Published as: Coffey, D. S., & Beddoe, L. (2019). Leadership in times of change. In M. Connolly, C. Williams, & D. S. Coffey (Eds.), *Strategic Leadership in Social Work Education* (pp. 13-24). Switzerland: Springer International

Chapter 1: Strategic Leadership for Social Work Education

Social work education faces significant challenges in today's environment. While there are numerous factors, this chapter will identify three interconnected forces that appear to be creating tremendous pressure on the task of preparing the next generation of social workers. First, there will be a discussion of the emergence of contemporary populism across the globe; secondly, we will discuss the effects of neoliberalism on higher education, including and especially managerialism; and finally, we touch on the waning public confidence in government and public institutions. Taken together, these forces create what can feel like daunting impediments for social work programs as they support students to practice in a world undergoing such turmoil. While it is important to acknowledge and understand these forces, the authors contend that it is also vital that we do not allow these forces to define us. In our attempts to protect and defend against such forces, even protest the issues that run counter to our professional values, we run the risk of forming an identity based on what we are opposed to rather than what we stand for and what value we bring. Now more than ever, we need to exemplify bold and courageous leadership and support the development of the next generation of leaders to do the same.

There is no question that the rise or resurgence of nationalism, racism, sexism, Islamophobia, religious and cultural fundamentalism and other divisive forces is the context in which we prepare the next generation of social workers (Brookings Institution, 2011; Galston, 2018; Galston, 2018; Greenfield, Atteberry, and Plassmeyer 2017). The effects of these forces creates polarities that lead to threats to human rights and relationship. Roth (2017), Executive Director of Human Rights Watch, suggests that populists are preying on the fear and economic vulnerability of people to scapegoat refugees, immigrant communities, and minorities. Individuals and communities of identity are feeling unsafe and under siege. These people make up the faculty, staff and student bodies of our programs and our universities. These are also the people social workers serve. How is this context changing our students, our curricula, our institutions, ourselves?

The same is true for how universities and academic faculties respond to the corporatization and managerialism of higher education. As universities across the world adopt business practices and appoint business leaders to university leadership positions, a neo- liberal agenda becomes the norm. In this environment, the function of universities shifts from one that is built on serving the public good to one that is meant to serve the marketplace (Turk, 2008). While this is alarming for the professoriate of many disciplines, it is particularly concerning for social work educators and researchers. Social work programs are needing to respond to changing expectations from government, professional regulators, and university administrators in ways that are troubling to many educators (Mackinnon, 2009; Garrett, 2010; MacDonald and Nixon, 2016). As education is affected by these forces, so is the social work profession and others involved in providing a strong and sufficient safety net (Garrett, 2010),

creating another pressure on those preparing this workforce. Brown (2016) warns that "social work educators need to be vigilant toward administrative demands geared toward the market such as employability, competency-based training and an emphasis on brief cost saving interventions within schools of social work in order to resist rather than contribute to the snowballing impact of managerialism" (116). Brown's (2016) call to be vigilant is important, however, vigilance is exhausting. Furthermore, if we are not careful, efforts to defend against neo-liberalism can usurp our energy, rendering our voices mute and efforts to effect change ineffective. While looking inward is necessary, it is not sufficient to our contemporary task.

Within this environment, professional autonomy is called in to question, with debates explored briefly in this chapter, about whether social work and indeed social work education has lost its autonomy and professional discretion in a neoliberal world where increasingly practice is ruled by pre-programmed interventions and targets. For educators the targets are increasingly quantified— grants, publications teaching evaluations and metrics. These demands distract us from our own commitment to build capacity in the next generation of social workers for social change and human rights.

Finally, public confidence in public institutions is generally low across the globe. In American Amnesia, Hacker and Pierson (2016) argue that Americans have forgotten that it was a strong government, and not just the economy, that led to prosperity in the United States. The dismantling of the government in favor of free markets is likely to lead to more severe social and economic dislocations, and yet many citizens have been persuaded that it is the government that is the problem. How the public views its investments in education, and higher education specifically, has very much been influenced by this growing mistrust in government.

