

contents

Letter from the President and Executive Director.....	1
Darla Spence Coffey Appointed as CSWE President	2
Office of Social Work Accreditation Culminates a Dynamic Year.....	2
Centers and Initiatives	
CSWE Joins Other Organizations to Support Military Social Work	4
Center for Diversity and Social and Economic Justice Launched.....	5
Gero-Ed Center Accomplishes Goals, Works Toward Sustainability.....	7
Kendall Institute and Partners Launch China Collaborative.....	8
Leadership Forum Rearticulates its Purpose	10
Minority Fellowship Program Reaches Out to Fellows, Alumni, and Government.....	10
Public Policy Initiative Supports Social Work With a View From Capitol Hill.....	12
CSWE Religion and Spirituality Work Group Formed	15

Professional Development

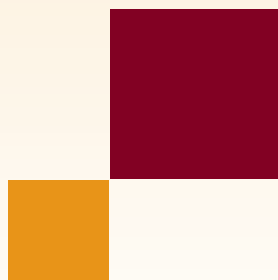
2011 CSWE Annual Program Meeting Seeks New Ways to Confront Inequality	15
CSWE Leadership Institute Expands Scholarship Opportunities	16
CSWE Publications Program Cultivates New Professional Development Resources.....	18

Research

CSWE Institutional Research Launches Recovery-to-Practice Program, Revises Annual Survey	19
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Membership and Governance

Tracey Mabrey Honored as 2012 Volunteer of the Year.....	21
2012 Spring Governance Meeting Considers Upcoming Year.....	21
Financial Statement 2011–2012.....	23
List of Donors 2011–2012	24
Governance Structure 2011–2012	25
CSWE Membership Information.....	26
Board of Directors 2011–2012	28
Staff Organizational Chart 2011–2012	inside back cover



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About CSWE

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members as well as 685 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 in higher education by setting and maintaining national accreditation standards for baccalaureate and master's degree programs in social work, by promoting faculty development, by engaging in international collaborations, and by advocating for social work education and research.

CSWE Online

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

LETTER FROM THE PRESIDENT AND EXECUTIVE DIRECTOR



Mildred C. Joyner



Julia M. Watkins

Dear Friends and Colleagues,

By the time you receive this report, we will have experienced a successful transition in organizational leadership—new leadership that will continue the progress we have made in social work education over the past several years. As you will see in the following pages, the Council on Social Work Education (CSWE) is strong, dynamic, and committed to responsibly addressing the issues brought to its table by you, its constituents. In addition, our focus is on the long term and the work needed to sustain the profession and educate its students, the coming generations of practitioners and scholars whose contributions will invigorate our profession and ensure its future relevance in a global and often chaotic context.

The past year of accomplishments is spelled out in the pages of this report. We have continued to develop strong collaborative partnerships with colleague organizations and developed new partnerships designed to bring professions together through intercollaborative work and a shared commitment to quality in higher education. We have promoted the fundamentals of sustainable existence in a global world and sought new ways of envisioning our shared future. We have supported leadership development, curricular innovation, and legislative advocacy on behalf of social work education. Although the details of this report speak volumes about our accomplishments, we realize that daunting challenges lie ahead, challenges that will require new levels of intellectual commitment and financial support from our members and friends as we move forward.

Finally, as always, we want to thank the staff of CSWE for work well done. We will turn to them to carry out CSWE's mission with recognition of our shared values and attention to high-quality service for both members and the public at large. We hope you enjoy reading about CSWE and seeing for yourself the vibrancy of the organization.

With warm regards,

Handwritten signatures of Mildred C. Joyner and Julia M. Watkins in black ink.

Mildred C. Joyner and Julia M. Watkins

Coffey Appointed as CSWE President

Darla Spence Coffey assumed the presidency of CSWE on July 1, 2012, filling the position left vacant by Executive Director Julia M. Watkins, who retired at the end of June. The title change for this position (from *executive director* to *president*) resulted from adoption of the 2010 bylaws.

Before her appointment as president, Coffey served as professor of social work, associate provost, and dean of graduate studies at West Chester University. She became a member of the social work faculty at West Chester University in 1998, where she



Darla Spence Coffey

contributed to the initial accreditation of the MSW program in 2000 and served as the director and chair of the university's undergraduate social work program from 2002 to 2005. Coffey also served in senior university administrative capacities, providing leadership for academic program development, curriculum, academic policies, assessment of student learning, transfer articulation, accreditation, and faculty development. During the 2008–2009 academic year she served West Chester University as interim provost and vice president for academic affairs. Her extensive service activities within the university included co-chairing West Chester's Campus Climate Intervention Team and serving as a founding member of the Advisory Board of Women in Leadership and Service.

Coffey has an extensive background in social work practice in the areas of mental health, substance abuse, and domestic violence and is a nationally recognized author and speaker on these topics. After years of working with and researching the effects of domestic violence on children, Coffey developed a curriculum, *Parenting After Violence*, and trained cohorts of social workers in the child welfare system in Philadelphia, PA, in its implementation.

Office of Social Work Accreditation Culminates a Dynamic Year

CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation for social work students and ensuring that social work programs meet these standards. In accordance with the requirements of CSWE's recognition body, the Council for Higher Education Accreditation (CHEA), the CSWE Office of Social Work Accreditation (OSWA) administers a multistep accreditation process that involves program self-studies, site visits, and COA reviews.

OSWA had a particularly active year in 2011–2012. The COA Policy Manual and the COA Commissioners Handbook were revised and edited to reflect current COA policy and procedures under the 2008 Educational Policy and Accreditation Standards (2008 EPAS). The curricula for the reaffirmation workshops and the candidacy workshop also have been completely revised. Since October 2011 all accredited programs have been required to follow the 2008 Educational Policy and Accreditation Standards; that is, no more programs are being reviewed under the 2001 standards.

COA reviewed a record number of programs for candidacy, initial accreditation, and reaffirmation. As of June 2012 there were 691 CSWE-accredited social work programs (479 baccalaureate and 212 master's). There were 24 baccalaureate and 15 master's programs in candidacy.

Four reaffirmation workshops and one candidacy workshop were held in 2012. Approximately 200 participants attended the reaffirmation workshops, and 35 attended the candidacy workshop. OSWA was particularly pleased to experience a significant improvement in the participant evaluations of these workshops, as reflected in the Quality Assurance Report.

During 2011–2012 the site visit coordinator arranged 94 reaffirmation visits involving 124 site visitors. In addition, COA commissioners conducted 42 candidacy site visits for review at the October 2011, February 2012, and June 2012 COA meetings.

COA focused significant effort this year on the attempt to refine and codify its interpretation of the 2008 EPAS. It committed 4 to 6 hours at each of its meetings to commissioner training and review of interpretations of

standards. These understandings have been documented in a training diary that describes the agreements reached and serves as a guide for all commissioners to use when reviewing self-studies.

Finally, COA is up for re-recognition by CHEA in 2013. This is a two-step process of first being declared eligible and then gaining recognition. In March 2012 CHEA granted CSWE's eligibility for re-recognition.

Commission on Educational Policy (COEP)

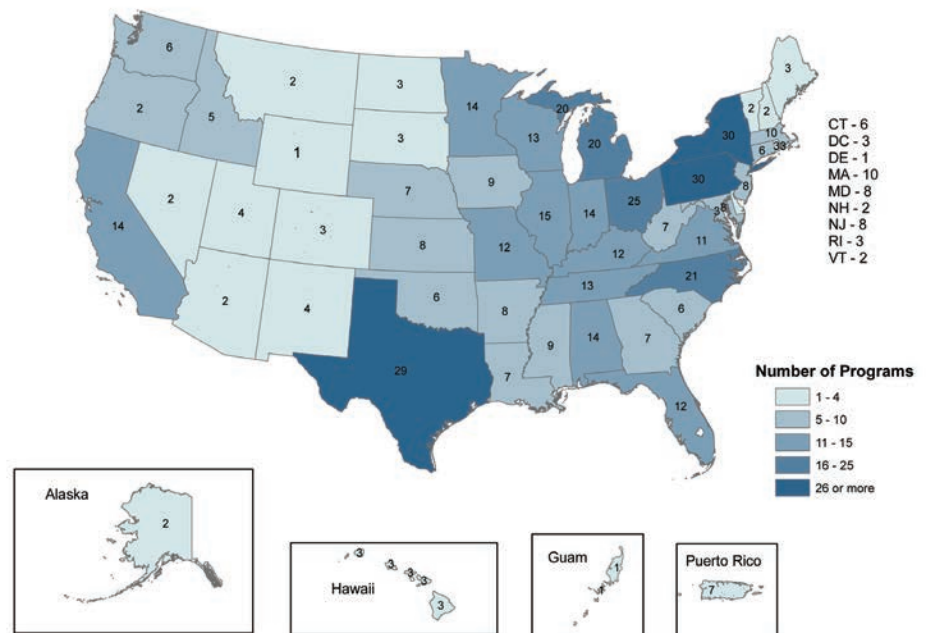
According to CSWE bylaws, COEP is charged with revising educational policy every 7 years. Revisions in educational policy guide the revision of accreditation standards. COEP has been very active in exploring ideas and collecting data that will inform the next iteration of educational policy. To this end, a number of tasks are in progress:

- Tracking emerging socioeconomic and political trends such as workforce patterns to promote the design of relevant curricula
- Monitoring (in collaboration with COA) the experience of programs in implementing the 2008 EPAS and reflecting on that experience for improvements in 2015
- Identifying areas of the 2008 EPAS that need modification or improvement in 2015

