# Article information:

The Crisis of Higher Education: Neoliberalism and the Privileging of "Innovation" in The Twenty-First Century - PubMed
<https://pubmed.ncbi.nlm.nih.gov/36211027/>

# Article summary:

1. The concept of "innovation" has become a privileged keyword for higher education in the United States, but it is being used to promote initiatives that decrease faculty power and increase precariatization of instructional labor.

2. Purdue University, which is being celebrated for its innovation, has implemented three high-profile developments since 2013 that can be seen as "ideological innovations" serving the administration's plan to centralize educational control under high-level university administrators.

3. The neoliberalization of higher education in the US is causing a crisis by prioritizing market-driven values over traditional academic values and leading to the exploitation of adjunct faculty and the erosion of tenure-track positions.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "The Crisis of Higher Education: Neoliberalism and the Privileging of 'Innovation' in The Twenty-First Century" by Daniel Morris et al. discusses the impact of neoliberalism on higher education in the United States, with a focus on Purdue University. The authors argue that the emphasis on "innovation" as a privileged keyword for higher education is problematic, as it serves to promote initiatives that decrease faculty power and increase precariatization of instructional labor.

One potential bias in this article is its focus solely on Purdue University, which limits its generalizability to other institutions. Additionally, while the authors provide examples of how Purdue's leadership has promoted initiatives that align with neoliberal values, they do not provide evidence to support their claim that these initiatives are intended to decrease faculty power or increase precariatization.

The article also presents a one-sided view of neoliberalism as inherently negative for higher education without exploring potential benefits or counterarguments. While there are certainly valid concerns about the impact of neoliberalism on higher education, it is important to consider both sides of the issue in order to fully understand its complexities.

Furthermore, the article does not provide sufficient evidence for some of its claims, such as the assertion that Purdue's initiatives are intended to decrease faculty power. Without more concrete evidence, this claim remains unsupported and may be seen as speculative.

Overall, while this article raises important issues about the impact of neoliberalism on higher education and provides valuable insights into specific initiatives at Purdue University, it would benefit from a more balanced approach that considers both sides of the issue and provides more concrete evidence for its claims.

# Topics for further research:

* Benefits and drawbacks of neoliberalism in higher education
* Faculty power and precariatization in academia
* Innovation in higher education and its impact on faculty
* Neoliberalism and its impact on student debt
* Critiques of neoliberalism in education policy
* Alternative models to neoliberalism in higher education

# Report location:

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