This is an issue across the globe, where there has been a marked decrease in the public funding of higher education over the last decade (Brownstein, 2018; Shrivastava & Shrivastava, 2014), leading to tuition increases, fees and other costs that are passed directly on to students and their families (Johnston, 2013). With waning confidence, and mounting student and family debt, there have been growing concerns about the "return on investment." The declining confidence in higher education was revealed in a 2018 Gallup poll (Jones, 2018: https://news.gallup.com/opinion/gallup/242441/confidence-higher-education-down-2015.aspx). Results indicate that , in fact, institutions of higher education have dropped in confidence more than any other institution over the last three years. A related phenomenon is lack of confidence in the historically revered "outputs" of institutions of higher education such as the advancement of knowledge and science. It is telling that Oxford Dictionaries made "post-truth" its 2016 "word of the year" (Oxford Dictionaries, 2016). In its explanation of why this word was chosen, it states, "the concept of post-truth has been in existence for the past decade, but Oxford Dictionaries has seen a spike in frequency of usage this year, in the context of the EU referendum in the United Kingdom and the presidential election in the United States" (https://en.oxforddictionaries.com/word-of-the-year-2016/). In an environment that has seen rhetoric trump facts and emotion overshadow reason, the task of preparing students to practice interventions that are grounded in theory and based on evidence is both challenging and even more vital.

What is the role of social work education leaders in the face of these forces? As educators, Greenfield and her colleagues (2018) argue that the current political environment offers opportunities for teaching and learning that must be embraced. Reminding us that social

work professional codes and norms for political action in the face of social justice issues supersede any pressure to be "neutral" as members of the academy, the authors also emphasize that doing so is consistent with critical pedagogy and its examination of power. This emphasis on the need for our teaching to be grounded in theory is imperative and guards against the temptation to use the platform to express one's own outrage, and the tendency to communicate helplessness in the face of so much injustice. Teaching in social work provides the opportunity to offer what Beddoe and Keddell (2016, p. 152) have described as a two-part process of developing 'informed outrage': "the education process should combine cognitive understandings of the effects of poverty (discourse and stigma) with a sense of emotional outrage in order to develop 'informed outrage'" that can move student understanding forward.

Coffey (2017) suggests that these times provide opportunities for social work educators to step up to provide leadership in a different way. She warns that adopting a defensive posture to neoliberalism's sequalae may result in misguided actions and blunted resolve. Furthermore, we need to do more than "manage" neoliberalism. In responding to populism, neoliberalism and lack of public support, social work educators and leaders must bring relevant theory to bear and examine the philosophical assumptions embedded in these forces to develop proactive strategies (Morley, 2016). We need also to consider the organisational and sociopolitical environments our graduates will enter, where they will be challenged to retain their intellectual analysis of structural conditions and an empathetic understanding of the stigma and shame many citizens experience, while avoiding a paralysis that can come from being overwhelmed by outrage.

Challenging times for social work education

The social work world into which our graduates emerge may barely resemble the idealised settings we create for skills practice. Social work is at its heart both a practical and an intellectual activity. These aspects are often held to be sufficiently different to be in constant tension with each other but need they be? In this section we explore the challenges faced in preparing practitioners for future work settings if a meaningful engagement in social change is to be realized in social work practice. We consider whether it is possible to redefine the space between direct political action and practice which is resolutely micro, clinical and frequently described as apolitical. How do we educate the new generation of social workers to work confidently in that 'in-between' space, mindful of the limits of street-level autonomy?

