FOCUSING ON OUR FUTURE

ANNUAL REPORT 2005–2006

Council on Social Work Education
ABOUT CSWE

The Council on Social Work Education (CSWE) is a nonprofit national association representing over 2,900 individual members as well as 670 graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

MISSION OF CSWE

CSWE is a national association of social work education programs and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being and social and economic justice. CSWE pursues this mission by setting and maintaining national accreditation standards for baccalaureate and master’s degree programs in social work, by promoting faculty development, and by advocating for social work education and research.

CSWE ONLINE

For the latest news and initiatives at CSWE, visit our Web site at www.cswe.org. There you can find information about accreditation, publications, special projects and initiatives, the Annual Program Meeting and other conferences, and membership.
MESSAGE FROM THE PRESIDENT

The 2006 CSWE Annual Report, *Focusing on Our Future*, speaks to our determination to think and plan for the long haul in social work education, to take on issues that resonate with our constituents, and to boldly face urgent situations for the profession. Our councils and commissions are occupied with talented people who generously give their time, energy, and thought to bear on questions from accreditation to curriculum; from diversity to internationalization; from faculty development to fundraising. In addition, the CSWE Board of Directors has shown remarkable foresight in its determination to ask tough questions about governance and about how the necessary skills and experiences that active strong boards must have can still be retained as board membership changes. Board retreats have energized and focused us on how to ensure that CSWE can be not only flexible as we approach the future, but strong and durable as well. However, it is the volunteer membership that makes this organization vibrant and the contributions during the past year are truly magnificent.

In this Annual Report, you will read about how the commissions are engaged in transformative efforts designed to prepare our students for larger, more complicated roles in society. Accreditation, under the leadership of Steve Holloway, is addressing how the accreditation process might be accomplished in a less costly, more efficient way, all the while maintaining our commitment to excellence. The Commission on Curriculum and Educational Innovation continues its groundbreaking work that will allow programs to focus on what their real outcomes are, how the base and foundation of social work can be strengthened, and how the concentrations can be innovative, yet grounded in the moral and intellectual imperatives of the profession. The Commission on Professional Development has brought innovation to our planned leadership meetings and has followed through on changing the dates of our Annual Program Meeting from winter to fall—in 2007 in San Francisco. The Commission on Global Social Work Education continues its work with the Katherine A. Kendall Institute and the Commission on Diversity and Social and Economic Justice has done stellar work to bring us closer to our plan for the Center on Diversity and Social and Economic Justice, a place where ideas and programs about inclusivity and cultural competence can be brought to fruition.

This year, we have initiated the Doctoral Education Task Force, evolving from the Leadership Roundtable (the consortium of social work education’s presidents and chairs representing our sister organizations). This task force held a meeting with doctoral educators and students and has set an agenda that includes CSWE undertaking a cohort study of social work doctoral students and the possibility of creating a doctoral student organization. Other discussions that emerged from the Leadership Roundtable have assisted NASW, CSWE, and other social work organizations to work together on a reinvestment initiative for the entire profession.
Reinvesting in social work means creating sources of funding whether traineeships or loan forgiveness or other sources. We know that in the not too distant past, funding for graduate education was a priority of the federal government and reining that back to social work is imperative. Everyone recognizes the cost of higher education and how paralyzing student debt is to our graduates. Thus, working collaboratively on a large and strategic effort can only have a positive effect on the profession.

I bring these particular efforts to your attention in this Annual Report because they are indicative of the collective work that is being done by our talented staff, by our wonderful colleagues, and by our thoughtful and energetic executive director, Dr. Julia M. Watkins.

To everyone who is a part of the Council on Social Work Education, I thank you for your support and I trust that you will read this Annual Report with the same pride that I experience in serving our organization.

Kay Hoffman
President
MESSAGE FROM THE EXECUTIVE DIRECTOR

It is indeed a pleasure to share this Annual Report of the Council on Social Work Education with you. It underscores, in a rather dramatic way, the many accomplishments of the past year and focuses our efforts on the future as we build a stronger and more engaged organization for social work education.

Setting the stage for new initiatives and engagement of constituents in a rapidly-changing environment in general and higher education in particular is a formidable challenge—but one we welcome enthusiastically. While our focus this past year has been on preparing for the future, we have done a great deal more than that—we have concrete accomplishments that we believe warrant your confidence that we are an organization that serves the needs of social work educators. In this report, not only will you read about our results, you will feel our sense of organizational optimism about the future of social work education. You will also sense that we have a wonderfully well-prepared and highly-qualified staff to accomplish the numerous components of our long-standing mission and purpose.

We have broadened our research agenda and taken action to improve our responsiveness to our constituent program members with data and information availability. We have enhanced our ability to be part of the value added in new educational directions in gerontology, in global education, in the education and mentoring of minorities, and in cutting-edge matters of accreditation and accountability, as well as research ethics. We have come of age in electronic information processing with a new information technology system that contains an enhanced customer relations management system, a new e-newsletter distributed monthly to our membership, an electronic submission and review system for our journal, and electronic systems for conference planning and financial reporting.

By focusing on our future, we utilize the very best efforts of our past and present. We invite you to share in our future and at the same time enjoy our accomplishments of this past year.

Julia M. Watkins
Executive Director
The constituent parts of the Office of Social Work Accreditation and Educational Excellence (OSWAEE) enjoyed an exciting and productive year. The Commission on Accreditation (COA) reviewed a record number of programs for reaffirmation and candidacy and approved the implementation of a revised approach to reviews and the timing of site visits. The Commission on Curriculum and Educational Innovation (COCEI) furthered its research and adopted an approach to use in its work on creating an educational policy that will prepare competent social workers in an ever-changing and challenging society. The International Social Work Degree Recognition and Evaluation Service (ISWDRES) further streamlined its processes. Finally, CSWE’s information technology staff continued its work on the implementation of an upgraded database and revised Web site.

