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# Academic Capitalism and Research Culture

Implications for Schools of Allied Health

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# “Benchmarks of Research and Scholarship” ASAHP Task Force 2002

- Key Findings:
  - 47% of AH faculty have a doctorate
  - Majority do not publish in professional journals
  - >70% have never submitted a grant
  - AH faculty spend >45% of time in activities other than research or teaching
- Recommendations:
  - Goal of 4-6 pubs per 2 yrs depending on rank (implement in 2 steps over 5 yrs)
  - Increase time in scholarship, reduce time in service and administration
  - Encourage research doctorates
  - Faculty development programs in research

# The changes required to affect research productivity are not simple

- “. . . the conventional approach which assumes that the research community is a simple system is deeply flawed.” (Hanson et al, 1999, p. 187)
- “If capacity building in research is to be robust, *the depth and scope of change must shift organizational culture.*” (Shera, 2008, p. 280)

# Academic Capitalism

- Slaughter & Leslie (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*
  - Study of the politics and policy realities of higher education in US, Australia, UK, and Canada from the 1970's to early 1990's

# 1980's were the turning point

“... faculty and universities were incorporated into the market to the point where work began to be patterned differently, in *kind* rather than in degree.” p. 5

“Participation in the market began to undercut the tacit contract between professors and society because the market put as much emphasis on the bottom line as on client welfare.” p. 5

# Academic Capitalism Defined

“To maintain or expand resources, faculty had to compete increasingly for external dollars that were tied to market-related research, which was referred to variously as applied, commercial, strategic, and targeted research, whether these moneys were in the form of research grants and contracts, service contracts, partnerships with industry and government, technology transfer, or the recruitment of more and higher fee-paying students.” p. 8

# Marketlike Behaviors

“... refer to institutional and faculty competition for moneys, whether these are from external grants and contracts, endowment funds, university-industry partnerships, institutional investment in professors' spinoff companies, or student tuition and fees. What makes these activities marketlike is that they involve competition for funds from external resource providers.” p. 11

# Research Funding and Prestige

“Research money is a critical resource for universities not only because most research money is raised competitively, but also because universities are prestige maximizers. Since most faculty teach, and many faculty perform public service, but fewer win competitive research funds from government or industry, research is the activity that differentiates among and within universities.” p. 17



# Continuing

- Slaughter & Rhoades (2004). *Academic capitalism and the new economy*.
  - Extended the work described in the 1997 book but focused exclusively on the US
    - Updated earlier assessment of patenting and tech transfer
    - Addressed “. . . intensified commercialization of instruction, educational materials, and software/courseware in relation to changes in copyright policies nationally and at the institutional level.” p. 10
- Copyright is a broader issue because it touches more players and represents the “commodification of higher education . . . ” (pp. 10-11)

# Academic capitalism:

“Public and nonprofit or private institutions of higher education use the same mechanisms as Phoenix – extended managerial capacity, part-time faculty, copyright, and information technology – to create profit centers.” p. 4

At the department level, “. . . relatively limited collective initiatives to pursue entrepreneurial research markets. More common were educational initiatives designed to generate external and internal revenues through new programs that articulate with the new economy.” p. 321

# The Prestige Economy

Ochs-Rosinger et al (2012). Organizational segmentation and the prestige economy: Deprofessionalization in high- and low-resource departments. Journal of Higher Education, 87(1), 27-54

- Triple-helix (university-industry-government)
- Universities prioritize Mode 2 research because of prestige/status
- Entities with clear link to market gain import in institution
- Research loses money and must be underwritten by tuition dollars
- High demand programs, especially low cost programs, are pushed to maximize enrollments in attempt to underwrite research

# Keep these in mind:

“We have come to see colleges and universities (and academic managers, professors, and other professionals within them) as actors initiating academic capitalism, not just as players being ‘corporatized.’” (p. 12)

“Although we see the academic capitalist knowledge/learning regime as ascendant and have sharply delineated the boundaries between the two models for analytical purposes, academic capitalism has not replaced the public good knowledge regime. The two coexist, intersect, and overlap.” (p. 29)

Slaughter & Rhoades, 2004

# Implications for Allied Health Research

- Own our power
- The “Common Good” remains important an guiding principle
- *Self-Actualization*

# Characteristics of Self-Actualization (“The Good Life”)

- Embrace the unknown
- Accept themselves
- Prioritize and enjoy the journey
- Inherently unconventional
- Most vested in growth
- Have purpose
- Not troubled by small things
- Grateful
- Few deep relationships but values all humanity
- Humble
- Resists enculturation
- Not perfect

<https://www.huffpost.com/entry/maslow-the-12-characteristics-b-7836836>

# Making it real

Returning to the 2002 Task Force

Recommendations:

- Increase time in scholarship, reduce time in service and administration
- Encourage research doctorates
- Faculty development programs in research

*These recommendations remain sound, the devil is in the details*

# Making it real

- A self-actualized organization has purpose, is focused on growth, prioritizes the journey

*How does research/scholarship fit in your organizational:*

- *identity*
- *mission*

*What needs to change?*



# Making it real

- Chair/Dean positions are critical
  - Prioritize and enjoy the journey
  - Inherently unconventional
  - Most vested in growth
  - Have purpose
  - Not troubled by small things
  - Resists enculturation
  - *Support systems for these persons are critical*
  - *Reference Carole Bland et al*

# Making it real

- Faculty are critical
  - Reference Carole Bland et al
  - Critical balance of skills/preparation
  - Critical balance of roles/responsibilities
  - Critical balance of ranks/experience
  - Active/proactive participation in governance

# Making it real

- Self-actualized organizations are:
  - Inherently unconventional
  - Most vested in growth
  - Have purpose
  - Not troubled by small things
  - Resists enculturation

*Don't expect substantive investment from above, but continued pressure for new high demand programs and increasing enrollments*

*Collaborate*

- internal
- external

*Do not be distracted*

*There are critical choices to be made – these choices define, reflect and evolve your culture*