In many parts of the world, social work in the child protection sector, for example, has been captured by political anxieties (Warner, 2015) and is dominated by "systems that convert the need for help into evidence of risk, and operate with a crudely reductive and punitive understanding of the relationship between 'private troubles and public issues' (Wright Mills, 1959)" (Featherstone, Gupta, Morris, & Warner, 2018, p. 7). The pervasive focus on managing risk and uncertainty has ensnared social work in systems that are far removed from a family-focused, strengths-based practice that addresses broad needs such as income and housing, which is what we present in the lecture room as the professional practice we aspire to. Furthermore, as educators do we sufficiently 'connect the dots' between policy teaching and the realities of practice? Recent research suggests not. Morris et al (2018) note that evidence linking child abuse and neglect with poverty and inequality has been pushed to the background in practice as austerity policies create entrenched deprivation in families and communities. Social workers who were participants in their study evidenced "a conscious demotion of

economic support, compared with risk assessment and parenting capacity work" (Morris et al, 2018, p.5). Risk assessment was core business, framed as a "survival mechanism", to avoid casework becoming overwhelming. Accordingly, in such environments, the struggle for social justice in social work may seem almost impossible, when even everyday responses to family poverty are problematized as non-core. Students observe this disconnect with their learned theoretical framings of social problems and what they see in practice.

In most western countries social workers are employed in direct service with children and families or with adults in health, mental health or justice settings. In these roles most social workers would find overt activism practically impossible in working hours. It is more prevalent to see a commitment to self- determination or personal empowerment and advocacy at interpersonal level for service users within complex health, child welfare, justice and education systems. Managerialism and growing authoritarianism often trap social workers in systems they may view as inimical to their social justice principles and a young practitioner writes of her clinical education setting: "the capitalist, metric-focused structures determining hospital care standards did not allow me to integrate sociopolitically contextualized feminist ethics of care into my clinical work with clients" (Suslovic, 2018, p. 431).

Social work in hospital and community health settings may offer more space for advocacy focused on health care access and poverty (Krumer-Nevo, 2017), with opportunities for grassroots collaboration in public health initiatives (Pockett & Beddoe, 2015; Whiteside et al, 2009). However, health social work is often locked into direct clinical work, and the daily work often dominated by business models (as noted by Suslovic above). This is in spite of health social work leadership encouragement to focus on the social determinants of health (Craig, Bejan, &

Muskat, 2013), a decided macro focus. The diverse and distinctive organisational settings of health care social work— government/ state based public services, private healthcare organisations and health-focused services provided by non- government agencies— means each provides its own limits and opportunities for social workers to contribute to macro practice. In New Zealand for example, there are few opportunities for social work to contribute to primary health (Döbl, Beddoe, & Huggard, 2017) and thus very limited exposure for students.

Finding space for activism, in social change oriented practice beyond the boundaries of the employing institution, is challenging across fields of practice. Beyond the institution there are challenges from communities to the nature of professionals' contributions to grassroots services. Mehrotra, Kimball, & Wahab (2016, pp.158-159) note that the braiding together of neoliberalism, criminalization, and professionalization in the domestic violence sector has created some perverse outcomes, distancing providers from the lived experiences of survivors:

> Access to government funding, policy changes, increased availability of services for survivors, and interagency collaboration have frequently been seen as indicators of movement success and yet, ironically, they are also the very forces that have pushed DV work toward professionalization, collusion with the state, entanglement with neoliberalism, and away from broader social change.

Our teaching then must encompass clear analyses of how social work, even in grass-roots community practice must remain mindful of the pervasive influences of neoliberalism and how these slip in under the cover of much needed funding for services.

There are many injustices apparent to social workers every day in direct practice but it is a struggle to find ways to address organisational and community dynamics such as those reported by Mehrotra et al (2016) at the coalface. In institutionally based social work practice social workers focus on advocacy for individuals and families with practice underpinned by a deeply held principles of social justice and human rights. When motivated by feminist or decolonizing aspirations, practice is inevitably challenging of the status quo. Feminist social work in reproductive healthcare (Suslovic, 2018) and anti-racist, decolonizing practice in Indigenous communities (Mafile'o & Vakalahi, 2016) provide examples, where practice is itself activist.

