

## Book Review / Compte rendu

**Cantwell, Brendan & Kauppinen, Ilkka (Eds.) (2014). *Academic Capitalism in the Age of Globalization*. Baltimore: Johns Hopkins University Press. Pages: 296. Price: 34.95 USD (paper).**

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*Academic Capitalism in the Age of Globalization* acts as a scholarly interrogation of the theory and practice of academic capitalism within the context of globalization. Brendan Cantwell and Ilkka Kauppinen assemble an international team of leading scholars that reexamine the theory of academic capitalism and analyze the intersection of academic capitalism and globalization. Drawing on scholarship from Sheila Slaughter, Larry Leslie, and Gary Rhoades, the text situates various aspects of higher education – student recruitment, classroom instruction, faculty research, administrative governance, and the control of intellectual property – within a political economy consequent to the market and state. The authors explore how institutions and the political economy are interrelated, referencing key categories such as time, academic labour, and knowledge as a commodity within different (inter-) national settings.

Cantwell and Kauppinen (Chapter 1) extend, refine, and challenge research and practice associated with academic capitalism and outline two recent and significant contributions to scholarship in academic capitalism theory. First, the authors present a conceptual framework to study the shift in institutional policy from public to private welfare and competitive regimes. Second, they offer methodological tools for tracking (re-) formation of interconnectedness in postsecondary institutions, considering intellectuals, institutions, and networks. The authors explore academic capitalism within the context of knowledge-driven economies as both a concept and analytic tool. Discourse throughout the text draws on classical Marxian and Weberian thought and Foucauldian notions of government and regime and globalization theory.

Slaughter (Chapter 2) assesses the explanatory power of academic capitalism within the context of globalization - a thought project on how elite United States institutions are networked with global actors. Slaughter examines how knowledge actors shape, and are shaped by, various global flows and contexts. She argues that networks are new forms of governance; and policy entrepreneurship is a way of examining the role of agency in policy creation and dissemination – and ultimately network legitimization.

Jussi Välimaa (Chapter 3) situates academic capitalism within a broad historical context – from medieval European roots to contemporary globally networked postsecondary institutions. Välimaa reinforces the shift in institutional and individual roles in global knowledge production and dissemination. This is especially prevalent during “university revolutions” (p. 33) when knowledge producers have been challenged by novel ideas, technologies and policies. He emphasizes administrative roles in the context of academic work, organizational structure, and relationships to society, and the influence of technology in knowledge production and work within academia. The establishment of a knowledge-networked society (Välimaa, 2012) promotes open access to knowledge.

Judith Walker (Chapter 4) focuses on academic capitalism and time. This perspective opens new means of theorizing academic capitalism as a temporal, structural and behavioral process. Walker cites massive open online courses (MOOCs), which appear uncapitalistic - almost entirely free and for no credit, but embody the tenet of post-Fordist, neoliberal academic capitalism – entrepreneurial in spirit and based on a partnership model. Modern global capitalism has moved from industrial production based economies to service and knowledge based economies. This is due to developments in technological innovations and changes in capitalism and the rise of global outcomes.

Chapter 5 examines technology transfer and intellectual property. Jacob H. Rooksby and Brian Pusser discuss how academic capitalism and technology transfer expose institutions to increased financial risk and revenue generation. Special attention is paid to globalization of knowledge exchanges and commodification of intellectual property as fundamental to institutional efforts to maximize patenting research.

Keijo Räsänen (Chapter 6) focuses on the state of academic actors and finding meaning in practical activity. The purpose is to explore the manifold ways to extend academic capitalism to policy, practice and theory. Räsänen urges academics to engage in academic capitalistic behavior with praxis - considering the political state of academic work with notions of morality and practicality.

Rhoades (Chapter 7) examines the power relations embedded in academic work and how change affects academics and social relations that underscore concepts of institutional interconnectedness and capitalism. He discusses the rise of managerial professions in relation to the rise of academic capitalism. To what extent and how are professionals a part of redefining knowledge articulation and dissemination and how knowledge is regarded in institutions? Academic capitalism fosters a path in academic staffing that compromises educational quality and intensifies social stratification.

Part 1 (chapters 1 through 7) utilizes the theory of academic capitalism as a frame to forecast and analyze shifting organizational behaviors and means of production within postsecondary institutions. Subsequent chapters (Part 2) address altered relations between institutions, states and markets on a global scale.

Kauppinen and Cantwell (Chapter 8) discuss the challenge of global connectivity and recognizing critical differences in globalizing knowledge. In the interest of global welfare, a thoughtful and practical examination of globalizing knowledge in the study of higher education is imperative. Kauppinen and Cantwell, in Chapter 9, go on to argue that academic capitalism is a transnational process via contribution of actors in global production networks. Parallel to industrial production, academic production is disaggregated over time and space and is established through complex transnational networks that connect institutions to other actors in a global political economy; it is critical to understand knowledge as a commodity that encourages competitive advantage to generate profits.

In Chapter 10, Tuukka Kaidesoja and Ilkka Kauppinen theorize pragmatic orientations in various global locations and identify four social mechanisms – global competition, coalition formation, legislation, and organizational (re-) design – to explain what has triggered a policy and instructional shift to academic capitalism. Academic capitalistic behavior is intentional as educational stakeholders seek to secure and increase external revenue sources.

Alma Maldonado-Maldonado (Chapter 11) assesses the applicability of academic capitalism in developing countries and emerging markets and proposes ideas to make academic capitalism more globally relevant. In agreement with comparative education, “a book that does not contain its counter book is considered incomplete” (Jorge Luis Borges, 1940, as cited in Cantwell & Kauppinen, 2014, p. 187). To follow, Hei-hang Hayes Tang (Chapter 12) evaluates academic capitalism in Greater China. Drawing from work by Burton Clark (1983), Tang examines the political landscape of academic capitalism in Greater China related to power exchanges between the state, market and academia.

Roger P. King (Chapter 13) argues that risk management is critical for colleges and universities as globalization has created ways for institutions to engage in academic capitalism via branch campuses abroad, cross-border research networks, multinational joint ventures, multi-campus degree programs, MOOCs and transnational research and development networks as a source of potential value and creative innovation.

Ilkka Kauppinen, Charles Mathies, and Leasa Weimer (Chapter 14) discuss the intersections among marketization, international students, universities, and governments. International student markets serve a dual purpose – students, as well as nation states, benefit from entering the international education marketplace. This exchange is beneficial as students expand their human capital and as nation-states capitalize in economic competitiveness strategies.

As a collection, *Academic Capitalism in the Age of Globalization* presents ways that universities have become more entrepreneurial, more interdisciplinary, more competitive, and more marketable as postsecondary institutions and labor markets have become progressively globalized (Bok, 2003; Brown & Lauder, 2012; Marginson & Considine, 2000; Mendoza, 2012; Slaughter & Rhoades, 2004). This volume presents contributions to and limitations of academic capitalism as fundamental to understanding modern social, political, and economic conditions in higher education in an ever-increasingly interconnected world. 🍁

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