
ACADEMIC CAPITALISM AND THE NEW ECONOMY: MARKETS, STATE, AND HIGHER EDUCATION

Sheila Slaughter and Gary Rhoades (2004).
Baltimore: Johns Hopkins University Press.

*Reviewed by Margaret Edgell,
Calvin College*

THE KNOWLEDGE ECONOMY AND ACADEMIC CAPITALISM

Scholars Sheila Slaughter and Gary Rhoades are known for their incisive analyses of trends in the knowledge economy. In this book, they study non-profit higher education as a key contributor to the knowledge economy. They substantiate a body of distinct commercializing trends in non-profit higher education, which they describe in toto as the rise of an academic capitalism regime.

INTEREST FOR CHRISTIAN BUSINESS FACULTY

Many of us Christian business faculty have observed the commercialization in higher education over time, sometimes piecemeal, sometimes as through a glass darkly. The rise of neoliberal economics over the past three decades has affected all sectors of the economy, in both positive and negative ways. In their study of the application of neoliberalism in the sector of higher education, Slaughter and Rhoades describe neoliberalism as focusing "not on social welfare for the citizenry as a whole but on enabling individuals as economic actors." This kind of neoliberal ideology has become the basis for what the authors term "the regime of academic capitalism" in the higher education sector.

The authors explore the positive and negative aspects of the academic capitalism regime in a fairly even-handed manner. This new regime of academic capitalism partly displaces, yet still coexists with, the previously dominant regime

of knowledge for the public good. Both regimes function alongside each other and also compete for increasingly limited resources.

Understanding the dynamics of these two regimes is essential for Christian business faculty to thrive in higher education. We need to choose paths in a complex terrain that lead us to strengthen our mission. That may mean a path of differentiation, whereby we reject commercializing forces that are changing other institutions around us. We may be led to do so by our commitments to quality teaching, mentoring, and moral development, and to broad access to higher education.

Alternatively, we may find flexibility in the new regime that allows us to take advantage of trends that equip our students for the new economy. Business programs could easily place themselves at the forefront of new economy activities, such as collaborative research with industry. New learning technologies bring opportunities to copyright and disseminate innovative, appropriate curricula.

By offering one more perspective on the knowledge economy—this time through the lens of the higher education sector—this book offers another handle on our changing business environment. This study is relevant to our discussion of organizational hybridization by giving examples and lessons from the original hybrid organization—tertiary education. Colleges and universities have always had one foot in the public commons and one foot in the marketplace.

Academic Capitalism And The New Economy Academic Capitalism And The New Economy

Sheila Slaughter, Larry L. Leslie



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Academic Capitalism and the New Economy Sheila Slaughter, Gary Rhoades, 2004-09-24 Defining the terms of academic capitalism in the new economy this study offers insights into the trajectory of American higher education Jacket

Academic Capitalism and the New Economy S. Slaughter, 2004 **Academic Capitalism and the New Economy** Sheila Slaughter, Gary Rhoades, 2009-06-01 As colleges and universities become more entrepreneurial in a post industrial economy they focus on knowledge less as a public good than as a commodity to be capitalized on in profit oriented activities In Academic Capitalism and the New Economy higher education scholars Sheila Slaughter and Gary Rhoades detail the aggressive engagement of U S higher education institutions in the knowledge based economy and analyze the efforts of colleges and universities to develop market and sell research products educational services and consumer goods in the private marketplace Slaughter and Rhoades track changes in policy and practice revealing new social networks and circuits of knowledge creation and dissemination as well as new organizational structures and expanded managerial capacity to link higher education institutions and markets They depict an ascendant academic capitalist knowledge learning regime expressed in faculty work departmental activity and administrative behavior Clarifying the regime s internal contradictions they note the public subsidies embedded in new revenue streams and the shift in emphasis from serving student customers to leveraging resources from them Defining the terms of academic capitalism in the new economy this groundbreaking study offers essential insights into the trajectory of American higher education **Academic Capitalism** Sheila Slaughter, Larry L. Leslie, 1997 To grasp the extent of changes taking place and to understand the forces of change this book examines the current state of academic careers and institutions with a particular focus on public research universities in the United States Canada the United Kingdom and Australia **Geographies of the New Economy** Peter W. Daniels, Andrew Leyshon, Michael J. Bradshaw, Jonathan Beaverstock, 2006-12-11 What is the new economy Where is it How does it differ from the old economy How does the new economy relate to issues such as the nature of work social inclusion and exclusion Geographies of the New Economy explores the meaning of the new economy at the global scale from the perspective of advanced post socialist and emerging economies Drawing on evidence from regions around the world the book debates the efficacy of the widely used concept of the new economy and examines its socio spatial consequences This book is important reading for policy makers academics and students of geography sociology urban studies economics planning and policy studies The Legal Regulation of Academic Freedom Lucia Pallier, 2025-11-12 This book compares and examines the ways in which law addresses and resolves conflicts between academic freedom and responsibility Academic freedom is an important value in the modern scientific and technologically driven world Societies depend heavily on the commodities of scientific progress especially in essential sectors such as healthcare and as a result research is now carried out in an increasingly globalized context protected by national and international law This freedom can however be problematic if it is