Mike O'Brien's (2011) study of social justice practice in social work in New Zealand found that it was "very much alive and well in the thinking of social workers about their practice", but with a focus on everyday work rather than on the structural aspects which produce and sustain injustice (O'Brien, 2011, p.185). So, in much practice there may be small acts of activism which are lost in an avalanche of bureaucratic processes within and about social systems. For practitioners there's the occasional 'win' that makes them briefly feel better (Lorenzetti 2013). But it doesn't translate into any more substantial change. Social workers will relish these small victories—the location of social housing for a struggling family on the brink of homelessness, the reunification of children with their parents —but feel also overwhelmed by the size of the problems and their inability to achieve social justice for all.

Many social workers, having developed a strong structural analysis within their preparatory education, may find their satisfaction in their role as a change agent limited to those small wins described above. Political and even organisational change is rarely achieved by individuals and contemporary social work practice generally offers few opportunities for

collective action due to workloads, focus and often, very restricted ability for autonomous action.

> social justice is alive and active and informs their discussions of what they do with and for users in quite fundamental and significant ways. The critical task is to take that practice and translate it into social change work (O'Brien, 2011, p.187).

Challenging times call for different leadership strategies

There is an established view in the sociology of the professions that professionalism in the contexts of the public services of western post-industrial societies has been transformed by managerialism (Evetts, 2009). It is held that this has impacted social work in particular ways, in social work education as we have discussed, and even as far as supervision and professional development (Karvinen-Niinikoski, Beddoe, Ruch, & Tsui, 2017). Karvinen-Niinikoski et al note in particular the perception that social workers experience reduced professional autonomy and diminished ability to critically engage with policy developments. Evetts (2009) observed an emerging mixture of two ideal types of professions, organisational and occupational. The organisational type manifests a discourse of control over professionals often highly visible in social work, while the latter type is more visible in those professions that allow for greater practitioner autonomy, discretionary judgment and may be accorded greater status in public policy discussion.

In the face of diminished voice, the profession often looks to leaders within the social work academy to provide the public expression of our opposition to cruel policies, rather than practitioners'' direct and overt public opposition emerging from practice experience and

analysis. Through our research and outreach as academics we can often voice what we see and hear from direct service practitioners. While academics also experience pressure to be 'neutral' and have begun to experience declining autonomy as teachers, (for example, social work program curricula can be more centrally managed in response to political critique) (Taylor, 2015), being part of the academy is, in fact, a more protected space to give voice to these concerns. Social work educators need to make sure that, instead of preparing students to navigate these conditions, that we offer and model ways to change them. Greenfield et al. note that while professional bodies have strengthened the call for political action, social work educators

> may feel the dissonance these circumstances evoke: On the one hand, we may be more vulnerable than usual to the appearance of being partisan in either our research or teaching, on the other hand, we may be called more than ever to speak out against policies and political rhetoric that threaten the lives and well-being of vulnerable and historically oppressed people. (Greenfield et al, 2018, p.2.)

Social work scholarship is one avenue to do this. Through our scholarship, social work educators can provide leadership, via critical policy analysis, research that provides much needed evidence of the impacts of ongoing racism and discrimination, austerity or immigration on the people and communities we serve. Critical scholarship is activism. Scholarship can embody activism, encompassed in the role of the public intellectual (Mackinnon, 2009) offering sustained critique of policies, both via critical teaching (Gair, 2018; Morley, 2016) and through research that points to the impacts of sustained welfare reform (Morris et al, 2018). If we merely 'mainstream' social justice in curricula through classroom talk then 'representations of

social justice may operate as an institutional value (i.e. the 'explicit curriculum') while institutional practices simultaneously reproduce racial and other societal hierarchies' (Bhuyan, Bejan, & Jeyapal, 2017, p.375). This reproduction of inequalities and our silence in the public domain create a disconnect between what we teach and what we do in social work. Embedding opportunities both in class and field teaching ensuring that we graduate social workers who are equipped to critically interrogate each tranche of new policy that comes their way in this current climate.