**SITE VISITOR TRAINING AND REAFFIRMATION WORKSHOPS**

During the past year, the accreditation staff conducted site visitor training sessions at the Association of Baccalaureate Social Work Program Directors (BPD) meeting in Austin, TX on November 3, 2005, and at the Annual Program Meeting (APM) of the Council on Social Work Education (CSWE) in Chicago on February 15, 2006. A total of 31 individuals were re-certified, 17 were trained as new site visitors, and 18 were trained as site team chairs. Two Reaffirmation Workshops were conducted in Alexandria, VA on April 21 and 22 and on April 28 and 29, 2006. A total of 103 social work educators attended the two workshops.

The coordinator of site visits arranged 63 reaffirmation visits; 17 initial accreditation visits, and 38 commissioner candidacy visits. The first two involved a total of 210 site visitors.

**COMMISSION ON ACCREDITATION DECISIONS**

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ALTERNATIVE TO THE SELF-STUDY

Having settled its procedures for the processing of “alternative” proposals and completed projects as well as the compliance audit, the COA continues to encourage eligible programs to consider this opportunity. Interest in this option continues to grow. To date, two programs have been reaffirmed by the alternative process, two more programs have been approved to submit their alternative, and several programs are considering applying.

COMMISSION ON ACCREDITATION CONSULTATION WITH THE CSWE COMMUNITY

Having significantly improved its internal controls and decision reliability in the past few years, COA members believe that enhanced dialog with the community is an effective way to contemporize views of the COA’s current functioning. The COA now has standing sessions at BPD and NADD, in addition to two sessions at the APM. In these sessions, all attending commissioners join the COA chair and OSWAEE staff and director for informal conversations that focus on the issues participants wish to raise. The sessions have been effective in enhancing a sense of access to the COA. Concerns and issues raised in these discussions have been engaged by the COA in its regularly scheduled meetings and responses to problems raised have become a primary focus for the commission. These include decision reliability, program assessment, and clarity about decision making during the reaffirmation process.

**Decision Reliability**

Most of the direct accreditation work of the commission is done in four “work groups,” each of which is staffed by an accreditation specialist. The work groups recommend actions with respect to particular programs. Those recommendations are ratified or modified by action of the entire COA. A primary concern has been to maintain a high level of reliability in COA’s application of the standards across all programs reviewed. In service of this issue, COA has implemented various systems of decision review and re-review to ensure meeting this objective.

**Program Assessment**

The primary difficulty experienced by most programs in the accreditation process continues to be effective measurement of program objectives. Under EPAS, these are Accreditation Standards (AS) 1 and 8. Last year, the COA drafted a document designed to provide guidance for programs with the assessment task. “Some Thoughts on Educational Program Assessment” provides a detailed description of the educational outcome assessment process, its relationship to program aims and character, and offers guidance with alternate ways to accomplish the task. The document has been distributed to all programs and is available on the CSWE Web site.

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COA Authority and Sequence and Timing of the Accreditation Review

A common misunderstanding among programs and some site visitors is that the site team speaks for or carries the authority of the COA. This is not the case. Site teams gather information and report findings. Only the COA makes accreditation decisions.

At its October 2005 meeting, the COA voted to rearrange the sequence and timing of the accreditation review. The new process will commence with a COA review of the self-study. Only after the COA has made its initial assessment will a site visit take place. This change will typically result in a shorter and much more focused visit than is currently the case. Following the site visit, the COA will again review the program, site team report, and related documents and make its final determination.

AN AGREEMENT BETWEEN CSWE AND THE CANADIAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK ON MUTUAL RECOGNITION OF ACCREDITED DEGREES

The Council on Social Work Education (CSWE) and the Canadian Association of Schools of Social Work (CASSW) agreed to enter into a mutual degree recognition agreement. Under this agreement, any master’s or baccalaureate social work degree from an educational program accredited by CSWE will be accepted as substantially equivalent to a master’s or baccalaureate degree from an educational program accredited by CASSW. In addition, any master’s or baccalaureate social work degree from an educational program accredited by CASSW will be accepted as substantially equivalent to a master’s or baccalaureate degree from an educational program accredited by CSWE.

COMMISSION ON CURRICULUM AND EDUCATIONAL INNOVATION

The Commission on Curriculum and Educational Innovation (COCEI) continued its task of developing a streamlined, coherent, and future-oriented Educational Policy (EP) statement which will serve as the basis for formulating accreditation standards. Building on the experience of the Accreditation and Educational Policy Commissions in their work on EPAS in 2000, the COA and COCEI have collaborated extensively from the outset of the effort. The COA chair attends all meetings of COCEI and the COCEI chair attends all COA meetings. At present, while COCEI’s focus is necessarily on revisions in educational policy, the COA is focusing attention on the standards.

The COCEI has been engaged in a series of activities in pursuit of its mandate, including:

(1) Data collection
   ◆ Environmental scan
   ◆ Literature reviews: Educational policy and accreditation standards of other professions/disciplines in the U.S. and social work programs in other countries; selected social work education constructs

(2) Joint COA/COCEI cybersurvey to solicit the perception of undergraduate and graduate program deans and directors regarding the current accreditation structure and process

(3) Ongoing interaction/consultation with CSWE constituents: Commissions, councils, organizations (NADD, BPD, Gero-Ed, APM attendees)

(4) COCEI commissioners’ brainstorming sessions
In common with other professional disciplines, the COCEI is pursuing an outcome-based model, whereby the Educational Policy will articulate essential outcome performance competencies for the foundation curriculum. Individual programs would then build on these fundamental outcomes, adding their own competencies to reflect their specific missions. The COCEI has identified a series of domains to capture clusters of essential foundation knowledge and values, which will then inform performance competencies.