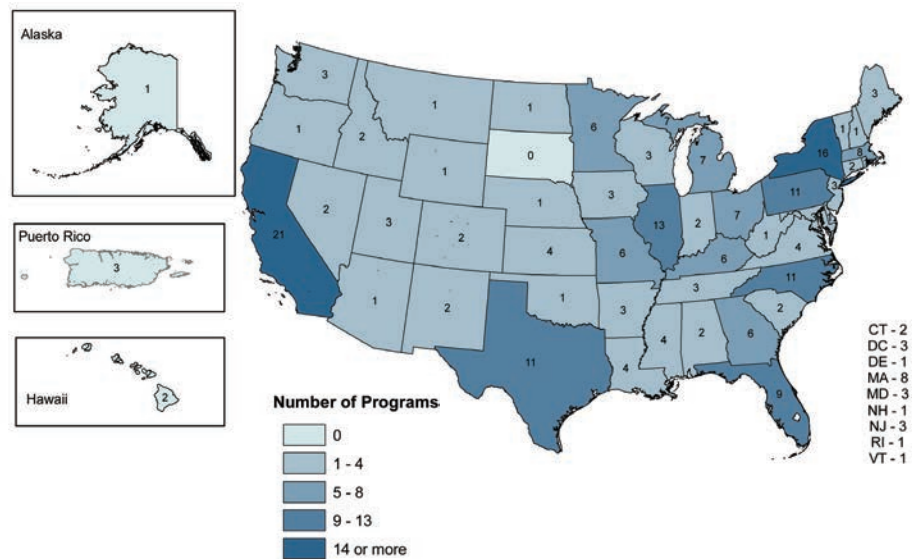
COEP continues to partner with its two derivative councils on a number of projects:

- **Council on Practice Methods and Specializations:** determining the experience of programs with 2008 EPAS as

Accredited Baccalaureate Programs by State (Total=479) as of June 30, 2012



Accredited Master's Programs by State (Total=212) as of June 30, 2012



it relates to the teaching of practice

- **Council on Field Education:** enhancement of field education as the signature pedagogy of social work education
- Ad hoc groups: exploration of competency assessment models

The 2008 EPAS represented a major reconfiguration of educational policy and standards compared with previous

iterations. The move from a content orientation to one focusing on student learning outcomes required a significant reconfiguration of program curricula. Therefore, COEP has agreed that the 2015 revisions will be modest. Some reconfiguration of the competencies is likely in an attempt to represent them in a clearer and more consistent fashion. That is, the commission hopes to refine the competencies so that they are more intuitively consistent with one another. Also, the commission plans to revise the language of the practice behaviors to make them less complex and easier to measure.

International Social Work Degree Recognition and Evaluation Service

The International Social Work Degree Recognition and Evaluation Service (ISWDRES) evaluates the baccalaureate- or master's-level social work credentials of individuals who have completed social work education programs outside the United States and determines whether the credentials are equivalent to a social work degree earned from a CSWE-accredited program. During 2011–2012 ISWDRES completed 142 evaluations from 32 countries. Of these, 84 were at the master's level and 58 were at the baccalaureate level. ■

Centers and Initiatives

CSWE Joins Other Organizations to Support Military Social Work

Since convening its Task Force on Veterans' Affairs in 2009, CSWE has continued to be involved in a number of military initiatives this past year. CSWE became part of the [Alliance of Military and Veteran Family Behavioral Health Providers](#) and supports the organization through representatives on its Executive Leadership Committee. The Alliance currently consists of behavioral health providers and others from Department of Defense agencies, the armed services, the Department of Veterans Affairs (VA), other federal agencies, academic institutions, nonprofit organizations, family members, and community advocates. The Alliance seeks to optimize the preparedness of behavioral health providers working to enhance the resilience, recovery, and reintegration of service members, veterans, and their family members and communities throughout the military, postmilitary, and family life cycles. This past year the Alliance developed topic-specific resource guides on military issues, which are available on the organization's website and in monthly newsletters for Alliance members. Most recently, the Alliance developed a commonalities document that guides military family

behavioral practice among participants of the Alliance. CSWE hosted three Alliance meetings in the past year, which featured speakers from Army Behavioral Health, TRICARE, the Substance Abuse and Mental Health Services Administration, Give an Hour, and the VA.



The *Advanced Social Work Practice in Military Social Work* brochure lists competencies and practice behaviors for social work with service members and their families

CSWE is also a member of [Joining Forces](#), a White House initiative developed by First Lady Michelle Obama and Dr. Jill Biden to mobilize all sectors of society to give service members and their families the opportunities and services



CSWE staff and volunteers during official kick-off event for the Center for Diversity and Social and Economic Justice

they have earned. As part of this initiative CSWE participates in monthly conference calls with organizations across the United States to highlight issues that are of special importance to military families in the areas of employment, education, and wellness. A particular focus of the initiative this year has been development of employment resources and license portability for military spouses.

Since publishing the brochure *Advanced Social Work Practice in Military Social Work* in 2010, CSWE has continued to be part of ongoing efforts to develop and contribute expertise to standards of practice and competencies for military social work. In the past year CSWE was involved with the National Association of Social Workers' development of its *Standards for Social Work Practice with Service Members, Veterans, and Military Families* and with standards related to service members developed by the *Council on Accreditation* (an international, independent, not-for-profit, child- and family-service and behavioral and health care accrediting organization founded in 1977).

CSWE plans to continue to work with these partner organizations to focus efforts on ensuring that social work graduates are prepared to work effectively with service members, veterans, and their families. A specific focus for CSWE will be the development of training initiatives to help

social workers meet the increasing needs of veterans and their families as a result of the wars in Afghanistan and Iraq.

Center for Diversity and Social and Economic Justice Launched

The *Commission for Diversity and Social and Economic Justice* (CDSEJ) successfully launched the CSWE *Center for Diversity and Social and Economic Justice* (Center) website at the 2011 Annual Program Meeting (APM). The Center “advances individual growth, community well-being, and social justice. It promotes the vision, visibility, voice, and collaborative action needed for inclusive and effective social work practice, teaching, research, leadership, advocacy, and social change.” The official kick-off event was held on October 28, 2011, at the APM to celebrate the work of the Center for Diversity Task Force of the CDSEJ, which was dedicated to developing the Center. CSWE President Mildred “Mit” Joyner and CSWE Executive Director Julia Watkins made remarks to honor the occasion. An interactive booth highlighting the website for conference attendees was available in a central location throughout the APM, and bookmarks and postcards promoting the Center were distributed to attendees. Members of the Center for Diversity Task Force visited every CSWE

commission, council, and affiliated group at the 2011 APM to promote the launch of the Center and to encourage volunteers to contribute articles and resources.

The report “Diversity, Critical Multiculturalism, and Oppression: Interaction and Transformation” and the 2010 Social Justice Day PowerPoint presentation are two of the more than 70 [resources](#) currently available on the Center’s website. The Center offers links to Web resources, films and media, syllabi, bibliographies, reports, and other material. The Center highlights learning opportunities (i.e., conferences, events, study abroad, and ongoing education), current issues, and narratives about diversity and social and economic justice. The website has established links to almost 30 other diversity and social justice centers to facilitate exchange and to provide resources to social work educators and students.

CDSEJ and Councils

CDSEJ is making progress on developing a collective definition of social justice that will highlight various interpretations of this concept. The commission will continue to guide the activities of the Center.

The [Council on Racial, Ethnic, and Cultural Diversity](#) (CRECD) is exploring creative venues involving technology and three writing projects intended to stimulate new activities and programs relevant to historically underrepresented groups and the general social work community. A survey was distributed to the CDSEJ and its four councils to seek more information about inclusion, equity, and justice in social work education. The first CRECD working paper considers cultural competencies using the lens of intersectionality.

The [Council on Sexual Orientation and Gender Expression](#) (CSOGE) is conducting a Web-based survey of the implicit social work program experiences of BSW and MSW students who are gay, lesbian, bisexual, or transgender (LGBT). In March 2012 the CSWE Board of Directors approved the launch the [Sexual Orientation and Gender Expression Scholarship Award](#). The first award will be presented during the CSOGE/LGBT Caucus Reception at the 2012 APM.

The [Council on the Role and Status of Women in Social Work Education](#) (the Women’s Council) hosted approximately 300 attendees at their annual networking breakfast during the 2011 APM. The 2011 Feminist Scholarship honoree was Iris Carlton-LaNey of the University of North Carolina at Chapel Hill, and the 2011 Feminist Scholarship Award winner was Anne C. Deepak of Texas State University-San Marcos.

As part of an initiative launched by the Women’s Council in 2007, [CSWE Press](#) will publish *Gender Oppression and Globalization: Challenges for Social Work*, edited by Janet L. Finn, Sharvari Karandikar-Chheda, and Tonya Evette Perry, in 2013. The book calls on scholarship in social work and related fields to address the intersection of gender oppression and globalization in concrete, specific, and diverse ways.



2011 Feminist Scholarship Award winner, Anne Deepak, poses with her award plaque

The [Council on Disability and Persons with Disabilities](#) continues to work on a proposal for a book designed as a resource for social work faculty on how the concepts of universal instructional design can be incorporated into teaching strategies to achieve EPAS competencies and practice behaviors. A subgroup of the council also is developing a survey of social work faculty regarding disability issues and curriculum content.

Gero-Ed Center Accomplishes Goals, Works Toward Sustainability

The CSWE National Center for Gerontological Social Work Education (Gero-Ed Center) provides national leadership to help ensure that all social work graduates possess skills and knowledge about aging and have opportunities to receive specialized gerontological education and training. The Gero-Ed Center achieves this through faculty and program development, student recruitment to gerontological social work, and workforce development policy and advocacy.

Faculty and Social Work Program Development

The 15 grantees of the [Specialized Gerontology Program](#) (2009–2011) submitted their final reports in August 2011, after the 2-year program concluded on June 30, 2011. Results from the program were positive. Grantees developed and implemented 7 certificates, 6 areas of emphasis, 1 specialization, and 1 concentration, reaching more than 230 students. Additionally, 93% of grantees agreed or strongly agreed that the specialized gerontology curricular structure will be sustained, and 80% of grantees received supplemental funding from their social work program administrations or external funders to support their specialized gerontological efforts.

