a primarily online journal, with access to the online, searchable, full-text articles as a benefit of CSWE membership. Members also may purchase subscriptions to the printed journal for a nominal cost.

In March JSWE’s publisher, Taylor & Francis, launched iFirst for JSWE. The iFirst system publishes journal articles online immediately after author proofs have been corrected, thus keeping the online JSWE as current as possible. Using iFirst will reduce the backlog of articles that have been approved but are waiting for assignment to a specific volume and issue of the journal. Articles published through iFirst can be discovered and referenced via the digital object identifier (DOI), the identification number permanently associated with the article.

An editorial written by JSWE’s editor-in-chief, Susan Robbins, was among the top five articles accessed via Altmetric.com the week after the Winter 2016 issue was released on Taylor & Francis Online. As of June 30, “Sticks and Stones: Trigger Warnings, Microaggressions, and Political Correctness” had received more than 5,600 views. Dissemination of the editorial was aided by announcement of its publication and availability for free access via Twitter posts from Dr. Robbins, from CSWE, and on the Taylor & Francis Health and Social Care Twitter feed.

CSWE Press

A number of CSWE Press authors now have videos promoting their books on CSWE’s YouTube channel. With the help of COP chair Jonathan Singer, the seven videos were recorded at the 2015 Annual Program Meeting in Denver, CO. Thirteen CSWE Press authors took part in the project.

August 2016 was a record-breaking month for CSWE Press sales on Amazon, posting the highest sales in any single month since CSWE Press publications became available on Amazon in 2007.

CSWE Press expects to publish Practicing as a Social Work Educator in International Collaboration (Alice Butterfield, University of Illinois at Chicago; and Carol Cohen, Adelphi University) in late 2016. Other forthcoming titles for 2016 and 2017 include (re)Deaf-in-ing (dis)Ability: An Introduction to Cultural Deafness and Its Implications for Social Work by Angela Nonaka (University of Texas at Austin); Teaching Group Work Content in Social Work Education by Dominique Moyse Steinberg (Smith College School for Social Work); Teaching Social Work With Digital Technology by Laurel Iverson Hitchcock (University of Alabama at Birmingham), Melanie Sage (University of North Dakota), and Nancy J. Smyth (University at Buffalo, State University of New York); Activating a Teaching–Learning Philosophy: A Practical Guide for Educators by Erlene Grise-Owens (Spalding University), J. Jay Miller (University of Kentucky), and Larry Owens (Western Kentucky University); and A Guide for Interprofessional Collaboration by Aidyn Iachini (University of South Carolina), Laura Bronstein (Binghamton University), and Elizabeth Mellin (Binghamton University).


CSWE Press is in negotiation with electronic academic database publisher Alexander Street Press for distribution of eBook versions of approximately 20 titles as part of an online social sciences database.
subscription service. The collection may also include winning videos from past CSWE Film Festivals.

Nurturing Social Media Connections

CSWE’s social media outlets continue to attract those interested in news and issues related to social work and the health professions. CSWE’s Facebook, Google+, and LinkedIn pages are visited by a diverse range of students, educators, and practitioners, and its main Twitter account reaches approximately 5,300 followers. CSWE’s Google+ page has 116 followers (with a total of 20,683 views), and its YouTube channel has 200 subscribers (with a total of 29,477 views since November 2011). During the 2015–2016 fiscal year CSWE also published a multimedia blog, Moving Pictures.

Multimedia Efforts Provide Social Work Resources for Educators and Students

CSWE’s efforts in multimedia have sought to highlight films and multimedia projects that can help in the teaching and learning of social work concepts. The 2015 Annual Program Meeting (APM) featured six films on topics such as elder speed dating, domestic violence, and mothers in recovery from substance use. The films selected by APM viewers for the Audience Choice Award were Dark Side of the Full Moon, a film on postpartum depression directed by Maureen Fura, and A New State of Mind: Ending the Stigma of Mental Illness, a documentary produced by KVIE Public Television in Sacramento that tells stories of the hope, resilience, and recovery of Californians facing mental health challenges.