The current emphasis is on the development of a series of essential performance competencies for foundation education. Programs will be obliged to demonstrate student achievement of these competencies through outcome measures. A series of pedagogical processes has been identified as routes to the achievement of competency. Included is the need for programs to undertake periodic scans of their internal and external environments and incorporate the emerging trends in designing a program-specific mission with derivative goals and objectives. These goals and objectives, in turn, inform the pedagogical ingredients that will comprise the classroom and field education curricula, respectively.

The COCEI serves as the hub of a number of constituent councils, each with assignments to address different aspects related to curriculum development. The Council on Field Education is currently drafting a concept paper concerning field education. The Council on Practice Methods and Specializations will collaborate in refining the outcome performance competencies.

INTERNATIONAL SOCIAL WORK DEGREE RECOGNITION AND EVALUATION SERVICE

The International Social Work Degree Recognition and Evaluation Service (ISWDRES) evaluates baccalaureate or master’s level social work credentials completed abroad and makes determination on whether or not they are equivalent to a social work degree accredited by CSWE.

During the current fiscal year, 232 potential applicants were screened. Of those identified as having a social work degree, 131 submitted an online recognition application and paid their application fee. The
service evaluated a total of 125 applications during the fiscal year, from countries ranging from Canada and India to the United Kingdom and Russia. Of these evaluations, 82 were granted the equivalent of an MSW from a CSWE-accredited program and 43 received the equivalent of a BSW from a CSWE-accredited program.

### INFORMATION TECHNOLOGY

During this fiscal year, Eddie Wong and Haitao Lin from IT; Dean Pierce from OSWAEE; E. Aracelis Francis, Lisa Weidekamp, and Jessica Holmes from OSWER; and Jennifer J. Johnson and Inna Katsev from OMACS worked closely together as an information technology project team, making significant progress in the design and implementation of the new database and Web site. The project consists of four development phases:

1. Redesigned Web Site with Microsoft Content Management System
2. Protech Web Portal System
3. Protech CRM Database System; and
4. Accreditation Customization

Under the leadership of Jennifer J. Johnson, the group worked with a vendor to assess and redesign the CSWE Web site. The structure, design, and content of the Web site were thoroughly reviewed and redesigned. Similarly, under the leadership of Eddie Wong, data analysis and mapping, membership setup and dues initialization, and reports were completed for the program in preparation for final data migration. The accreditation customization effort was led by Lisa Weidekamp.

Dean Pierce

*Director, Office of Social Work*  
*Accreditation and Educational Excellence*
In its second year, the Institutional Research Division of the Office of Social Work Education and Research (OSWER) continues its mission to advocate for social work education and research. In the past year, the Institutional Research Division coordinated, collaborated, and supported CSWE offices, membership, volunteer groups, and sister organizations on a number of initiatives.

**RESEARCH SUPPORT**

In accordance with the CSWE Research Agenda, the Institutional Research Division of OSWER provided research support to the CSWE programs, members, and volunteer commissions and councils in the past year. Topics of research projects included:

1. Social work programs and faculty
2. EPAS and social work curriculum
3. Distance education in social work
4. Leadership in social work education
5. Latinos and Latinas in social work education
6. Funding for the Women’s Networking Breakfast
7. Diversity-related research centers in schools of social work
8. Social work doctoral programs
9. Evaluation of the CSWE commissions and councils

**PROMOTING RESEARCH INTEGRITY IN SOCIAL WORK**

CSWE was awarded $49,733 from the Office of Research Integrity in 2006 for a project entitled, “Promoting Research Integrity in Social Work.” The grant provided funding for CSWE to host a Responsible Conduct of Research Symposium at APM in February 2006. Fifty social work faculty and doctoral students, including Hartford Fellows, Scholars, and MFP Fellows, participated in the meeting. The participants represented 39 different social work programs from a mix of baccalaureate and master’s level and the ten different CSWE regions.

A small 10-person group funded by the ORI grant met again in June 2006, to follow up on the outcomes of the Responsible Conduct of Research Symposium. The 1-day meeting built on the work done at the symposium. The group is drafting a national statement of research ethics in social work and an action plan to be sent to the CSWE Board of Directors for approval before wider dissemination.

**SUPPORT TO OSWAEE**

The Institutional Research division of OSWER worked with the Office of Social Work Accreditation and Educational Excellence (OSWAEE) on a number of projects including:

1. Revising the accreditation fee invoicing system, accreditation timelines and procedures, and accreditation handbook forms
2. Improving and operating the accreditation fee invoicing system until the new database implementation is complete

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1 This project was supported under a cooperative agreement from the Office of Research Integrity (ORI) through the American Association of Medical Colleges (Grant number US2MPORI01).

2 Publication and report contents are solely the responsibility of the authors and do not necessarily represent the official views of the AAMC or the ORI.
(3) Gathering data for the April 2006 edition of the Directory of Social Work Degree Programs, available as a PDF on the CSWE Web site

(4) Maintaining accreditation data and performing program and site visit queries and reports

PROJECT COORDINATION FOR CSWE VOLUNTEER GROUPS

OSWER also staffed meetings for the Commission for Diversity and Social and Economic Justice, the Commission on Global Social Work Education, the Council on the Role of Women in Social Work Education, the Task Force on Latino and Latina Social Work Educators, and the National Nominating Committee. In addition to the research projects previously mentioned, the OSWER staff helped the Women’s Council with its Mentor Recognition Fund by identifying past council and commission members and coordinating the incoming money. Finally, the staff coordinated the election nominations, slate development with the National Nominating Committee, slate and petition distribution, election certification, and election announcement.

OSWER COLLABORATION WITH NADD

During the days after Hurricane Katrina, CSWE and NADD were able to collaborate to bring together information about social work programs, students, and faculty. Because NADD’s staff member is housed in CSWE’s office, the staff person worked with the Institutional Research staff on a Hurricane Katrina Social Work Education Web site. The Web site featured information on programs affected by the hurricane, lists of programs that were willing to take in students, a list of online courses that had openings for students, a contact registry, and a request for volunteers.