The 42 grantees of the [Curriculum Development Institute \(CDI\) Program](#) (2008–2011) also submitted their final reports in August 2011. The CDI grantees added gerontological competencies, content, and teaching resources to required generalist curricula. Students' gerontological competence increased significantly over the life of the program by an average of 56% from baseline to program end across required generalist courses. The greatest increases were in practice (72%), field (63%), and policy (60%) courses.

The 2011 Gero-Ed Track, one of 40 tracks at CSWE's Annual Program Meeting (APM), received the fourth highest number of proposal submissions of all tracks and featured more than 50 paper, poster, workshop, and roundtable presentations, along with several special events. The number of sessions eligible for continuing education units grew to 13, an 86% increase since their start in 2009. The Gero-Ed Track Kick-Off featured keynote speaker Deborah Amdur, chief consultant for care management and social work service at



the U.S. Department of Veterans Affairs (VA), who explored inequities that older veterans face and steps the VA is taking to address them. Of all APM attendees completing a follow-up evaluation, 18% (540) indicated that they attended at least one Gero-Ed Track session. Of these respondents, 86% agreed or strongly agreed that they learned information from Gero-Ed Track sessions that they will use to infuse a required course with gerontological competencies, and 87% agreed or strongly agreed that they learned information they will use in teaching a specialized gerontology course.



Gero-Ed Center Kick-Off speaker Deborah Amdur addressed the increasing poverty rate among older adults and inequities faced by older veterans

Student Recruitment to Gerontology

The [BSW Experiential Learning \(BEL\) Program](#) promotes the Gero-Ed Center's priority of recruiting students to gerontological social work specializations, field placements, and careers in gerontological social work. The second cycle of the BEL Program (2010–2012) funded 10 baccalaureate programs to embed and sustain experiential learning activities with older adults into one or more required generalist courses. In the first year, grantees reported that 1,042 students and 45 faculty members were involved in gerontological experiential learning activities at a cost of approximately \$24 per student. Each student participant in a BEL activity is required to complete a pre- and posttest survey, which asks them to rate their likelihood of pursuing field placements, course work, graduate-level study, and a career in gerontological social work, as well as their overall sense of competence to work with older adults. Analyses of responses found greater agreement on posttest measures than at pretest. Qualitative findings support these findings. For example, one grantee

reported being able to show that “the BEL activities provide a significant increase in students who said that they would want to take an aging-specific course or pursue a career working with older adults.”

Other student outreach activities were also implemented. The [Ashley Brooks-Danso Memorial Fund](#), established in recognition of Ms. Brooks-Danso, who co-directed the Gero-Ed Center from 2004 to 2008, released a call for nominations for student travel scholarships. Up to three scholarships will support the attendance of aging-interested students at the 2012 APM. The Gero-Ed Center continued to partner with the Hartford-funded Geriatric Social Work Initiative at the Gerontological Society to promote [Careers in Aging Week](#) at social work programs. Additionally, the Gero-Ed Center Student News Web page is updated regularly with news articles and scholarship and funding information. Finally, two of the four Career Center panels at the 2011 APM involved gerontology-oriented social work educators.

Workforce Development Policy and Advocacy

The Gero-Ed Center works closely with Lewis-Burke Associates, CSWE’s government relations firm, to influence national policy and federal-level collaboration and resource development. In the past year the Gero-Ed Center has held meetings with federal officials from the Administration for Community Living (formerly the Administration on Aging), the VA, the Centers for Disease Control and Prevention, the Centers for Medicare and Medicaid Services, and the Health Resources and Services Administration. Additionally, Gero-Ed Center staff members actively participate in the Eldercare [Workforce Alliance](#), which advocates for a competent eldercare workforce that is able to provide high-quality, culturally sensitive, person-directed, and family-focused care for older adults and their caregivers.

Resource Development and Sustainability

The Gero-Ed Center’s grant from the John A. Hartford Foundation will end June 30, 2013, and an 18-month grant from the Retirement Research Foundation (beginning July 1, 2012) has been secured to implement the [Aging Network Workforce Competencies Project](#). This will assess competency efforts at the local level across four domain areas—gerontology, cultural competence, person-centered care, and participant direction—to better inform national competency

initiatives. Gero-Ed Center staff members are actively working to develop other national partnerships and secure funding to support new initiatives and achieve ongoing sustainability.

Kendall Institute and Partners Launch China Collaborative

Through its programs and initiatives, the [Katherine A. Kendall Institute for International Social Work Education](#) (KAKI) strives to prepare educators, researchers, students, and practitioners for an increasingly global community. Established with contributions to an endowment in honor of international social work icon Dr. Katherine A. Kendall, KAKI promotes standards of excellence for international social work to integrate related concepts into social work curricula and seeks to enrich perspectives, understandings, collaboration, and networking within the social work community.

China Collaborative

During the winter of 2012 KAKI, the [International Association of Schools of Social Work](#), and the [China Association of Social Work Educators](#) launched the [China Collaborative](#), which pairs social work programs in the United States with programs in China. Participating U.S. social work programs include Arizona State University, Case Western Reserve University, Fordham University, University of Alabama, University of Chicago, University of Houston, and University of Southern California.

The China Collaborative is a demonstration project working to foster the development of graduate social work education programs in mainland China. The overall purpose is to help Chinese schools develop MSW programs that reflect the unique dimensions of graduate education in mainland China. In this capacity-building project the academic programs are committed to faculty, staff, and student exchanges; mentoring and consultation; building research infrastructures; and further strengthening of social work education in an international context.

Partners in Advancing International Education (PIE) Awards

At the 2011 Annual Program Meeting in Atlanta, GA, the [Commission for Global Social Work Education](#) presented the PIE awards to Patricia Lager (retired, Florida State University)



James Zabora, former dean, National Catholic School of Social Service at The Catholic University of America, and James P. Smith, executive director of American International Health Alliance, flank Patricia Lager of Florida State University (retired).

in the individual category, Catholic University of America's [National Catholic School of Social Services](#) in the program category, and [American International Health Alliance](#) in the organization category. The awardees were selected for their national and international contributions to advancing social work education on a global level.

United Nations Social Work Day

CSWE and KAKI were among the sponsors of the 29th Annual United Nations Social Work Day, held on March 26, 2012. [The Global Agenda for Social Work and Social Development](#), created by members of the International Association of Schools of Social Work, the International Council of Social Welfare, and the International Federation of Social Workers, was unveiled. Helen Clarke, administrator of the United Nations Development Programme, was present to receive the document and give brief remarks. CSWE Executive Director Julia Watkins spoke on CSWE's contributions to implementing the Global Agenda in the United States and worldwide.

Cuba Study Tour

The [Council on Global Learning, Research, and Practice](#) (CGLRP) organized its first research tour in Havana, Cuba, in June 2012. Working in collaboration with Marazul Charters, the CGLRP organized a week-long trip during which social work educators met with a variety of Cuban social work and social service organizations that provide services for older adults and children. Members of the delegation also

met faculty from the University of Havana and members of the Cuban Social Workers in Health Care. Feedback from the participants was positive, and they are making plans to collaborate on publications with their new colleagues in Cuba.

Katherine A. Kendall Library

On June 1, 2012, the Katherine A. Kendall Library was officially unveiled at the CSWE office. Friends, family, and CSWE staff were on hand to celebrate Kendall's legacy in social work education. The library displays key moments from her life, and her publications are also on display for visitors to enjoy.



The late Katherine A. Kendall (1910–2010) was an international social work pioneer and long-time contributor to CSWE

Kendall held various positions—including educational secretary, associate director, and executive director—during her long association with CSWE. Throughout her career she merged her global outlook with her passion for social work education. In 2004 she founded and endowed KAKI, which is housed within CSWE, to promote and enhance the social work profession's international perspective. Key areas of study include disaster management, global migration, and human rights. KAKI has organized and participated in conferences, workshops, and seminars in the United States, Europe, Africa, Asia, Latin America, and the Caribbean.

Leadership Forum Rearticulates its Purpose

The Leadership Forum includes representatives from the [Association of Baccalaureate Social Work Program Directors](#), CSWE, the [Group for the Advancement of Doctoral Education in Social Work](#), the [National Association of Deans and Directors of Schools of Social Work](#), and the Saint Louis Group for Excellence in Social Work Research and Education. During a meeting at the 2011 APM, the Leadership Forum committed to ensuring opportunities for open discussion among leaders of educationally focused organizations that support the research and educational endeavors of social work educators and students. Goals listed in the Leadership Forum purpose statement include the following:

- To ensure a means for open communication to support and enhance the objectives in education of students across degrees consistent with the values of the social work profession
- To share important advances with all educational interests as they affect each organization
- To share salient educational concerns that influence or may influence all social work educational entities
- To strengthen all of social work education through collaborative action and common purpose to address identified challenges and build on potential opportunities within the educational context
- To advance the well-being of social work students and educators
- To further the goals and values of social work education and the profession through collaboration, consultation, and public service
- To further dialogue and exchange among members of the five organizations
- To participate with the CSWE Board of Directors on programmatic and policy initiatives related to the social work education, research, and advocacy missions of the organizations through their designated representative

Special Activities Concerning Immigration and Voter Rights

The Leadership Forum convened a special session at the 2011 APM on immigration, “Conversations on Immigration and

Social Work Education: Best Practices in Student Preparation for Practice.” The session gave social work educators an overview of immigration legislation being passed in several states, reviewed lessons learned, and highlighted best practices in the education of students for their work in policy practice and their practice with individuals and communities affected by such legislation.

In June the Leadership Forum addressed the CSWE membership regarding voter rights. Since 2008 several state legislatures have changed their voting laws, many implementing new and stricter regulations, particularly with respect to voter identification. Vulnerable groups will be most affected by these changes. Social work educators can be proactive by helping citizens understand their right to vote and by educating themselves and their students about new voter laws, so they can in turn inform communities and social work consumers. Students in particular will be affected by these changes, given new policies governing issues such as absentee ballots, early voting, photo identification requirements, and new proof of citizenship laws, many of which have been significantly tightened recently. Members were given several Web links to resources about state activities regarding voting requirements and encouraged to share the information with their colleagues, students, and other constituents.