Critical writing can also embody the development of public intellectuals in social work. Over Easter 2015 a collective of six social work academics in New Zealand created a blog, *Re-Imagining Social Work in Aotearoa New Zealand*. The purpose of the blog is to provide a platform to re-imagine social work services with the inspiration for the title inspired by the book " Re-imagining child protection: Towards humane social work with families" (Featherstone, Morris, & White, 2014) . The collective, now known as the RSW Collective, was formed in response to the New Zealand Government's announcement of plans to review and 'modernise' Child, Youth and Family (the government operated child protection agency). Participants were deeply concerned by the lack of social work expertise on the panel which did not include a single child protection practitioner, manager, academic or researcher. There were simply no plans to consult the New Zealand public or any of the many agencies and individuals with a stake in effective child protection services.

The RSW collective aimed to resist the silencing of social work voices by creating a space to discuss, and debate the future of modern and progressive social work services in Aotearoa New Zealand and promote progressive alternatives. Over the nearly four years since it was

created, the site has carried articles and podcasts on many varied issues for example: racism in social work and social services; neoliberalism and its impact on social policy and social intervention; abuse in state care; privatisation of social services; social investment; incarceration and racism; reproductive justice; surveillance and use of 'big data', and many other topics. Significantly, the blog is followed by specialist and mainstream journalists, leading to opportunities to write opinion pieces in news media and make comment on social policy developments.

In the spirit of making room for many voices, the collective has encouraged guest contributors, and commissioned posts from social work students as well as educators and practitioners. One of the greatest challenges for social work education and indeed the profession as a whole is to develop and support each generation of social work leaders. Professional cultural generativity (McAllister and McKinnon, 2009, p. 376) is an important aspect of leadership. In what we write, what and how we teach and what we research and disseminate we model the culture and professionalism we want to develop and sustain for the future.

Another example of social work educators taking collective action in a more politicized space recently occurred in the United States. Social work education programs and education associations collaborated on a voter mobilization effort for the recent national mid-term elections. Led by the University of Connecticut's Humphreys Institute for Political Social Work (https://ssw.uconn.edu/politicalinstitute/) and the Special Commission to Advance Macro Practice in Social Work (https://acosa.tumblr.com), faculty, staff and students educated and provided assistance to citizens about their right to vote. While some universities, and social

work faculty, believed that they were prohibited from participating in such activity because it was perceived as 'partisan' and therefore in violation of regulations covering state institutions and non-profit organizations, the effort involved educating others that voting is a nonpartisan issue and right. Students learned their rights and taught clients at their various field placement sites about theirs, as well. While certainly not the only factor, social work educators and students took pride in contributing to the largest voter turnout for a midterm election in U.S. history.

Another example of social work educators stepping outside the walls of the academy is the 2016 special issue of *Ethics and Social Welfare.* Edited by Donna McAuliffe, Charlotte Williams and Linda Briskman (McAuliffe, Williams, & Briskman, 2016), the special issue examined the concept of moral outrage, inspired in part by Hessel's (2011) call for people "to shirk complacency and indifference and be moved to react to the unbearable things we see around us" (McAuliffe et al, 2016, p. 87). Special issues in scholarly journals such as this example provide intellectual leadership to promote critically aware teaching. Educators can provide examples of engaged scholarship, mentoring, leading, coaching and motivating others are practices to be encouraged in those entering the profession. Developing opportunities for students to participate in activism is an example of such leadership (Morley, 2016).