COMMISSIONS AND COUNCILS

The Office for Social Work Education and Research continues to provide support to the Commission for Diversity and Social and Economic Justice and the Commission on Global Social Work Education and councils.

Commission for Diversity and Social and Economic Justice

The Commission for Diversity and Social and Economic Justice developed three work groups to address the following areas: (1) policy and center development, (2) accreditation and curriculum development, and (3) equity and inclusion.

The policy and center development work group developed a proposal for the CSWE Center for Diversity and Social and Economic Justice that was approved by the Board of Directors, effective July 1, 2006. The work group will facilitate planning for a presentation about the center at the 2007 APM.

The accreditation and curriculum development work group is charged with follow up and communication between the commission and CSWE entities. The group is exploring ways to provide support to CSWE and social work education programs to strengthen diversity and social justice issues.

The equity and inclusion work group is developing a position paper on strategies to promote equity and inclusion in social work education. The goal is to develop a lens or framework that will avoid the “laundry list” approach to diversity.

During the 2006 APM, the commission sponsored a series session entitled, “Transforming the Status Quo: Toward Greater Diversity and Social Justice.” Participants considered ways to promote greater diversity and social justice in social work education.
diversity and social justice in schools of social work using organizational change strategies. The commission hosted a joint meeting with its councils at APM to give members opportunities to meet and connect on common interests. The commission is planning an FDI for APM 2007 that will be designed to assist social work educators to address structural issues that hinder addressing diversity and social and economic justice issues in their schools.

Council on Disability and Persons With Disabilities

The Council on Disability and Persons With Disabilities was extremely pleased with the quality of submissions to the Disability Symposium for the 2006 APM and the presentations brought more visibility to the council. The council successfully coordinated two oral sessions, one roundtable session, one special symposia session, and one series session on “Disability Rights and Social Justice for Persons With Disabilities: Knowledge for Social Work Educators.”

Council on Racial, Ethnic, and Cultural Diversity

The Council on Racial, Ethnic, and Cultural Diversity had been inactive so it has focused on being reenergized. The council met at the 2006 APM and reviewed the charge of the council and information needed to proceed with its work, as well as identified activities for the coming year. The council’s APM series session featured the work of CSWE Minority Fellows Marah Curtis (Boston University), Mimi M. Kim (Duke University Medical Center), and Vanessa Rojas (Johns Hopkins University).

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

In the past year, the council: (1) conducted a pilot study investigating women’s leadership development needs; (2) raised $2,430 through a fundraising initiative for the APM’s annual networking breakfast; (3) continued to develop and implement an agenda aimed at strengthening the diversity content of EPAS; (4) proposed a special topic for the Journal of Social Work Education, “Women in Social Work Education: Historical and Contemporary Perspectives,” which was accepted for a forthcoming issue; and (5) held The Women’s Networking Breakfast at APM 2006. The Feminist Scholarship Award was presented in honor of Cheryl Hyde, associate professor from Temple University.

Council on Sexual Orientation and Gender Expression

Council members: (1) organized and attended the symposium, “Enhancing the Health and Well-Being of LGBT Individuals, Families, and Communities: Building a Social Work Research Agenda,” at the Institute for the Advancement of Social Work Research (IAWSR), with support from the Gill Foundation; (2) sponsored an annual reception and meeting with constituents, such as the Caucus of LGBT Faculty and Students in Social Work at APM; and (3) evaluated their mentoring project, which currently has over 60 mentors and more than 50 protégés participating.

Commission on Global Social Work Education

The commission has two newly formed councils, the Council on External Relations and the Council on Global Research and Practice. Both councils had successful first meetings this year with many interesting new ideas for development.

Josephine Allen and Hugo Kamya chaired the international symposium for the 2006 APM. Additional to the symposium papers, there was a noticeable increase in the number of presentations with a global theme in the general conference papers. The commission also sponsored a town hall meeting, which was well attended and evidenced a strong interest among social work educators in global social work education.
A white paper on international social work and social welfare, authored by Richard Estes, will be posted on the CSWE Web site. This paper is near completion and will soon be available to the public. A resource Web site for global social work is currently under development by Patrick Panos in conjunction with the Katherine A. Kendall Institute.

Three awards were presented by CSWE President Kay Hoffman and Executive Director Julia M. Watkins at the third annual Partners in Advancing Education for International Social Work Awards at the APM in Chicago. These awards recognize the contributions of partners in the advancement of conceptual, curricular, and programmatic innovations in education for international social work.

(1) In the individuals or teams of individuals category, James Midgley, dean and Specht Professor of the School of Social Welfare at the University of California-Berkeley received the award for his prolific and influential contributions to the literature on international social welfare, social development, and social work.

(2) In the degree-granting social work education programs category, the University of Illinois at Chicago’s Jane Addams College of Social Work and the University of Addis Ababa, Ethiopia were given the award for their successful collaborative programs.

(3) In the national and international organizations category, the award went to the BSW Mexico Consortium of the Minnesota/South Dakota and Rosemary Link of Augsburg College received the award on behalf of the consortium. The consortium involved more than 40 faculty in Mexico and the United States and represents an impressive collaboration project.

National Nominating Committee

There were ten vacancies on the 2006 slate including the president elect and the vice president/secretary. The members of the National Nominating Committee attended commission, council, and affiliated group meetings at the APM to talk about the nominations process and encourage their participation.

This year the Council on Social Work Education conducted its first electronic election. Access to the electronic ballot opened on April 25, 2006, and closed on May 22, 2006. Members with no e-mail address or an invalid e-mail address received a letter via U.S. mail with a link to their voting category’s ballot. The percentage of members who voted was 28.5 percent. A majority of members commented favorably on the ease of electronic voting.