MFP Reaches Out to Fellows, Alumni, and Government

Since 1974 the [Minority Fellowship Program](#) (MFP) has focused on increasing leadership in research, teaching, administration, and advanced practice among racial and ethnic minority social workers in the fields of mental health and substance abuse. Through targeted recruitment, competitive selection, supplemental training, and support, minority doctoral social work students are groomed to create a significant national presence in mental health and substance abuse research and service delivery to ethnic populations. The MFP has supported a cadre of minority mental health scholars and educators with national and international reputations. MFP fellows receive a monthly stipend, assistance with educational enhancements, mentoring, supplemental training, and access to professional networks. By bringing together cohorts of underrepresented students, the MFP augments

the doctoral experience by drawing on resources and expertise, nationally and locally, that students of color may not otherwise receive in their individual doctoral programs.

MFP Program Statistics

The MFP received 32 applications for the 2011–2012 fellowship year, and nine new fellows were selected (three Hispanic/Latinos, four African Americans, and two Asian American/Pacific Islanders). The research and practice interests of this new cohort include behavioral health disparities in underserved populations, the effects of trauma on mental health and substance abuse issues of minority populations, HIV prevention in underserved communities, and creation of culturally specific services for minority communities.

In addition to the new Substance Abuse and Mental Health Services Administration (SAMHSA) fellows, the MFP also provided training and support to 16 returning SAMHSA clinical fellows during the 2011–2012 academic year (12 African American, 6 Asian American, and 7 Hispanic/Latino fellows). To date, the MFP has supported more than 600 fellows, of whom more than 445 have completed their doctorates.

Fellows' Training

This year fellows participated in supplemental training sessions provided by the MFP at CSWE's Annual Program Meeting (APM) in Atlanta, GA, including Networking and Collaboration in Career Advancement, Community Collaboration, Use of SAMHSA Data Sets for Research, Managing Challenges/Conflict in the Dissertation Committee Process, and Mentoring for Career Success. Presenters and panelists included MFP alumni volunteers and representatives from SAMHSA. A lively speed mentoring session, during which each fellow received 15 minutes of mentoring with two alumni, matched alumni and fellows based on their areas of research.



MFP fellows participate in speed mentoring at the 2011 APM

This activity received very positive feedback from fellows and mentors. MFP fellows also participated in networking opportunities such as the CSWE Opening Reception.

This year the MFP offered two webinars—Emerging Trends in Recovery-Oriented Treatment, and Assessing for and Addressing Trauma in Recovery-Oriented Practice—as training opportunities available to fellows. Webinars also will be used to increase opportunities for fellows to share information with each other in their areas of specialization and research.

Outreach and Collaboration

Outreach activities for this academic year included an MFP booth and the MFP Reception at the 2011 APM. The reception provided an invaluable opportunity for current fellows to network with alumni and friends of the MFP and was an opportunity for those interested in learning about the fellowship to talk with current fellows and alumni about the program.

Year round, the MFP provides regular Alumni Connection E-news announcements that include updates from alumni on their career moves and accomplishments and information on MFP program updates, position openings, available grant funding, conferences, and behavioral health resources.

Maintaining a database of current contact information

on alumni is an ongoing process that took on increased importance during this academic year as SAMHSA established outcome performance measures for MFP grantees. Grantees must provide information on alumni employment and contributions to the field of mental health and substance abuse and services to underrepresented individuals and communities.

CSWE's MFP program, in collaboration with SAMHSA's [MFP Coordinating Center](#) and sister MFP programs (marriage and family therapy, nursing, psychology, and psychiatry) developed a coordinated recruitment outreach letter. The letter was sent to senior administrators at targeted colleges and universities noted for their education of racial and ethnic subgroups underrepresented in the behavioral health workforce. SAMHSA's MFP Coordinating Center also facilitates collaboration among MFP grantees on other important projects, including an MFP Web page to be hosted by SAMHSA for current and former SAMHSA fellows and MFP grantees. The page, to be available in 2013, will connect to an informational and social marketing tool similar to Facebook. The other major project under way is an MFP history that will detail the development and accomplishments of the MFP and give current information on all MFP grantees.

With assistance from Lewis-Burke Associates, CSWE's government relations representative, MFP participated in a congressional briefing on May 15, 2012, in the Cannon House Office Building. The briefing was sponsored in conjunction with the Congressional Social Work Caucus, chaired by Rep. Edolphus Towns (D-NY). A panel discussion featured a SAMHSA representative and distinguished alumni from three of the professional associations that receive grants to operate the MFP. The SAMHSA panelist discussed the program's aim to increase minority representation in the behavioral health professorate and workforce. Alumni panelists discussed the program's effect on their career trajectories. The panelists were John M. Morrow, acting director, Division of State and Community Systems Development, Center for Mental Health Services, SAMHSA; Sherry Davis Molock, associate professor of clinical psychology, The George Washington University (psychology MFP alumnus); Pamela L. Thornton, adjunct professor, University of Maryland, Baltimore School of Social Work (social work MFP alumnus); and Kenneth M. Rogers, professor and chair, Department of Psychiatry, Greenville

Hospital System/University of South Carolina School of Medicine—Greenville (psychiatry MFP alumnus).

Evaluation

Evaluation of program activities for the 2011–2012 academic year culminated in an online survey of current fellows. The results will be used in future program planning. As part of a broader program advocacy initiative and in response to the previously noted SAMHSA performance measures, an MFP Legacy questionnaire was implemented as a pilot survey sent to a sample of MFP alumni to determine their employment and accomplishments. In addition, this communication included a request for CVs and photographs. SAMHSA's MFP Coordinating Center also implemented a survey of current and former SAMHSA fellows from all MFP grantees that will provide additional program evaluation information.

Funding

In spring 2012 SAMHSA approved the MFP's grant for the next 3-year cycle of the program, which will continue providing training and professional development to fellows whose primary focus is substance abuse and mental health practice, policy, and research.

Public Policy Initiative Supports Social Work With a View From Capitol Hill

Through its [Public Policy Initiative](#), CSWE strives to promote the value of social work education on the national stage. With the help of its membership, CSWE advocates for issues important to social work education by interacting with the U.S. Congress, the various agencies within the federal government, and other organizations throughout the social work and higher education communities. CSWE's Public Policy Initiative seeks to enhance social work education and the profession through developing and implementing thoughtful public policy that is focused on providing the very best education, training, and financial assistance for social workers. It addresses the educational needs associated with fostering a sustainable and competent social work workforce.

CSWE launched its Public Policy Initiative in 2008 focusing on student debt load and loan forgiveness, fostering a diverse workforce, higher education policy and accreditation, and ally building. This agenda, which primarily emphasizes the

education aspects of social work, guides CSWE's public policy activities and is constantly evolving to reflect new and emerging priorities, such as health care equity and interprofessional education. CSWE's public policy efforts continue to provide a strong presence for social work education in Washington, DC, while focusing heavily on acquiring additional funding and support for programs that are of interest to social workers and those that are unique to the interests of social work educators.

New Training Program Funded, Others Sustained

CSWE lobbied successfully for the creation of a new federal training program called the Mental and Behavioral Health Education and Training Grant in the Patient Protection and Affordable Care Act, enacted in 2010. First-year funding was allocated for the program in fiscal year 2012. CSWE worked with the Health Resources and Services Administration (HRSA) to ensure that the funding opportunity announcement released in May 2012 reflected the training needs of the profession. The program seeks to help close the gap in access to mental and behavioral health care services by increasing the number of adequately prepared mental and behavioral health providers, including social workers, and will fund its first awards to schools of social work by September 2012. This is the only federal program dedicated explicitly to social work training, and a number of social workers participated in technical assistance calls facilitated by HRSA and CSWE to help potential applicants submit competitive proposals. The social work education community expressed great interest in this opportunity, indicating that

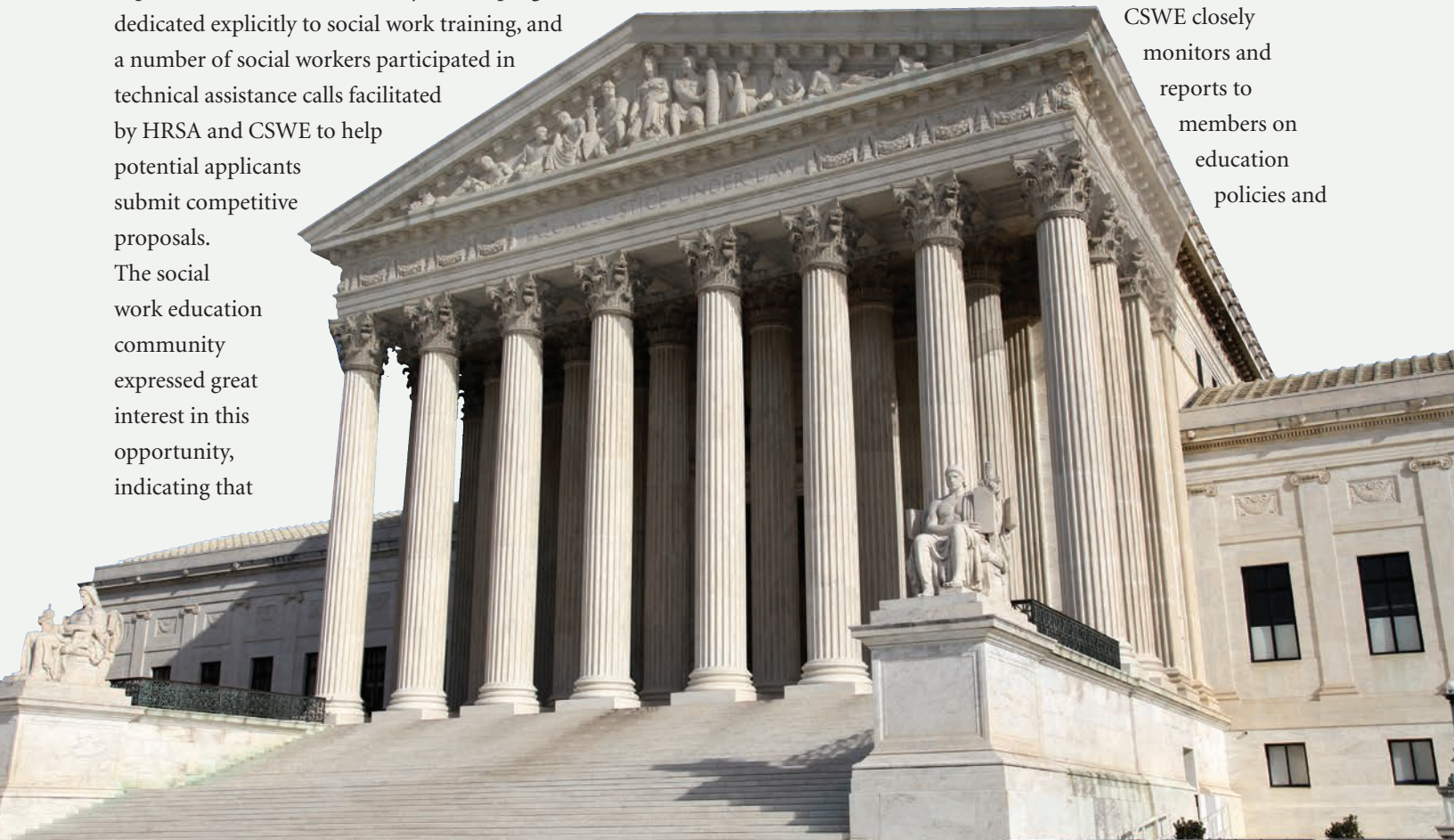
several applications have probably been submitted.