There is no question that collaborative, collective strategies are the best way forward to address social and human rights issues. In some cases, this means intentionally partnering with non-traditional partners who share common values, though perhaps focus on different aspects of the issue(s). Efforts to address the impacts of austerity, draconian policies in income maintenance, immigration and the treatment of asylum seekers have benefited from cross-

disciplinary and cross-sectoral collaborations. Big and small acts of resistance move us forward. In the UK campaign called Boots Against Austerity, a group of social workers, educators and supporters walked the 100 miles from Birmingham to Liverpool, arriving the day before the British Association of Social Workers' Annual General Meeting and Conference. Their aim was to highlight the devastating effects of austerity measures on families and communities and call for their end. The organisers found the walk had an impact, including on the walkers themselves, deepening the resolve of many to campaign against austerity and for social justice (http://www.boot-out-austerity.co.uk/). This campaign inspired a similar march in New Zealand in 2017, again involving students, educators, practitioners and others. In 2015 in the U.S., the American Academy of Social Work and Social Welfare launched a Grand Challenges Initiative to spur social work programs to collaborate in interprofessional ways to advance the causes of urgent social issues such as homelessness, social isolation, health disparities and family violence (www.aaswsw/grandchallenges). The effort has led to the development of networks of educators, practitioners and scholars to advance the cause of one or more of the Grand Challenges, each of which could have been 'pigeon-hold' as a liberal vs. conservative concern but instead has remained issue-focused and therefore nonpartisan.

There are additional examples of social work and social work education responses to the big issues of the era. Responses to the terrible impact of family separations of asylum seekers and undocumented migrants have been strong because social workers clearly see this phenomenon as a public issue of human rights but also the deep, continuing trauma and grief of the individuals caught up in this wave of deportations and detentions. In the U.S., social work schools, organizations and associations have partnered with other professions to put pressure on legislators to end the practice. While clearly a moral issue, efforts have been

strategic in highlighting social work and other social and behavioural scientific evidence about the traumatic and long-term effects of such separations. In Europe, Social Workers Without Borders, a UK based organisation was set up in response to the European refugee crisis, and the plight of children and young people in the makeshift camps at Calais. A non-government organisation , it provides pro bono assessments, and supports for unaccompanied children and young people and for its social workers it represents a "return to the roots of ethical, social justice based social work" (https://www.socialworkerswithoutborders.org/).

Conclusions

Current expressions of populism, neoliberalism and the waning confidence in public institutions create both challenges and opportunities for social work educators. These factors require creativity and boldness among practitioners and educators – and offer powerful opportunities for leadership. While there is both real and perceived risk in stepping up and out, it is at times as these that social work educators can consciously and strategically choose to align our espoused theory-of-action and our theory-in-use (Argyris and Schon, 1974). Big and small acts of activism within our academic roles – through teaching and scholarship – will not only influence outcomes, but demonstrate for our students that doing so is integral to our collective professional identity. Using our communication skills, our access to research, the public platforms our roles afford us, along with the resources to create new platforms, we can create powerful opportunities to connect academia, communities of practitioners, advocacy organisations, professional bodies and unions, and political representatives. Such networks provide rich opportunities for expression, influence and action and reduce feelings of helplessness in the face of so many seemingly intractable challenges.

REFERENCES

Argyris. C & Schon, DA (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco, CA: Jossey-Bass.

Beddoe, L., & Keddell, E. (2016). Informed outrage: tackling shame and stigma in poverty education in social work. *Ethics and Social Welfare, 10*(2), 149-162. doi:10.1080/17496535.2016.1159775

Bhuyan, R., Bejan, R., & Jeyapal, D. (2017). Social workers' perspectives on social justice in social work education: When mainstreaming social justice masks structural inequalities. *Social Work Education, 36*(4), 373-390. doi:10.1080/02615479.2017.1298741

Brookings Institution (2018). Elites in the hot seat: The rise of populism in Europe and the United States. Washington, D.C. Friday, March 11, 2011.

Brown, C. (2016). The Constraints of neo-liberal new managerialism in social work education. Canadian Social Work Review, 33(1): 115-124.