Senior Scholars Program

This past year, CSWE appointed several senior scholars. The CSWE Senior Scholars Program continues to provide senior social work faculty and researchers the opportunity to work on research projects or programmatic initiatives of their choosing that are in line with CSWE priorities. The 2005–2006 scholars included: Bradford W. Sheafor, Gary Holden, and John Rife. Dr. Sheafor, Colorado State University, studied leadership development in social work during his term as a CSWE senior scholar in the Fall of 2005. Dr. Sheafor examined what leadership development is currently available to social work faculty. He also worked with the Commission on Professional Development to survey the CSWE membership on which social workers were currently serving in leadership positions in academia or had completed leadership training. Dr. Holden, professor and chair of research at New York University School of Social Work, will examine the literature on accreditation-related outcomes assessment to identify promising avenues that would enhance the profession’s capacity to conduct outcomes assessments. Dr. Rife, professor and chair of the Department of Social Work at the University of North Carolina at Greensboro
The Katherine A. Kendall Institute was proud to host the first Katherine A. Kendall Fellow, Lengwe-Ketambula Mwansa of the University of Botswana from February to August, 2006. Dr. Mwansa served as a visiting scholar at Howard University through the participation of the Office of the Provost and the School of Social Work and visited approximately five social work programs during his fellowship. His fellowship also resulted in the serious exploration of multiple areas of possible partnerships for international social work education. Dr. Mwansa was also able to represent CSWE at a World Health Organization planning meeting in Botswana where the integration of HIV/AIDS in medical and nursing curriculum was discussed.

The Katherine A. Kendall Institute staff also provided support to the Commission on Global Social Work Education and their activities in the past year.

MINORITY FELLOWSHIP PROGRAM

The CSWE Minority Fellowship Program continues to receive funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) and the National Institute of Mental Health (NIMH). Additional funding from SAMHSA enabled the program to reappoint a post-doctoral fellow and 24 pre-doctoral fellows for the 2005–2006 academic year. Fifteen fellows were appointed for the research program funded by NIMH. Thirty-nine fellows received support during the academic year.

Statistical Data

Two Minority Fellowship Programs have supported 543 social workers from underrepresented groups—230 in the clinical program and 313 in the research program. (Some fellows received funding from both programs so our unduplicated count is 533.) One hundred and forty-seven clinical fellows and 210...
research fellows have completed their doctorates. This number changes constantly as more fellows complete their doctoral dissertations. The ethnicity of the fellows who have completed their doctoral degrees is 52% African American, 3.9% American Indian, 19.1% Asian American, and 25% Latino/Hispanic American.

**Minority Fellowship Program Profiles**

The following profiles highlight just a few of the accomplishments of the 2005–2006 class of fellows.

**Juan Bautista Peña** completed the second year of his SAMHSA/CSWE post-doctoral fellowship in the Psychiatry Department at the University of Rochester Medical Center. Dr. Peña was also the recipient of a SAMHSA/CSWE pre-doctoral fellowship and a NIMH dissertation grant for his work on “Determinants of HIV Risk for Latino Youth: Cross Sectional Study of Risk and Protective Factors for HIV Risk Behaviors,” during his studies at Columbia University where he was awarded his doctorate in 2004. He has three publications in peer-reviewed journals with a fourth in press and has presented his work at national conferences including those sponsored by NIDA, the Family Research Consortium, the Society for Prevention Research, and the Suicide Prevention Resource Center. His research career has focused on examining patterns of risk behaviors in diverse populations of Latino youth including the relationship between generation status and country of origin on HIV risk and suicidal behaviors.

In his post-doctoral work, Dr. Peña has also studied the use of public health prevention approaches and methodologies and is interested in integrating these approaches to prevent trajectories of risk in Latino adolescents. Activities in his post-doctoral fellowship at Rochester have also included examining the efficacy of a suicide prevention program that included a mentorship program to prevent disruptive and aggressive behavior in grade school children, suicide screening programs, and a referral program that trains school district staff to identify and refer distressed youth for mental health counseling services.

From the Minority Fellowship Program class of 2005–2006, one clinical and two research fellows successfully completed their dissertations and accepted faculty positions.

**Johnny Seungwook Kim** completed his minority fellowship during his studies at the University of Texas at Austin where he was awarded his doctorate degree. He successfully defended his dissertation entitled, “Examining the Effectiveness of Solution-Focused Brief Therapy: A Meta-Analysis Using Random Effects Modeling.” Results from his study allow social work clinicians to explore their interest in evidence-based practice and examine empirical evidence quickly and with more definitive information. Dr. Kim is now a member of the faculty as an assistant professor at the University of Kansas.

**Banghwa Lee Casado** received her doctorate from the University of Houston, Graduate College of Social Work. In addition to her MFP fellowship, she was a recipient of the John A. Hartford Geriatric Social Work Doctoral Fellow Award that provided funding to complete her dissertation entitled, “The Effects of Appraised Caregiver Burden on the Utilization of Home and Community-Based Care Among Primary Caregivers of Older Americans: Integrating the Health, Behavioral, and Caregiving Appraisals Models.” Dr. Casado’s study explored the questions of why caregivers seek or do not seek formal help and emphasized the need for improving long-term care network and service delivery system. She is now an assistant professor at the University of Maryland–Baltimore.
Moisés Próspero was awarded his doctorate from the University of Houston with the completion of his dissertation, “Mutually Violent Couples: The Effects of Hypermasculinity and Coercion on Partner Violence and Mental Health.” In July of 2006, he gave a paper presentation at the International Family Violence and Child Victimization Research Conference by presenting his research results regarding the adverse effects of coercive control on the mental health of intimate partners. Due to his work for the advancement of the Latino community, Dr. Próspero was awarded the Mexican American Studies Graduate Fellowship. He has accepted a position as an assistant professor at the University of Utah.