decoupled from a commitment to academic responsibility scientific rigor and good professional conduct Focusing on the example of biomedical research this book examines how various legal systems address the interplay between academic rights and duties More specifically it considers the tension between national constitutions and legal doctrine which tend to focus on concepts such as science inherent laws or professional standards and international law which establishes a right for everyone to enjoy the benefits of scientific progress thereby implying a duty on the part of the academic community to conduct science in a way that maximizes its benefits to society at large The book concludes by proposing policy reforms that aim to balance these demands and thus reduce tensions within the academic system This book will appeal to scholars and students working at the intersection of law and science as well as policymakers and STEM scientists concerned with issues of academic freedom

Global Citizenship and the University Robert Rhoads,Katalin Szelényi,2011-05-04 With the increasing integration of global economies and societies the nation state is no longer the sole force shaping and defining citizenship New ideas of global citizenship are emerging and universities which are increasingly involved in international engagements provide a unique opportunity to explore how fundamental understandings of modern citizenship are changing Drawing on case studies of universities in China the United States Hungary and Argentina Global Citizenship and the University moves beyond a narrow political definition of citizenship to address the cultural and economic complexities of contemporary social life Rhoads and Szel nyi show how universities should be mindful of the possibilities for faculty and student involvement in the production management and application of knowledge and how this in turn allows for an engagement as citizens that reflects serious considerations of the global context Ultimately the authors challenge universities and readers alike to consider the many transnational opportunities that are redefining citizenship today

Handbook on the Politics of Higher Education Brendan Cantwell,Hamish Coate,Roger King,2018 Understanding the politics of Higher Education is becoming more important as the sector is increasingly recognised as a vital source of innovation skills economic prosperity and personal wellbeing Yet key political differences remain over such issues as who should pay for higher education how should it be accountable and how we measure its quality and productivity Particularly are states or markets the key in helping to address such matters The Handbook provides framing perspectives and perspectives chapters on funding governance and regulation and pieces on the political economy of higher education and on the increased role of external stakeholders and indicators

Education as Civic Engagement Gary A. Olson,Lynn Worsham,2012-08-16 Education as Civic Engagement Toward a More Democratic Society is a collection of ten essays examining education mostly higher education as civic engagement These essays are the finest works of scholarship on education published over the last decade in JAC an award winning journal of rhetoric politics and culture Collectively the works in this volume analyze in a substantive and rigorous manner a number of key issues in the politics of education

Befriending Scripture Jonathan Rowlands,2025-10-16 What are the unspoken assumptions that animate and give rise to current discussions about theological hermeneutics What

cultures of reading are currently at play in the Church and the academy What cultures of reading ought to be at play In *Befriending Scripture* Jonathan Rowlands suggests that much modern biblical hermeneutics has paid insufficient attention to the foundations of theological reading For theological interpretation to make meaningful progress in both methodology and results the very foundations of what it means to read and to read theologically must be examined and articulated afresh In this detailed and wide ranging work Rowlands addresses various topics relating to the Scripture s reading in the Church including questions of Scripture s ontology biblical hermeneutics literary theory antisemitism historiography and spiritual formation amongst others By rethinking Theological Interpretation of Scripture from its very foundations Rowlands mediates between historical and theological approaches In doing so he offers a vision for theological reading that bridges the continuing disciplinary divide between biblical studies and systematic theology

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