With strong support from partners in the community, CSWE continues to advocate for sustainable funding of the Substance Abuse and Mental Health Services (SAMHSA) Minority Fellowship Program. This year, activities included testimony to House and Senate Appropriations Committees in support of funding for the program; targeted outreach to about 140 members of Congress who serve on the Congressional Social Work Caucus, Congressional Black Caucus, Congressional Hispanic Caucus, Congressional Asian Pacific American Caucus, and Congressional Mental Health Caucus; and an educational congressional briefing hosted by Congressman Edolphus Towns (D-NY) and the Congressional Social Work Caucus that featured alumni of the program.

CSWE Supports Increased Student Aid Funding

In addition to health profession training programs, CSWE submitted testimony this year requesting increased funding for student aid programs. The testimony will be incorporated into the congressional record and will bring visibility to these programs during funding deliberations in the House and Senate. Likewise, CSWE also expressed its support for congressional action to delay the scheduled interest rate increase for subsidized student loans.

CSWE closely monitors and reports to members on education policies and



regulations that affect social work programs, such as Department of Education rules on gainful employment, distance education, and program integrity. CSWE is also engaging in the conversation to ensure that policies governing accreditation continue to demand excellence in higher education while also allowing flexibility for professional accreditors to set standards that address the unique needs of the profession.

Social Work Reinvestment and Health Care Equity Legislation Promoted

CSWE continues to support community efforts toward enactment of the Dorothy I. Height and Whitney M. Young, Jr. Social Work Reinvestment Act, which would establish a Social Work Reinvestment Commission to advise policy makers on issues such as recruitment, retention, social work research, and the overall reinvestment in the profession. In addition to elected officials and their staff members, CSWE engages with federal agency officials to promote policies, programs, and regulations that benefit social work education. Recent outreach includes officials at the National Institutes of Health; various offices of minority health at HRSA, the Food and Drug Administration, and SAMHSA; the Office of National Drug Control Policy; and the Office of Management and Budget.

CSWE remains active with its partners toward enactment of comprehensive health care equity legislation. The Health Equity and Accountability Act, reintroduced in the House and Senate during the 112th Congress, would authorize programs designed to enhance the social work workforce, including loan repayment and training. The bill seeks to fill gaps left by the passage of the Patient Protection and Affordable Care Act to ensure full health care equity and access and includes provisions on data collection, culturally and linguistically appropriate health care, workforce diversity, access issues, mental health, and other issues. Although the bill is not expected to be enacted into law before the conclusion of the 112th Congress, the introduction of the bill in both chambers signals support for health care equity policies by some in Congress and will be helpful in efforts to reintroduce the legislation next year in the 113th Congress.

Outreach Activities

CSWE initiated significant outreach this year to promote the work of the Gero-Ed Center. CSWE continues to actively participate in the Eldercare Workforce Alliance, a coalition of about 30 national organizations working together to support policies aimed at enhancing the workforce responsible for serving older adults. In addition, CSWE participated in important discussions with the Center for Medicare and Medicaid Innovation on the roles of social workers in care coordination and health care teams and explored ways to assist the Department of Health and Human Services meet the goals set forth in the National Plan to Address Alzheimer's Disease.

CSWE and the other members of the Leadership Forum (see p. 10) have already begun to develop a transition document to be sent to the presidential campaigns in advance of the November elections. The purpose of this document is to prioritize the policy issues and activities most important to social work education. CSWE developed a similar document in 2008 that was shared with the Obama and McCain campaigns and re-sent to President-Elect Obama after the November elections. The document will identify three to five major issues for social work education to provide a context for the policy recommendations included in the document. These could include current impediments facing social work education, such as debt load or licensure issues; emerging or impending issues such as the increasing older adult population; or challenges directly related to social work education. The idea is to articulate the issues facing social work education over the next 5 to 10 years that are broad enough to encompass many different policy recommendations and activities to be considered by the president.

CSWE members can stay up to date on public policy activities through the newsletter *Public Policy Monthly Review*, delivered to members' inboxes monthly; ongoing updates on the CSWE website, and special sessions at the APM. The 2011 APM included two sessions organized as part of the Public Policy Initiative. In "Federal Funding Opportunities for Social Work Training" Joan Weiss, Bureau of Health Professions, Health Resources and Services Administration, highlighted specialized education and training opportunities for social workers and included information on how to be competitive in applying for federal funding programs. "Addressing Minority Health Through Health Care Reform

Implementation” featured Larke Huang, a former social work educator and the first director of the new SAMHSA Office of Behavioral Health Equity, and recounted SAMHSA’s efforts thus far to implement minority health provisions of the health care reform law offering suggestions on how to keep social workers at the forefront of these efforts.

CSWE Religion and Spirituality Work Group Formed

The CSWE Religion and Spirituality Work Group was organized in February 2011 to promote social workers’ knowledge, values, and skills for ethical and effective practice that takes into account the diverse expressions of religion and spirituality among clients and their communities. The Religion and Spirituality Work Group currently has 18 members.

In September 2011 the Religion and Spirituality Work Group launched the [Religion and Spirituality Clearinghouse](#),

a repository of educational resources for teaching about diverse expressions of religion and spirituality as relevant to social work practice. CSWE maintains the publicly available Clearinghouse under the Curriculum Resources tab on its website. The co-editors of the Clearinghouse are Michael E. Sherr (University of Tennessee at Chattanooga) and Edward R. Canda (University of Kansas). All submissions to the Clearinghouse are double blind and peer reviewed by members of the editorial review board, drawn from the Religion and Spirituality Work Group members. The co-editors alternate in oversight of the review process. CSWE staff manage the logistics and posting to the online site.

The Clearinghouse offers three instructional modules and three course syllabi and also provides links to the websites of affiliated organizations and to related resources elsewhere on the CSWE website. ■

Professional Development

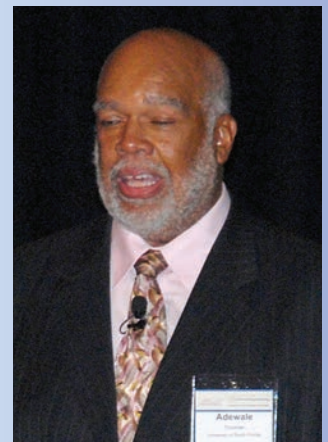
2011 CSWE Annual Program Meeting Seeks New Ways to Tackle Inequality

The theme of the 2011 CSWE Annual Program Meeting (APM), *Increasing Access: Confronting Disparity and Inequality*, spoke to the historic and contemporary commitments of the social work profession to enhance the quality of life of vulnerable and disadvantaged populations through access to health care, economic and community development, the workforce, and education. Attendance reached 2,600 people, with more than 600 educational sessions, workshops, and hot-topic sessions available in Atlanta, GA, to spark new ways of thinking and developing realistic approaches social work educators can take to help eliminate disparity and inequality.

During a powerful special plenary, Adewale Troutman, director of Public Health Practice and Leadership at the University of South Florida, spoke about how the inequities in health based on race, ethnicity, and socioeconomic

status that exist in the wealthiest nation of the world are “dramatic, seemingly intransigent, and unacceptable.” In his talk, *Fair Society, Healthy Society: Creating Health Equity Through Social Justice and a Focus on the Social Determinants of Health*, Troutman stated that with a focus on the right to health care and social justice in this nation and around the globe, health equity can be created.

Sven Hesse, professor of social work at Stockholm University



Adewale Troutman discusses health care inequalities during a special plenary at the 2011 APM

and editor-in-chief of the *International Journal of Social Welfare*, delivered the 2012 Hokenstad International Lecture. Thanks to M. C. “Terry” Hokenstad’s generous endowment, this lecture focuses on topics relevant to global social work education and complements programming of the Katherine A. Kendall Institute. The lecture is given by an individual whose primary professional commitment is to the international dimension of social work education.

Hessle’s lecture discussed the dangers of Global North research to the Global South local child welfare knowledge base. Citing data from a recent investigation of child welfare research in Sub-Saharan Africa and his own personal experiences with UNICEF, the Swedish government, and other agencies, Hessle discussed the risks of exploitation, colonization, and subjugation of the Global South local child welfare knowledge base through material power, definitions of research areas, publication monopoly, and lack of implementation.