The CSWE Minority Fellowship Program continues to serve as a model for ensuring the development of a diverse workforce in the social work academy. There are many ways in which CSWE fellows make an invaluable contribution to social work education. If fellows choose the route of academia after graduation, they bring a diversity of experience and perspectives to the faculties of their schools. Furthermore, fellows influence the field of social welfare, mental health, and substance abuse by conducting research and practice that relates to the issues of ethnic minority individuals and their communities. Their commitment to advancing the social well-being of ethnic minority populations has a lasting effect on social work education as well as in the communities in which they serve.
CSWE GERÓ-ED CENTER

The practice demands of our aging society and the preparation of the social work workforce is the rationale for the CSWE Gero-Ed Center (National Center for Gerontological Social Work Education), funded by the John A. Hartford Foundation. Since its inception in 2004, the Gero-Ed Center has moved steadily forward to bridge the gap between practice and professional preparation through partnerships with social work faculty, deans and directors, practitioners, and students.

Accomplishments

The following examples illustrate how the Gero-Ed Center has increased gerontological competencies, content, and teaching resources in BSW and MSW programs:

(1) Six regional Curriculum Development Institutes (CDIs), focused on strategies to infuse gero competencies in foundation classes and field sites.

(2) Two Gero-Ed Institutes were held, one at the 2005 BPD and the other at the 2006 APM/Gero-Ed Forum.

(3) The 2006 Gero-Ed Forum, held in conjunction with the CSWE APM in Chicago, featured over 235 presenters from 99 social work education programs, seven community organizations representing four countries—more programs and organizations than ever before. The Forum also featured new sessions and events including a film festival, feature film event, tour of the Alzheimer’s Association offices, and student poster awards based on a generous donation from Anita Rosen.

(4) The Gero-Ed Center’s first eLearning course, “A Planned Changed Model: Preparing Gerontologically-Competent Graduates,” is composed of seven modules that provide course participants with infusion strategies, a competency-based outcomes approach to learning, and building intersections of aging with other populations that can enrich teaching rather than “adding one more thing.”

(5) Aging Times, a quarterly electronic newsletter, focuses on a special topic (e.g., intergenerational issues, cultural diversity, long-term care) and provides faculty and doctoral students with accessible, concise links to the Gero-Ed Center’s curricular and teaching resources. To subscribe to this newsletter please visit our Web site.

The Gero-Ed Center continues to update its Web site regularly and is the source for competency-based gerontological social work curricular and teaching resources. Visit www.gero-edcenter.org.

The Gero-Ed Center has built on many of the accomplishments of the GeroRich project. The innovations, lessons learned, and impact of GeroRich on social work education are captured in a new monograph, Achieving Curricular and Organizational Change.

Future Directions

Plans for the 2007 gerontology conference formats are well underway, beginning with the February 2007 Gero-Ed Forum, focused on “Infusing Gerontology Across the Classroom and Field: Planning, Implementing, and Resourcing,” to be held in conjunction with CSWE’s seminar in Charleston, SC. In October 2007, gerontological content will be institutionalized as a track within the CSWE Annual Program Meeting.
Since Fall 2005, Gero-Ed Center staff have been seeking permission from social work programs to review their accreditation self-studies. A CSWE senior scholar, John Rife, was selected to begin a gerontological content analysis of these documents, which will be completed in December 2006.

The findings from the Textbook Analysis Project were presented to nine authors and two editors of foundation social work textbooks at the 2006 Gero-Ed Forum. Gero-Ed Center staff will work with these and other interested authors to provide resources that will strengthen and update gerontological content in future editions of foundation texts.

Finally, the Gero-Ed Center remains committed to working with key social work leadership groups to implement feasible changes in curriculum and educational policy to address the challenges of an aging society. Discussions have been held on the Gero-Ed Center’s competency-based approach to gerontological social work education with the Commission on Curriculum and Educational Innovation and Dean Pierce, director of the Office of Social Work Accreditation and Educational Excellence.

As we look toward the future, we are pleased to have the opportunity to submit a proposal for renewal of the Gero-Ed Center to the Hartford Trustees in the Spring of 2007, with more opportunities for outreach to programs that have not had the chance to participate in any Hartford-funded curricular development projects.

E. Aracelis Francis

Director, Office of Social Work Education and Research
Director, Minority Fellowship Program
T
he Office of Member and Communication Services (OMACS) is focused on providing excellent service to all members and customers. It is responsible for membership retention and recruitment; conferences and faculty development (including the Annual Program Meeting); publications, including the Journal of Social Work Education and the CSWE Focus; and all marketing and communications for CSWE.

MEMBERSHIP

Individual membership increased by 7.5% for 2005–2006.

CSWE also has program membership. All social work programs in pre-candidacy or accredited by CSWE are considered program members. At the end of the 2005–2006 fiscal year, there were 476 BSW and 197 MSW program members.

CONFERENCES AND FACULTY DEVELOPMENT

2006 Annual Program Meeting

The 2006 CSWE Annual Program Meeting set the stage for social change and, despite the chilly weather, drew 3,100 registrants, including faculty members, administrators, practitioners, and students in social work to Chicago, IL. Along with the 4th Annual Gero-Ed Forum (formerly the National Gerontological Social Work Conference) and the 9th University of South Carolina Technology Conference, the 2006 APM proved to be the largest gathering of individuals responsible for the direction and advancement of social work education in the country today.

The four-day event offered attendees more than 650 paper presentations, selected in a peer-review process from over 850 abstract proposals, and held over 100 special sessions, including technology
demonstrations, workshops, pre-conference institutes, networking and social events, and an arts and film festival. In addition, over 95 academic institutions, technology companies, publishers, and health-related and non-profit organizations exhibited their products and services in the exhibit hall. The Chicago APM also introduced new features for 2006, such as presentations of papers in roundtable, poster, and electronic formats, an entirely Web-based career center, and an interactive, online personal scheduler to help attendees review sessions and plan their meetings prior to arrival.

CSWE Awards

Four important CSWE awards were presented during the APM opening ceremony.