CSWE’s 2015 Virtual Film Festival featured the work of student filmmakers from University of Alaska–Anchorage, University of Arkansas, College of St. Rose, East Carolina University, University of Maryland–Shady Grove, New York Film Academy, and Suffolk University. Film topics included homelessness, indigenous social workers, schizophrenia, storytelling that addresses bullying, veterans’ issues, and women in the law. Members of the CSWE community selected Stage Presence for the Virtual Ovation Award, a film by University of Arkansas graduates Hannah Merritt and Flannery Wasson that traces the performing journeys of a female comedian and a drag queen.
Commission on Research

The mission of the Commission on Research (COR) is to advance rigor, relevance, and high ethical standards in the teaching and conduct of research related to social work education.

At the 2015 Annual Program Meeting (APM) in Denver, CO, COR sponsored a Connect Session, “Identifying CSWE Research Priorities for Improving Social Work Education: An Open Dialogue.” COR offered an open dialogue with interested APM attendees on its eight draft research priorities that call for inquiry into such areas as instructional innovation, the empirical base of curriculum policy, high-quality online learning, and the impact of social work education on the advancement of human rights.

At that same APM, COR joined with the Commission on Accreditation and the Commission on Educational Policy to create a Joint Research Task Force on the Educational Policy and Accreditation Standards. The task force has met twice since then, drafted its charge, and determined next steps to generate research questions to guide the work, which connects with the research priority to review and strengthen the empirical base of the curriculum policy and accreditation standards.

The commission provides input on the CSWE Annual Survey of Social Work Programs, the primary source of data on social work education in the United States. The 2015 Annual Survey resulted in the highest participation rates by programs in the past several years: 99.0% of BSW programs, 100% of MSW programs, 100% of DSW programs, 94.7% of PhD programs, and 96.3% for the faculty survey section. Reports on the data are now available on the CSWE website.

2015 State of Field Education Survey

The CSWE Council on Field Education worked with CSWE research staff members to conduct a comprehensive study to explore the current state of field education. Field directors or coordinators at each CSWE-accredited social work program were invited to take part. An executive summary of the survey data, Findings From the 2015 State of Field Education Survey: A Survey of Directors of Field Education on Administrative Models, Staffing, and Resources, is now available, and additional reports on these findings are forthcoming. This report helps answer many critical questions about how field education programs are organized, who is leading them, and how programs respond to special student requests for alternative structures. This survey is the first in a planned series of field education surveys.

A few highlights from the report:

- Of field directors or coordinators represented in the survey, 64% are contracted in their positions; 36% are tenure-track.
- Survey respondents reported a median of 1.5 full-time field education employees and a median of 117 MSW students being placed.
- Among respondents, 47.9% reported that teaching and research faculty members serve as field liaisons, assisting in monitoring students and communicating with the placement agencies and supervisors.

Department of Educational Initiatives and Research Partnerships

The Department of Educational Initiatives and Research (DEIR) engaged in a number of strategic partnerships to further CSWE’s educational mission and goals. DEIR staff are helping to lead a collaboration of social work organizations in the development of a Social Work Workforce Study to provide more comprehensive data about social work graduates and strengthen our understanding of the pipeline from education to the profession. Members of the Steering Committee include representatives from the Association of Social Work Boards, the National Association of Social Workers, the Association of Baccalaureate Social Work Program Directors, the National Association of Deans and Directors of Schools of Social Work (NADD), the Group for the Advancement of Doctoral Education in Social Work, the Society for Social Work and Research (SSWR), and the American Academy of Social Work and Social Welfare. The CSWE Board of Directors and partner organizations have made financial commitments to support the Workforce Study. Open discussion sessions were held at SSWR and NADD conferences to discuss workforce issues.

CSWE is currently in its second year of a 3-year partnership with the National Opinion Research Center (NORC) at the University of Chicago to
support an Adolescent Screening, Brief Intervention, and Referral to Treatment (SBIRT) project funded by the Conrad N. Hilton Foundation. The purpose of this initiative is to support integration of adolescent SBIRT into generalist curricula at the baccalaureate and graduate levels. With the help of CSWE and other project partners, NORC completed the development of an Adolescent SBIRT Curriculum consisting of an instructor’s toolkit and a virtual simulation component, which was beta tested at the 2015 Annual Program Meeting (APM). NORC also presented a 2015 APM session on “Integrating Adolescent Substance Abuse Screening, Brief Intervention, and Treatment Throughout Social Work Education.” NORC awarded simulation field test evaluation and full curriculum implementation grants to 23 social work and nursing programs.