The lecture series honoring the memory of Carl A. Scott, an outstanding contributor to CSWE’s programming in diversifying social work education, seek to continue the legacy of equity and social justice in social work through building knowledge and furthering the well-being of individuals and their communities. The 2011 lecture, “Changing the Future for LGBT Youth & Families: Returning to Our Roots,” was delivered by Caitlin Ryan, director of the Family Acceptance Project at San Francisco State University. Ryan stated that eliminating disparities and addressing social justice for the nation’s most vulnerable populations—lesbian, gay, bisexual, and transgender (LGBT) adolescents—requires a structural social work response across professional training, policy, and practice. Ryan supported a transformational approach to strengthening and empowering ethnically and religiously diverse families to support their LGBT children.

The 2011 APM also launched a new Doctoral Student Connection program designed to be a networking event among doctoral students from all over the country.

During a special Presidential Panel, CSWE awarded congressman and civil rights leader John Lewis (D-GA) the CSWE Presidential Award in recognition of his lifetime advocacy on behalf of people at a disadvantage or facing discrimination. Congressman Lewis has been a friend to social

work education and CSWE, often hiring social workers to serve on his staff in Washington, DC.

Several prominent social workers were recognized for their contributions to the profession. During the opening ceremony Trudy B. Festinger (New York University) and Leon H. Ginsberg (Appalachian State University) were honored for lifetime achievements in social work, and Tricia B. Bent-Goodley (Howard University) was recognized for her contributions over the past 10 years.



Leon Ginsberg speaks at the 2011 APM Opening Reception after accepting the Lifetime Achievement Award

CSWE Leadership Institute Expands Scholarship Opportunities

In its fourth year of operation the CSWE Leadership Institute expanded its Summer Leadership Scholarship Program to include a new collaboration with [Higher Education Resource Services](#) (HERS) to increase support for social work women in higher education administration. HERS is an educational nonprofit organization that provides leadership and management development for women in higher education administration. Founded in 1972, HERS has prepared more than 4,300 women for positions of leadership at all levels, including senior positions.

The CSWE [Leadership Institute](#) was developed by the [Council on Leadership Development](#) (CLD) with support from the [Commission on Professional Development](#), and it 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.

Initiative 1: CSWE Leadership Institute in Social Work Education (LISWE)

LISWE, structured and delivered as 3-hour Leadership Development Institutes (LDIs), are held as preconference workshops at the CSWE Annual Program Meeting (APM) in which a senior faculty member or administrator shares special expertise to promote leadership roles and improve leadership skills. The 2009 APM Call for Proposals featured the first call for LDIs.

The two LDIs presented at the 2011 APM were “Women Taking the Lead: Constructing a Personal Vision and Strategies” and “Orientation and Professional Development for New Baccalaureate Social Work Program Directors/Administrators.” The two selected as LDIs for the 2012 APM were “Orientation and Professional Development for New Baccalaureate Social Work Program Directors/Administrators” and “So You Want to Be an Administrator: Assessing the Goodness-of-Fit.”

Initiative 2: CSWE Leadership Scholars in Social Work Education Program (LSSEP)

LSSEP was designed to attract a cohort of 12 to 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 is a CSWE [Summer Leadership Scholarship Program](#) in which CSWE has funded one third of the program expenses for five social work administrators accepted to Harvard’s Management Development Program (MDP) or Institute for Management and Leadership in Education



The CSWE Leadership Institute sponsors three initiatives to develop future leaders for the social work profession

(MLE). The five 2012 scholarship recipients were the following:

- Joy S. Borah, University of North Alabama Department of Social Work
- Laura A. Lewis, University at Buffalo, State University of New York School of Social Work
- Lisa E. McGuire, Indiana University School of Social Work
- Julie E. Miller-Cribbs, University of Oklahoma School of Social Work

- Billie P. Terrell, University of St. Francis Social Work Department

In November 2009 CSWE and HERS combined efforts to increase the number of social work women in higher education administration who will apply for the HERS Bryn Mawr Summer Institute. This collaboration, a new CSWE Summer Leadership Scholarship Program opportunity, began with the June 17–July 1 HERS Bryn Mawr Summer Institute 2012 for up to five CSWE-recommended participants. CSWE funded up to one third of the program expenses for those people.

The two 2012 scholarship recipients were the following:

- Cheryl A. Parks, University of Connecticut School of Social Work
- Crystal A. Rogers, University at Albany, State University of New York School of Social Welfare

CSWE’s new 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.

Initiative 3: CSWE Leadership Networking Reception

In conjunction with the LSSEP initiative CSWE held a networking reception during the 2011 APM to support, encourage, and honor new leadership in the profession. The 2011 LDI presenters were recognized as were the following 2011 CSWE Summer Leadership Scholarship Program recipients:

- Sherry M. Cummings, University of Tennessee at Knoxville College of Social Work
- Diane E. Elze, University at Buffalo, State University of New York School of Social Work
- Shinaz G. Jindani, Savannah State University Department of Social Work
- Lucy A. Lawrence, Warren Wilson College Social Work Program
- Cheryl Waites, Wayne State University School of Social Work

Small-group discussions on career decisions also were held at the reception, led by CLD members. After the reception a hot-topic session led by CLD members featured the 2011 CSWE Summer Leadership Scholarship Program recipients, who shared their experiences and academic work as Harvard MDP or MLE participants.

The University of Southern California provided funding support for the 2011 Leadership Networking Reception.

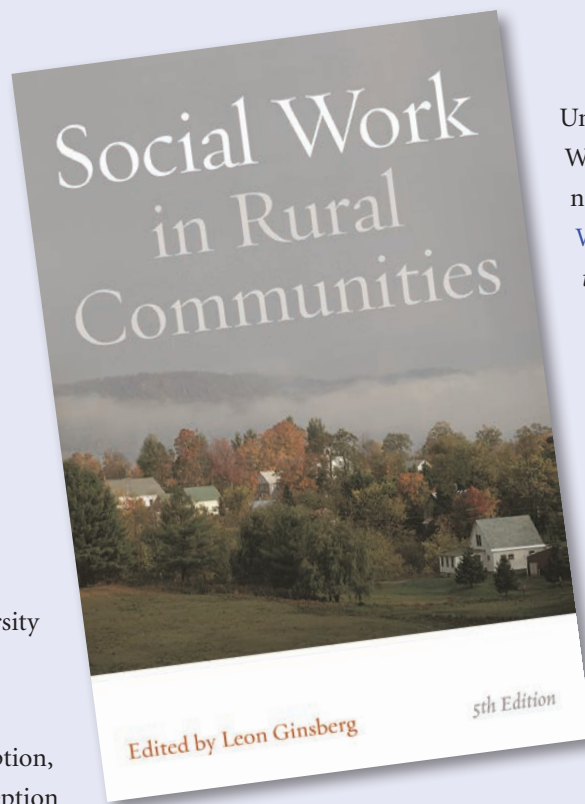
CSWE Publications Program Cultivates New Professional Development Resources

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 and nonprint resources through [CSWE Press](#) and original, cutting-edge articles in the [Journal of Social Work Education](#).

CSWE Press

Following on four previous successful editions, CSWE Press produced the new [Social Work in Rural Communities](#), edited by Leon Ginsberg, for release at the 2011 Annual Program Meeting. The volume contains 20 all-new chapters by and for rural social work scholars, educators, and practitioners on the cutting-edge subjects of the discipline.

During 2011–2012 CSWE Press partnered with New York



University's Silver School of Social Work to produce and distribute two new DVD titles in the [Relational Social Work Series](#). *The Greying Elephant in the Room: Substance Abuse and Older Adults* follows a student through several sessions with an older adult who is misusing alcohol, then listens in on the student's discussion of the case with her supervisor. *Look Back to Move Ahead: Social Work With Victims of Trauma* depicts two social work interns dealing with the effects of their clients' trauma narratives and traumatic reactions. In addition, CSWE Press converted an earlier title from the series, *Why Am I Here?*

Engaging the Reluctant Client, from VHS to DVD format.

Numerous reprints also were produced, including the best-selling *Learning to Teach, Teaching to Learn: A Guide for Social Work Field Education* (Hendricks, Finch, & Franks, 2005), now in its sixth printing.

COP considered numerous project proposals and accepted six new titles for publication in 2013 and 2014. Topics for these new publications range from an exploration of narrative technique in expert witness testimony to a manual of classroom teaching skills.

COP has supported moving to a "green" policy, including the implementation of an electronic format for JSWE and the continuing development of CSWE online educational materials such as course syllabi and bibliographies. This year saw the continuing evolution of CSWE Web-based electronic resources pages to house various materials worthy of being peer-reviewed and published electronically, such as monographs, bibliographies, speeches, videos, and other educational materials that do not meet the criteria for a journal article or book.

The Journal of Social Work Education (JSWE)

The JSWE Editorial Advisory Board (EAB), which reports to COP, created or updated several new policies affecting manuscript review and reviewers; discussed the quality of the

reviews and the time between submission and publication; and approved a special issue, *Globalization and Social Work Education* (to be published in fall 2012), co-edited by Shirley Gatenio Gabel (Fordham University) and Lynne Healy (University of Connecticut).

There were improved statistics for JSWE during 2011–2012. The impact factor for JSWE increased from .596 in 2010 to .798 for 2011, and the average number of days between manuscript submission and initial decision decreased to 85, which is well below the goal set for the journal by established policy. ■

Research

CSWE Institutional Research Launches Recovery-to-Practice Program, Revises Annual Survey

The CSWE organizational mission includes the charge to advocate for social work education and research. CSWE works toward that mission through the Research Agenda, which outlines the need for research to inform policy and practice for CSWE staff, Board of Directors, and the volunteer commissions and councils, and to serve the needs of CSWE member programs. CSWE conducts research through surveys, the annual census of social work programs, and quality assurance measures for the Commission on Accreditation. The research capacity is further augmented through the CSWE Scholars Program, which funds research projects in areas of need.

