Academic Capitalism and Research Culture

Implications for Schools of Allied Health

William L. Siler, Ph.D.
Director of Sponsored Programs

October 17, 2019
Benchmarks of Research and Scholarship

ASAHP Task Force 2002

Key Findings:

- 47% of AH faculty have a doctorate
- Majority do not publish
- >70% have never submitted a grant
- AH faculty spend >45% of time in activities other than research or teaching
- >25% spent 4-6 pubs per 2 yrs

Recommendations:

- Goal of 4-6 pubs per 2 yrs depending on rank
- Increase time in research, reduce time in service and administration
- Encourage research
- Increase time in
- 5 yrs
- Implementation in 2 steps over
- Faculty development
- Programs in research
The changes required to affect research productivity are not simple. The depth and scope of change must shift organizational culture (Shera, 2008, p. 280).

• If capacity building in research is to be robust, "... the conventional approach which assumes that the research community is a simple system is deeply flawed." (Hanson et al., 1999, p. 187).

• "... the changes required to affect research productivity are not simple."
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 monies were in the form of research grants and contracts, partnerships with industry and government, technology transfer, or the recruitment of more and higher-paying students. p. 8
Marketlike Behaviors

... refer to institutional and faculty competition for funds from external resource providers. "It is that they involve student tuition and fees. What makes these institutional-investments in professors' spinoff companies, or university-industry partnerships, institutional grants and contracts, endowment funds, for money, whether these are from external..."
Research money is a critical resource for universities not only because research is the activity that differentiates among and within funds from government or industry, research is service, but fewer win competitive research Faculty teach, and many faculty perform public universities are prestige maximizers. Since most universities are prestige maximizers, but also because research money is raised competitively, but also because most research "Research Funding and Prestige"
Continuing... (pp. 10-11)

and represents the "commodification of higher education...

Copyright is a broader issue because it touches more players

level." p. 10

changes in copyright policies nationally and at the institutional

Addressed "... intensified commercialization of instruction,

Updated earlier assessment of patenting and tech transfer

focused exclusively on the US —

Extended the work described in the 1997 book but

and the new economy.

Slaughter & Rhoades (2004). Academic Capitalism

Continuing
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. 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."
The Prestige Economy

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

• Self-Actualization

• Guiding principle

• Own our power

• The “Common Good” remains important
Characteristics of Self-Actualization ("The Good Life")

- Not perfect
- Resists enculturation
- Humble
- Most vested in growth
- Inherently unconventional
- Journey
- Prioritize and enjoy the
- Accept themselves
- Embrace the unknown
- Not troubled by small things
- Grateful
- Few deep relationships
- Not preoccupied with small things
- Have purpose
- Inherently unconventional
- Journey
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

What needs to change?
- mission
- identity
organizational:

How does research/scholarship fit in your

A self-actualized, self-actualized organization has purpose, focuses on growth, prioritizes the journey.

Making it real
Making it real

Chair/Dean positions are critical

Prioritize and enjoy the journey

Inherently unconventional

Most vested in growth

Not troubled by small things

Have purpose

Resists enculturation

Support systems for these persons are critical

Reference Carole Bland et al.
Making it real

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

- Inherently unconventional
- Most vested in growth
- Not troubled by small things
- Have purpose
- Resist enculturation
- Do not be distracted
- Internal
- External

Collaborate

Demand programs and increasing enrollments

Don’t expect substantive investment from above, but continued pressure for new high

There are critical choices to be made — these choices define, reflect and evolve your culture.

Making it real