Brownstein, R (2018). American Higher Education Hits a Dangerous Milestone. The Atlantic, May 3, 2018. Retrieved on 10/23/2018: https://www.theatlantic.com/politics/archive/2018/05/american-higher-education-hits-a-dangerous-milestone/559457/).

Coffey, DS (2017). Political leadership in social work education: A reflection. Advances in Social Work & Welfare Education, 19(1): 127-130.

Craig, S. L., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health? *Social Work in Health Care, 52*(4), 311-331. doi:10.1080/00981389.2013.764379

Döbl, S., Beddoe, L., & Huggard, P. (2017). Primary health care social work in Aotearoa New Zealand: An exploratory investigation. *Aotearoa New Zealand Social Work*, 29(2), 12. doi:10.11157/anzswj-vol29iss2id285

Evans, T., & Harris, J. (2004). Street-level bureaucracy, social work and the (exaggerated) death of discretion. *British Journal of Social Work*, 34(6), 871-895. doi:10.1093/bjsw/bch106

Evetts, J. (2009). New professionalism and New Public Management: Changes, continuities and consequences. *Comparative Sociology*, 8(2), 247-266. doi:10.1163/156913309X421655

Featherstone, B., Morris, K., & White, S. (2014). *Re-imagining child protection: towards humane social work with families*. Bristol, UK: Policy Press.

Featherstone, B., Gupta, A., Morris, K., & Warner, J. (2018). Let's stop feeding the risk monster: towards a social model of 'child protection'. *Families, Relationships and Societies,* 7(1), 7-22. doi:10.1332/204674316X14552878034622

Galston, WA (2018). Anti-Pluralism: The Populist Threat to Liberal Democracy. New Haven, CT: Yale University Press.

Galston, WA (2018). The rise of European populism and the collapse of the center-left. Washington, DC: Brookings Institute (retrieved on 10/26/2018: https://www.brookings.edu/blog/order-from-chaos/2018/03/08/the-rise-of-european-populism-and-the-collapse-of-the-center-left/).

Garrett, PM (2016). Examining the 'conservative revolution': Neoliberalism and social work education. Social Work Education, 29(4): 340-355.

Greenfield, J. C., Atteberry Ash, B., & Plassmeyer, M. (2018). Teaching social work and social policy in the era of hyperpartisanship. *Journal of Social Work Education*, 1-9. doi:10.1080/10437797.2017.1421489

Hacker, JS & Pierson, P (2016). American amnesia: How the war on government led us to forget what made America prosper. New York, NY: Simon & Schuster.

Hanover Research (2018). Trends in higher education. Retrieved 10/1/2018: https://www.hanoverresearch.com/reports-and-briefs/trends-in-higher-education-2018/,

Hessel, S. 2011. *Time for outrage*. London, UK: Quartet Books.

Johnston, R. (2013). England's New Scheme for Funding Higher Education through Student Fees: 'Fair and Progressive'? The Political Quarterly, 84(2): 200-210.

Karvinen-Niinikoski, S., Beddoe, L., Ruch, G., & Tsui, M. s. (2017). Professional supervision and professional autonomy. In B. Blom, L. Evertsson, & M. Perlinski (Eds.), *Social and caring professions in European welfare states* (pp. 53-66). Bristol: Policy Press.

Krumer-Nevo, M. (2017). Poverty and the political: wresting the political out of and into social work theory, research and practice. *European Journal of Social Work, 20*(6), 811-822. doi:10.1080/13691457.2017.1318264

Lorenzetti, L. 2013. “Developing a cohesive emancipatory social work identity: Risking an act of love.” *Critical Social Work* 14 (2). http://www1.uwindsor.ca/criticalsocialwork/cohesive_emancipatory_sw_identity.