In January 2016, CSWE and the Workplace Center at the Columbia School of Social Work wrapped up a 6-month grant funded by the Calvin K. Kazanjian Economics Foundation, Inc. As part of the Economic Well-Being project, a Clearinghouse for Economic Well-Being in Social Work Education was launched on the CSWE website. CSWE was awarded a grant from the New York Community Trust in February 2016 to continue this important work. Over the next year, CSWE will partner with lead consultant Julie Birkenmaier (Saint Louis University) as part of a larger partnership with the Center for Social Development, Washington University in Saint Louis, to address economic informed issues. DEIR staff, Dr. Birkenmaier, and a work group assembled for this project are developing a generalist economic well-being curriculum resource guide grounded in the 2015 Educational Policy and Accreditation Standards. In addition to this publication, a presentation at the 2016 APM and a webinar in early 2017 are also being planned.

CSWE continues to partner with the University at Albany to make homelessness a professional priority. Funded by New York Community Trust, the University at Albany School of Social Welfare is using this grant to support the school’s National Center for Excellence in Homeless Services in launching a National Homelessness Social Work Initiative. This effort is aimed at fostering strong relationships between schools of social work and agencies supporting people experiencing homelessness. A webinar series through the CSWE Learning Academy is being planned as part of this project.

At the 2015 Annual Program Meeting (APM) in Denver, CO, COR sponsored a Connect session, “Identifying CSWE Research Priorities for Improving Social Work Education: An Open Dialogue.” COR offered an open dialogue with interested APM attendees on its eight draft research priorities that call for inquiry into such areas as instructional innovation, the empirical base of curriculum policy, high-quality online learning, and the impact of social work education on the advancement of human rights.

Recovery Partnership members were involved in a series of interdisciplinary webinars organized by Advocates for Human Potential, the current SAMHSA Recovery to Practice contractor; topics included “Culturally Competent Care in Recovery-Oriented Settings,” “Building Recovery-Oriented Systems,” and “Incorporating Recovery-Oriented Practice Competencies in Practitioner Training.” CSWE and its partners hosted a Hot Topic session at the 2015 APM, “Advancing Recovery and Shared Decision-Making,” and a May 2016 webinar on the CSWE Learning Academy that is now available on demand, “Shared Decision-Making With People Who Are Justice-Involved and Have a Serious Mental Illness.” Future partnership efforts will focus on developing a recovery information center or clearinghouse on the CSWE website, building a network of recovery-oriented champions, maintaining a continued presence at the APM, and collaborating to produce additional webinars.
CSWE Hears From Senior Leadership in the Substance Abuse and Mental Health Services Administration (SAMHSA) at Spring Governance

During the CSWE March 2016 Spring Governance meeting, participants heard from Paolo del Vecchio, MSW, Director of the Center for Mental Health Services (CMHS) for SAMHSA. The CMHS is tasked to strengthen the nation’s mental health system, improve access for all people, support a range of programs to support children with mental health issues, and ensure that scientifically-established findings and practice-based knowledge are applied in preventing and treating mental disorders.

Mr. del Vecchio discussed his own social work background to highlight the value and need for social workers to be actively engaged in and leading efforts to support mental health. He also drew attention to the alignment of the Grand Challenges of Social Work with the priorities of the Center and of SAMHSA, specifically in regards to ending homelessness, early identification and treatment, and behavioral health equity.

CSWE Membership Information

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

Individual Membership

The bylaws of the CSWE designate full members and associate members.

• Full (individual) members include:

  1) Educational Program Members. Educational Program Members consist of undergraduate and graduate programs accredited by CSWE’s Commission on Accreditation. Educational Program Members will be represented in CSWE by their respective social work dean, director, or other designee, who shall exercise all voting rights on behalf of the member.

  2) Faculty and Administrators. Faculty and Administrator Members consist of people holding paid faculty, administrative, or managerial appointments in programs accredited by CSWE’s Commission on Accreditation.
3) **Individual Members.** Individual Members consist of people affiliated with national, state, local, voluntary, public social welfare agencies, and other professional social work organizations, field instructors with educational responsibilities for students in social work undergraduate and graduate programs, and others who want to support social work education through membership in CSWE.

- Associate (individual) members are nonvoting members and include candidates, emeritus members, students, and associate organization members.

Volunteers are instrumental in supporting the mission and work of CSWE through their contributions to governance and operational project areas. Eligibility to serve as an officer or member of any of the following is contingent on CSWE full (individual) or associate (individual) membership in good standing.