Institutional Research

The [Commission on Research](#) developed an agenda to guide its work and help the group identify a series of specific projects to undertake. One of the commission's first projects has been the review and revision of the [Annual Survey of Social Work Programs](#).

The Annual Survey is a census of social work programs administered each fall. With guidance from the Commission on Research, some initial edits were made to the Annual Survey for the fall 2011 launch, including shortening faculty data collection, eliminating the financial aid section (but continuing to collect loan debt information), and

streamlining the age and gender questions about students. Program representatives have responded very positively to the changes. Response rates for the survey were more than 90% from each of the three program levels for the third year in a row. The institutional research staff and Commission on Research members will continue to review and revise the survey in the coming year; the plans for review also will incorporate discussions and feedback from CSWE members.

Developing Mental Health Recovery in Social Work

In 2010 CSWE was awarded a 5-year [Recovery-to-Practice](#) (RTP) subcontract from the Substance Abuse and Mental Health Services Administration (SAMHSA) to develop curricula related to mental health recovery. During the first year of the grant CSWE staff and the RTP Steering Committee engaged in an extensive review of the literature and mental health syllabi, conducting interviews, focus groups, and discussions with social service agency leaders, program directors, faculty members, students, and consumers. A report on the findings, [Recovery to Practice: Developing Mental Health Recovery in Social Work](#), is now available on the CSWE website. In years two and three, the project has focused on developing and expanding a training outline. The training will feature a series of webinars combined with a collection of resources including syllabi, bibliographies, and student exercises. Over the past year CSWE staff members and the RTP Steering Committee have discussed the training outline with stakeholders at conferences such as the CSWE Annual



The 5-year Recovery-to-Practice program will develop curricula related to mental health recovery

Program Meeting, Alternatives Conference, ApA Institute, and National Alliance on Mental Illness conference. In the coming year the team will pilot the training and resource materials, with an expected launch in the 2013–2014.

Social Work and Integrated Care Project

The [National Association of Deans and Directors of Schools of Social Work](#) (NADD), in partnership with CSWE, is working to develop and deliver a research-informed curriculum on competencies and roles of social workers in integrated behavioral health and primary care settings. With funding provided by the SAMHSA- and HRSA-funded [Center for Integrated Health Solutions](#), housed in the National Council for Community Behavioral Health, the project will result in the creation of master's-level curriculum materials for two courses and two course modules in advanced clinical practice and policy and services. The materials will consist of a syllabus, a reading list, PowerPoint slides, and suggested student exercises for each course. All materials will be made available to CSWE members.

Members of the Advanced Clinical Practice Curriculum Development Team are Marion Becker (University of Southern Florida), Blake Beecher (Eastern Washington University), Judith Anne DeBonis (California State University, North Ridge), Mo Yee Lee (Ohio State University), and James J. Werner (Case Western Reserve University). Forming the Integrated Health Policy and Services Curriculum Development Team are Roseanna McCleary (California State University, Bakersfield), Shirley L. Porterfield (University of

Missouri, St. Louis), Victoria Stanhope (New York University), W. Patrick Sullivan (Indiana University), and Cynthia M. Wiford (Addiction Consulting and Training Associates).

Scholars Program

The [Scholars Program](#) provides funding and in-kind support to social work faculty and doctoral students who are examining an area of interest to CSWE and the social work education community. In 2011–2012 there were four funded Scholars Program projects, including topics such as recruitment and retention of American Indian and Alaska Native students and development of an assessment tool to gauge social work students' ability to provide culturally competent practice with lesbian, gay, bisexual, and transgender populations. ■

Membership & Governance

Tracey Mabrey Honored as 2012 Volunteer of the Year

CSWE member volunteers are critical to the work of CSWE, and each can have a significant effect on the social work education profession. The Volunteer of the Year Award, established in June 2012, is given annually to highlight the exemplary work of a CSWE volunteer whose commitment to the CSWE mission is noteworthy and inspiring. This may be evident by consistent high-quality contributions to one or more CSWE initiatives or through providing dependable, visionary leadership to a volunteer group. This year's awardee has attained success in both areas.

Tracey Mabrey, associate professor at DePaul University, is being honored as the 2011–2012 CSWE Volunteer of the Year. Mabrey has served as chair of the Council on Conferences and Faculty Development (CCFD) since 2007. The work of CCFD is far-reaching in terms of helping staff implement the Annual Program Meeting (APM). The APM is the premier national meeting in the social work education field. More than 2,500 social work educators, administrators, practitioners, students, and other key decision makers from across the country and around the world attend the APM each year, making it the largest gathering of its kind. Although the APM lasts for only 4 days, preparation for the meeting takes place year-round. In fact, Mabrey has a bimonthly standing call with CSWE staff throughout the year.

As CCFD chair, Mabrey works with other volunteer members of the council and with those who chair each of the 40 APM tracks. She also meets with other volunteer groups as requested to address relevant concerns or questions about the APM. In addition to volunteers, Mabrey works closely with CSWE staff during all phases of the APM planning and execution processes. As the initial bridge between the staff and volunteers who work on the APM, her role is demanding, and she consistently meets the expectations of both parties.

As CCFD chair Mabrey has contributed to, if not spearheaded, many of the new events and improvements implemented at the APM over the past 5 years. For example, in the past year alone



Volunteer of the Year Tracey Mabrey, a leading player in developing the 2007–2011 CSWE Annual Program Meetings through her work on the Council on Conferences and Faculty Development

she worked diligently to support and integrate the [SAGE/CSWE Teaching Innovation Award](#) within APM operations, including showcasing the two recipients at the APM.

Based in Chicago at DePaul University, Mabrey's effect on social work education stretches around the country. Her generous commitment of time and leadership is making CSWE a stronger stakeholder in social work education—and her efforts are much appreciated.

2012 Spring Governance Meeting Considers Upcoming Year

In March CSWE convened the Board of Directors and members of the Commission on Educational Policy, Commission for Diversity and Social and Economic Justice, Commission on Global Social Work Education, Commission on Professional Development, and Commission on Research for the Spring Governance Meeting in Alexandria, VA. Having so many volunteer groups meet simultaneously provides an invaluable opportunity to generate greater collaboration and networking among the groups as they address the priorities of CSWE and social work education.

CSWE members and leaders heard a plenary presentation from Margie Omero, president of Momentum Analysis, a Washington, DC–based public opinion research firm. Omero shared an overview of the Republican presidential primary and an outlook on the presidential, Senate, and House of

Representatives general elections to take place in November. Omero is a leading pollster and has been named one of “50 Politicos to Watch” by *Politico* and a “Mover and Shaker” by *Politics Magazine*. She regularly contributes to television, radio, and print news sources such as *Hardball*, *The Wall Street Journal*, and *The Washington Post*. The presentation



Julia Watkins prepares to enjoy a cake decorated to honor her 9 years of service as CSWE executive director

anticipated the 2012 APM, to be held in Washington, DC, just days after the general election.



Pollster Margie Omero presented a plenary for CSWE members and leaders at the 2012 Spring Governance meeting.

During a leadership dinner attendees honored CSWE Executive Director Julia M. Watkins, set to retire on June 30, 2012. Watkins received an MSW and a PhD in educational psychology from the University of Utah. She went on to serve as professor of social work, dean of the College of Social and Behavioral Sciences, and interim vice president for academic affairs at the University of Maine. During her tenure at the University of Maine, Watkins developed the BASW program and laid the groundwork for the MSW program. In 1993 she moved to Blagoevgrad, Bulgaria, where she served as president of the American University in Bulgaria for 10 years. Watkins returned to the United States and became executive director of CSWE on July 1, 2003, where she oversaw dramatic changes in the governance structure, internal operations, and initiatives affecting all aspects of social work education. From advocacy to educational policy, and from international leadership to issues of diversity, CSWE has continued to evolve and expand under her leadership.

FINANCIAL STATEMENT • JULY 1, 2011 – JUNE 30, 2012

REVENUE

Membership fees and dues	\$2,400,378
Contributions and grants	1,327,615
Conference	904,905
Accreditation fees and related revenue	682,214
Publications	232,660
Investment income	19,867
Advertising	188,257
Other	157,026
Total revenue	\$5,912,922

EXPENSES

<i>Program services</i>	
Accreditation	\$1,517,586
Annual Program Meeting	1,011,203
Minority Fellowship Program, research	3,128
Minority Fellowship Program, clinical	833,320
Publications	308,312
Grant programs	
John A. Hartford Program	469,442
Office of Research Integrity	17,267
Other	
Social work education research	646,543
Other programs	791,558
Membership services	385,692
Subtotal	\$5,984,051
Supporting services	
Administration	720,074
Subtotal	720,074
Total expenses	6,704,125

Change in net assets	(791,203)
Net assets, beginning of year	3,278,972
Net assets, end of year	2,487,769

ASSETS

<i>Current assets</i>	
Cash and cash equivalents	\$1,571,123
Investments	2,806,593
Accounts receivable	322,373
Grants receivable	327,577
Inventory	78,756
Prepaid expenses	238,604
Subtotal	5,345,026
<i>Fixed assets</i>	
Other assets	167,503
Deposits	201,719
Grants receivable: long-term	-
Subtotal	201,719
Total current assets	\$5,714,248

LIABILITIES AND NET ASSETS

<i>Current liabilities</i>	
Accounts payable and accrued expenses	\$237,783
Accrued vacation	90,920
Deferred revenue	2,643,314
Deferred rent	-
Refundable advance	17,492
Total current liabilities	2,989,509
Long-term liabilities	
Deferred rent net of current portion	236,970
Total liabilities	3,226,479
<i>Net assets</i>	
Unrestricted	1,145,682
Temporarily restricted	840,090
Permanently restricted	501,997
Total net assets	2,487,769
Total liabilities and net assets	\$5,714,248