1. The Distinguished Recent Contributions in Social Work Education Award was presented to Noël Bridget Busch, University of Texas at Austin.
2. The Significant Lifetime Achievement in Social Work Education Award was presented to Bradford W. Sheafor, Colorado State University.
3. The Presidential Award was presented to David Gil, Brandeis University, Florence Heller Graduate School for Social Policy and Management.
4. The Presidential Award was presented to Donald Brieland, professor and dean emeritus, Jane Addams College of Social Work, University of Illinois at Chicago.

Special Sessions and Conference Highlights

This year’s special plenary was presented by Rubin “Hurricane” Carter on the subject of “Justice and the Legal System: Where Do We Go from Here?” Dr. Carter became an advocate for civil rights after being sentenced to life in prison for a crime that he did not commit. He was immortalized in the Bob Dylan song “Hurricane” and his story was depicted in the critically acclaimed film “The Hurricane” starring Denzel Washington. Dr. Carter’s inspiring speech set the tone for the conference, while addressing such issues as civil rights, the death penalty, and defense of the wrongly convicted.

Six invitational presentations on Friday, February 17, 2006, featured industry experts and prestigious speakers from around the globe. Notably, Mimi Abramovitz, professor, Hunter School of Social Work, City University of New York, packed the house with a presentation on “The Rise and Fall of the Welfare State: Neither Accidental nor Simply Meanspirited.” Rudolph Alexander, Jr., professor and director of the BSSW Program, Ohio State University, highlighted his personal experiences by presenting “The Gap Between Social Justice Theory and Practice in the Criminal Justice Field: A Death Penalty Case From 1967 From Georgia.” Michael I. J. Bennett, executive director, Egan Urban Center and associate professor, DePaul University, focused his timely presentation on “Community Development, Housing, and Social Justice.” John Yat Chu Fung, director, Information Technology Resource Centre of the Hong Kong Council of Social Services, traveled a great distance to present his ideas on the “Digital Divide and Justice Issues in Information Society: Implications to Social Work Practice and Education.” Diana R. Garland, dean, School of Social Work, Baylor University, brought attention to “Religiously-Affiliated Organizations and the Opportunities and Challenges of ‘Faith-Based’ Social Initiatives.” Aida L. Giachello, named one of the 25 most influential Hispanics/Latino persons in the U.S. by Time Magazine and an associate professor at Jane Addams College of Social Work and director of the Midwest Latino Health Research, Training and Policy Center, University of Illinois at Chicago, impressed attendees with her poignant presentation on “Health Disparities Among Hispanics/Latinos.”
Lorraine Gutiérrez, director of the Joint Doctoral Program in Social Work and Social Science at the University of Michigan, delivered the Carl. A. Scott Memorial Lecture. Dr. Gutiérrez’s lecture, focusing on the topic of “Empowerment for Social Justice in the 21st Century,” was applauded by the audience and reinforced Carl A. Scott’s legacy of commitment to equity and justice in social work education and practice.

Plans for the 2007 Annual Program Meeting

Big changes are in store for APM. Beginning in 2007, APM will now meet in the Fall. In addition, there will be new session formats offered, and all sessions will be submitted through tracks. These tracks will help guide participants to select sessions in their particular areas of interest and will aid in scheduling and arranging the APM.

Building Leaders in Social Work Education: Pathways to Success

With the Annual Program Meeting moved to the Fall, CSWE will offer two smaller seminars in the Spring of 2007. Each seminar will include general sessions and break-out sessions that include best practices, case studies, and hands-on workshops that will provide tangible learning experiences.

General sessions to include:

- Our Past, Your Future: Leadership in Social Work Education
- Leadership Skills and Tools in a Diverse Environment
- Keeping the Profession Vibrant and Viable Through Our Leadership

The Charleston, SC meeting will be held February 3–4, 2007, at the Francis Marion Hotel. The Phoenix, AZ meeting will be held February 10–11, 2007, at the Phoenix Marriott Mesa.

PUBLICATIONS

Council on Publications

The Council on Social Work Education’s publications program is guided by the Council on Publications (COP), which sets publication policies and criteria, recommends new programs, and decides which educational materials to publish. COP members also serve as editorial consultants on book projects. The goal of CSWE’s publishing program is to advance social work education through the publication of print and nonprint resources in the following areas: the philosophy, theory, and practice of teaching; the process and evaluation of learning; and the organization and structure of social work education. CSWE also publishes additional materials that explore practice issues as they relate to social work curricula and field work. Publication orders may be placed on the CSWE Web site or by calling a toll free number. Proposal submissions are welcomed. Please see the CSWE Web site for more information on submitting proposals.

CSWE Press

Recent publications include:

- *Latinos and Social Work Education: A Bibliography With Annotations* by Robert M. Ortega, Lorraine M. Gutiérrez, and Anna Yeakley
- *Social Work and Women’s Health: Resources on Health Empowerment, Advocacy, and Literacy (HEAL)* by Carolyn S. Carter

JULY 1, 2005 – JUNE 30, 2006
UPCOMING ANNUAL PROGRAM MEETINGS

2007 Annual Program Meeting
“Preparing the Next Generation of Educators”
October 27–30, 2007
Hilton San Francisco
San Francisco, CA

2008 Annual Program Meeting
October 29–November 1, 2008
Philadelphia Marriott
Philadelphia, PA

2009 Annual Program Meeting
November 6–9, 2009
Grand Hyatt San Antonio
San Antonio, TX

2010 Annual Program Meeting
October 14–17, 2010
Portland Convention Center
Headquarters hotel: Hilton and Executive Tower
Portland, OR

CSWE also published the new Directory of Accredited Social Work Degree Programs, April 2006, which is available as a PDF on the CSWE Web site. The following CSWE publications have been so popular that they were recently reprinted:

- **Learning to Teach, Teaching to Learn** by Carmen Ortiz Hendricks, Jeanne Bertrand Finch, and Cheryl Franks
- **Social Work in Rural Communities, 4th edition** by Leon Ginsberg
- **The Color of Social Policy** by King Davis and Tricia Bent-Goodley

**Journal of Social Work Education**

CSWE’s flagship publication is the Journal of Social Work Education (JSWE), a peer-reviewed professional journal circulated to more than 4,300 members and institutional subscribers. The JSWE serves as a forum for creative exchange on trends, innovations, and problems relevant to social work education at the undergraduate, masters, and postgraduate levels. The JSWE is published three times a year, in Winter, Spring/Summer, and Fall. It is available as part of CSWE membership and by subscription.