If you are not a member or would like to suggest membership in CSWE to a colleague, please visit the Membership page on the CSWE website for more information on membership benefits and categories.

---

### Donors 2015–2016

**Pewter** *(Less than $24.99)*
- Megan Paceley
- Amy Phillips
- Carol Cohen
- Ellen Livingston
- James Suttles

**Copper** *( $25.00–$49.99)*
- Julie Alter-Kay
- Cynthia Bisman
- Jessica Gupta
- Jolynn Haney
- Brent In
- Carol Jabs
- Anna McPhatter
- Anwar Major-Durack
- Sandra O’Neal

**Bronze** *( $50.00–$99.99)*
- Debra Patterson
- Ann Rosegrant-Alvarez
- Jerome Schiele
- Judith Shola-Willison
- Jacqueline Smith
- Smith Williams
- Stephanie Wladkowski
- Mo Yee Lee
- Karen Zurlo

**Silver** *( $100.00–$499.99)*
- Tina Chiarelli-Helminak
- Laurie Cook-Heffron
- Herman Curiel
- Tam Dinh
- Mindy Eaves
- Nada Elias-Lambert
- Laura Escobar Ratliff
- Carol Frost
- Colleen Galambos
- Johnnie Hamilton-Mason
- Francie Julien-Chinn
- Hugo Kamya
- Nancy Kroof
- Caroline Lim
- Shelby McDonald
- Goutham Menon
- Kristina Nash

**Gold** *( $500 or more)*
- Hoathi Nguyen
- Hadiga Nyirangakuye
- Anh Phuong-Nguyen
- Kathleen Preble
- Stella Resko
- Anissa Rogers
- Susan Roll
- Jeff Steen
- Tricia Stephens
- Kevin W Borders
- June Wiley
- Javonda Williams
- Patricia Peach
- Henry Kronner
- Omar Lopez
- Sylvia Romero
- Cudore Snell
- Cheryl Waines
- Kathleen Woehrle
- Shu Zhou
- Elizabeth Hutchison
- Robert Rickle
- University of Oklahoma

**TOTAL: 2,494 as of June 30, 2016**
- Full Member: Faculty and Administrators = 1,980
- Full Member: Individuals = 113
- Associate Member: Emeritus = 42
- Associate Member: Undergraduate and Graduate Students = 95
- Associate Member: Doctoral Students = 262
- Associate Member: Associate Organizations = 2
CSWE Governance Structure 2015–2016

Board Committees

1. Audit
2. Budget and Finance
3. Executive
4. Investment
5. Professional Recognition and Awards

Commissions

1. Commission on Accreditation
2. Commission on Educational Policy
3. Commission on Global Social Work Education
5. Commission on Membership and Professional Development
6. Commission on Research

Other Board Committees

1. Affirmative Action
2. Bylaws Review
3. Strategic Planning

2015–2016 Officers and Board of Directors

Officers
Chair
Barbara W. Shank
St. Catherine University/University of St. Thomas

Vice-Chair/Secretary
Saundra H. Starks
Western Kentucky University

Treasurer
Andrea M. Stewart
University of Arkansas at Pine Bluff

CSWE Staff

Shirley Gatenio-Gabel
Fordham University

Debra M. McPhee
Fordham University

Angela D. Pharris
Middle Tennessee State University

Rosio Gonzalez
Educator?

Sandra Lee Momper
University of Michigan

Anissa Rogers
University of Portland

Jenny L. Jones
Clark Atlanta University

Anthony Patrick Natale
University of Oklahoma

Andrew W. Safyer
Adelphi University

Kia J. Bentley
Virginia Commonwealth University

Elizabeth B. Lightfoot
University of Minnesota–Twin Cities

Cheryl A. Parks
Simmons College

Darla Spence Coffey
President, Council on Social Work Education

Susan Carol Mapp
Elizabethtown College

Alan J. Dettlaff
University of Illinois at Chicago

William B. Pederson
Northern Arizona University, Yuma

NOMINATING COMMITTEE

MEMBERS

BOARD OF DIRECTORS

PRESIDENT

CSWE STAFF

1. Bylaws specified.

2. Chair serves as ex-officio nonvoting member of the Board of Directors.

3. 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.
Upcoming Annual Program Meetings

2017
Dallas, TX / October 19–22

2018
Orlando, FL / November 8–11

2019
Denver, CO / October 24–27