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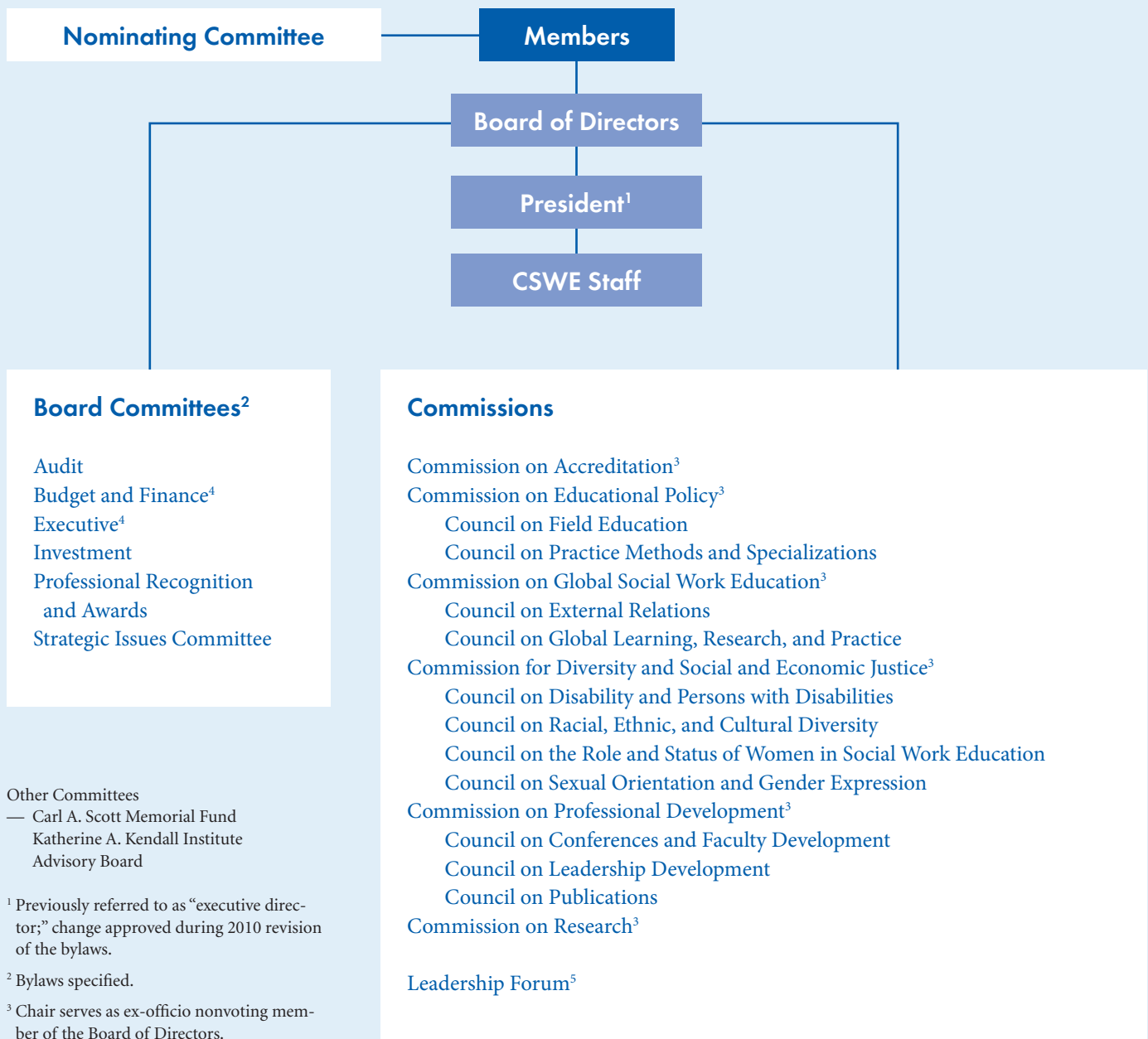
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GOVERNANCE STRUCTURE AS OF JUNE 30, 2012



Other Committees

- Carl A. Scott Memorial Fund
- Katherine A. Kendall Institute
- Advisory Board

¹ Previously referred to as “executive director;” change approved during 2010 revision of the bylaws.

² Bylaws specified.

³ Chair serves as ex-officio nonvoting member of the Board of Directors.

⁴ Unless otherwise specified in the bylaws or in Board-approved committee descriptions, board committees must have a majority of members from the Board; nonboard members may be appointed.

⁵ A designee from the Forum sits as an ex-officio nonvoting member of the Board of Directors.

CSWE Membership Information

CSWE offers individual and program memberships.

Individual members are faculty, administrators, students, and other social work professionals. Program members are social work programs accredited by CSWE.

Individual Membership

The CSWE bylaws designate full members and associate members. The Full (individual) Member category covers the following:

- *Educational Program Members.* Educational Program Members are undergraduate and graduate programs accredited by CSWE. They are represented within CSWE by their respective social work dean, director, or other designee, who exercises all voting rights on behalf of the member.
- *Faculty and Administrators.* Faculty and Administrator Members hold paid faculty, administrative, or managerial appointments in programs accredited by CSWE.
- *Individual Members.* Individual Members are 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 wish to support social work education through membership in CSWE.

Associate (individual) Members are nonvoting members and include candidates, emeritus professors, 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. Only Full (individual) or Associate (individual) Members in good standing may serve as officers or members of any of the following groups.

- Annual Program Meeting (APM) Program chair and co-chair
- Board of Directors
- Commissions

*Only Full (individual) Members and Emeritus Members may serve in this capacity.

- Councils
- Committees
- Paper session chairs*
- Proposal reviewers*
- Regional Planning Committee*
- Reviewers of CSWE Press publications, including the *Journal of Social Work Education (JSWE)**
- Site visitors for program accreditation*
- Task groups
- Track chairs and co-chairs*

Advance Your Career With the Following Membership Benefits

- Annual subscriptions to the *Journal of Social Work Education* online and in print
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- A 10% discount on the purchase of CSWE Press publications



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- Present to more than 2,500 social work educators, practitioners, and students attending CSWE's APM
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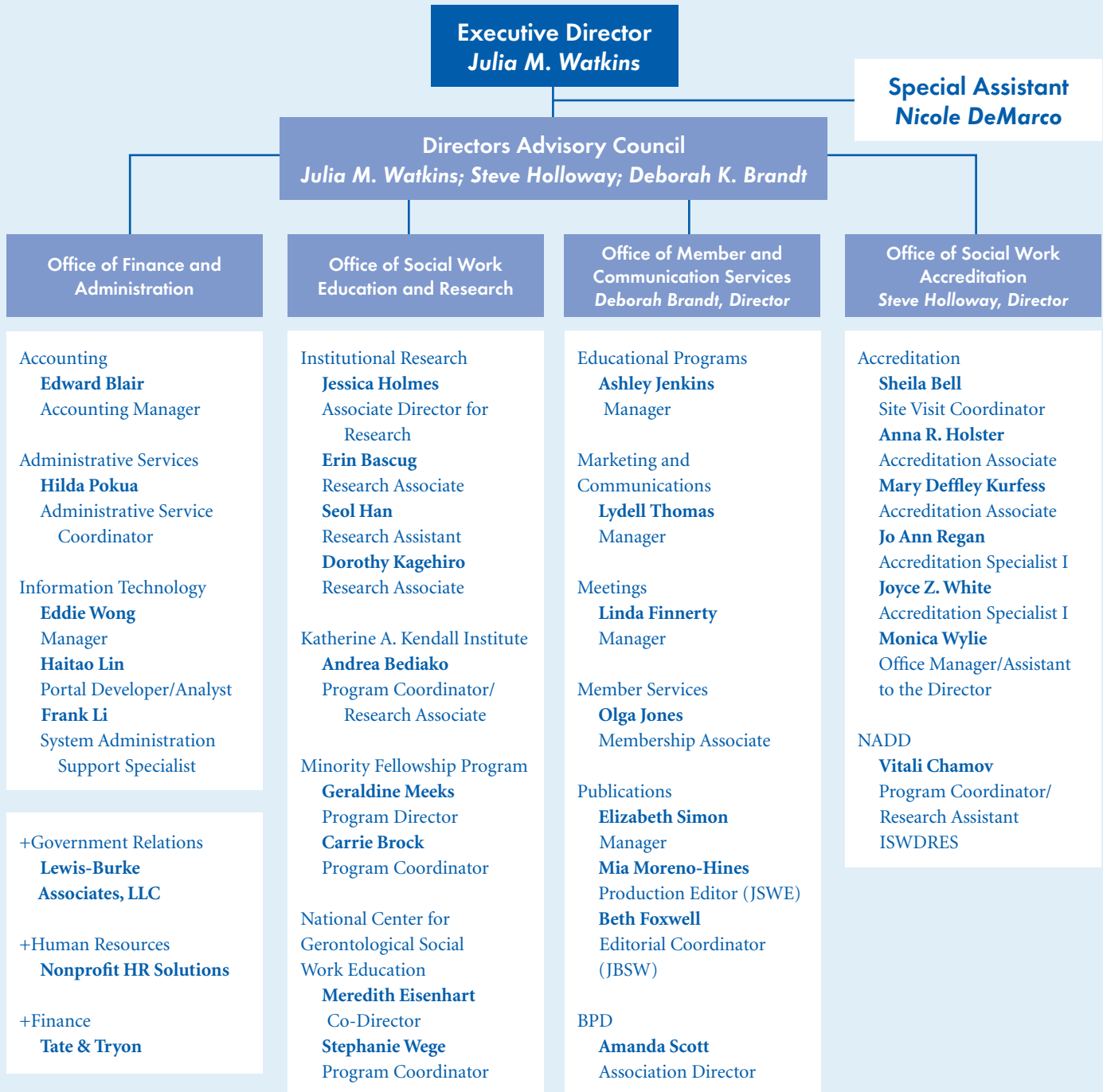
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UPCOMING ANNUAL PROGRAM MEETINGS

- 2013** October 31–November 3, 2013
Dallas, TX
- 2014** October 23–26, 2014
Tampa, FL
- 2015** October 15–18, 2015
Denver, CO
- 2016** APM November 3–6
Atlanta, GA