MacKinnon, S. T. (2009). Social work intellectuals in the twenty-first century: Critical social theory, critical social work and public engagement. *Social Work Education: The International Journal*, 28(5), 512 - 552.

Mafile’o, T., & Vakalahi, H. F. O. (2016). Indigenous social work across borders: Expanding social work in the South Pacific*. International Social Work,* 61(4), 537-552. doi:10.1177/0020872816641750

MacDonald, J & Nixon, K (2016). Neo-liberal agenda and new mangerialism’s impact on social work education. Canadian Social Work Review, 33(1): 107-110.

Marsden, G., and C. McDonald. 2012. “Getting beyond ‘heroic agency’ in conceptualising social workers as policy actors in the twenty-first century.” *British Journal of Social Work* 42 (6), 1022–1038. doi: 10.1093/bjsw/bcs06

McAllister, M., & McKinnon, J. (2009). The importance of teaching and learning resilience in the health disciplines: A critical review of the literature. *Nurse Education Today*, 29(4), 371-379.

McAuliffe, D., Williams, C., & Briskman, L. (2016). Moral outrage! Social work and social welfare. *Ethics and Social Welfare, 10*(2), 87-93. doi:10.1080/17496535.2016.1159776

Mehrotra, G. R., Kimball, E., & Wahab, S. (2016). The braid that binds us: The Impact of neoliberalism, criminalization, and professionalization on domestic violence work. *Affilia,* 31(2), 153-163. doi:10.1177/0886109916643871

Morley, C. (2016). Promoting activism through critical social work education: The impact of global capitalism and neoliberalism on social work and social work education. *Critical and Radical Social Work*, 4(1), 39-57. doi:10.1332/204986016X14519919041398

Morris, K., Mason, W., Bywaters, P., Featherstone, B., Daniel, B., Brady, G., . . . Webb, C. (2018). Social work, poverty, and child welfare interventions. *Child & Family Social Work,* n/a-n/a. doi:10.1111/cfs.12423

O'Brien, M. (2011). Social justice: Alive and well (partly) in social work practice? *International Social Work, 54*(2), 174-190. doi:10.1177/0020872810382682

Pockett, R., & Beddoe, L. (2015). Social work in health care: An international perspective. *International Social Work,* 60(1), 126-139. doi:10.1177/0020872814562479

Re-Imagining Social Work – a social work blog based in New Zealand : http://www.reimaginingsocialwork.nz/

Roth, K (2017). The dangerous rise of populism. New York, NY: Human Rights Watch. (Retrieved 10/26/2018: https://www.hrw.org/world-report/2017/country-chapters/dangerous-rise-of-populism.)

Saleebey, D, & Scanlong, E (2005). Is a critical pedagogy for the profession of social work possible? Journal of Teaching in Social Work, 25(3-4): 1-18.

Shrivastava, M & Shrivastava, S. (2014). Political economy of higher education: comparing South Africa to trends in the world. Higher Education (2014), 67:809–822

Suslovic, B. (2018). Feminist social work and abortion support work: A young practitioner's reflections. *Affilia, 33*(4), 429-434. doi:10.1177/0886109918806990

Taylor, I. (2015). Discretion or prescription? Exploring confidence in qualifying social work education. *British Journal of Social Work, 45*(2), 493-510.

Tiitinen, L. (2018). The power of silence: Silencing as a method of preventing whistleblowing. *European Journal of Social Work*, 1-12. doi:10.1080/13691457.2018.1460323

Turk, J. Ed.). (2008). Universities at risk: How politics, special interests and corporatization threaten academic integrity. Toronto: Lorimer.

Warner, J. (2015). *The emotional politics of social work and child protection* Bristol, UK: Policy Press.

Whiteside, M., Tsey, K., Cadet-James, Y., Heinonen, T., Jiao, Y., Deane, L., . . . Pong, R. W. (2009). Preventive social work intervention and health promotion *Social work and global health inequalities* (pp. 163-190). Bristol UK: Policy Press