Publication decisions for the Journal of Social Work Education are made by an editor-in-chief with the help of blinded reviews by a consulting editorial board. Consulting editors are prominent social work educators and authors. Each year, the JSWE focuses on a special topic and publishes groups of manuscripts submitted for the special topic. Past special topics have included: Innovations in Gerontological Social Work Education, Field Education in Social Work, and Domestic Violence and Social Work Education. Future special topics include: Promoting and Sustaining Evidence-Based Practice and The Status of Women in Social Work Education.
New this year, the JSWE launched a new online submission and review process. This new online process replaced the old paper-based system of submission and review. It is faster, more efficient, and user-friendly. Authors submit their manuscripts online and can check on the status. Reviewers submit their reviews online. For the submission link, please visit the CSWE Web site.

**CSWE Focus**

The final issue of the printed *Social Work Education Reporter* was the Spring/Summer 2006 issue. The new CSWE e-newsletter, the *CSWE Focus* made its debut on September 21, 2006. The *CSWE Focus* will be e-mailed monthly to all CSWE members and will be more timely and current.

**CSWE CAREER CENTER**

The new CSWE Career Center completed its first year in operation and exceeded expectations in all areas. Revenue from the Career Center quadrupled from previous efforts. The Career Center allows Web visitors to search openings, upload curriculum vita for review by potential employers, and the ability to set up “job alerts” that notify them when positions of interest have been posted. In addition, employers are able to upload position openings and search the curriculum vita databank. Program members receive a 30% discount on all employer services. The service has eliminated the need for staff to manage the technical and financial aspects of overlapping systems, and staff efforts have been refocused on effectively marketing the service, which is anticipated to be a healthy source of non-dues revenue.

Jennifer J. Johnson  
*Director, Office of Member and Communication Services*
### REVENUE

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership fees and dues</td>
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</tr>
<tr>
<td>Contributions and grants</td>
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<td>Foundation grants</td>
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<td>Conference</td>
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<td>Accreditation fees and related revenue</td>
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<tr>
<td>Publications</td>
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<tr>
<td>Investment income</td>
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<tr>
<td>Advertising</td>
<td>$196,657</td>
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<td>Other</td>
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<tr>
<td><strong>Total Revenue</strong></td>
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### EXPENSES

#### Program services

<table>
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<tr>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Accreditation</td>
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<tr>
<td>Annual Program Meeting</td>
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</tr>
<tr>
<td>Minority Fellowship Program, research</td>
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<tr>
<td>Minority Fellowship Program, clinical</td>
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<tr>
<td>Publications</td>
<td>$354,299</td>
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<td>Grant programs</td>
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<tr>
<td>John A. Hartford Program</td>
<td>$937,148</td>
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<td>Office of Research Integrity</td>
<td>$33,102</td>
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<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>ANSWER</td>
<td></td>
</tr>
<tr>
<td>Social Work Education Research</td>
<td>$296,800</td>
</tr>
<tr>
<td>Others programs</td>
<td>$385,454</td>
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<tr>
<td>Membership services</td>
<td>$472,797</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$6,235,009</strong></td>
</tr>
</tbody>
</table>

| Supporting services                          |               |
| Administration                               | $182,158      |
| **Subtotal**                                  | **$182,158**  |

**Total Expenses**                             **$6,417,167**

### ASSETS

#### Current Assets

<table>
<thead>
<tr>
<th>Asset</th>
<th>Amount</th>
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</thead>
<tbody>
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<td>Cash and cash equivalents</td>
<td>$347,204</td>
</tr>
<tr>
<td>Investments</td>
<td>$2,276,740</td>
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<tr>
<td>Accounts receivable</td>
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<td>Grants receivable</td>
<td>$1,100,204</td>
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<td>Inventory</td>
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<td>Prepaid expenses</td>
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<td><strong>Subtotal</strong></td>
<td><strong>$4,018,076</strong></td>
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<td>Fixed assets</td>
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#### Other Assets

<table>
<thead>
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<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td>$32,288</td>
</tr>
<tr>
<td>Grants receivable, long-term</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$32,288</strong></td>
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**Total Current Assets**                        **$4,768,141**

### LIABILITIES AND NET ASSETS

#### Current Liabilities

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<th>Liability</th>
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</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
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<tr>
<td>Accrued vacation</td>
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<tr>
<td>Deferred revenue</td>
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<tr>
<td>Deferred rent</td>
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<td>Refundable advance</td>
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<td><strong>Total current liabilities</strong></td>
<td><strong>$1,302,556</strong></td>
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#### Long-Term Liabilities

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<th>Liability</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Deferred rent net of current portion</td>
<td>$95,229</td>
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**Total Liabilities**                             **$1,397,785**

#### Net Assets

<table>
<thead>
<tr>
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<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Unrestricted</td>
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<tr>
<td>Temporarily restricted</td>
<td>$1,122,109</td>
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<tr>
<td>Permanently restricted</td>
<td>$401,997</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>$3,370,356</strong></td>
</tr>
</tbody>
</table>

**Total Liabilities and Net Assets**             **$4,768,141**
Donors

CSWE would like to thank the following 2005–2006 donors for their contributions:

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OTHER COMMITTEES

— Carl A. Scott Memorial Fund

1 Unless otherwise specified in the Bylaws or in Board approved committee descriptions, Board Committees must have a majority of members from the Board; non-board members may be appointed.

2 Bylaws specified.

* Chairs serve as ex-officio, non-voting members of the Board of Directors.
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