

Globalization, Neo-liberalism, and Academic Capitalism of Higher Education

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ABSTRACT

Through literature review, this paper explains the significance of the "neo-liberalism" market and discusses the transformation of the market mechanism into higher education. Secondly, it explains the multiple viewpoints of " globalization, " higher education combined with the development of globalization, in the face of the formation of academic capitalism, higher education may be due to the crisis of academic capitalism hegemony. Third, through the globalization of higher education, neo-liberalism and academic capitalism thinking and operation analysis, the establishment of higher education with subjectivity; Finally, it discusses how to use the relevant management concepts of globalization, neoliberalism and academic capitalism, apply them to the core development of teaching, research and service of higher education, and provide the governance strategies of higher education institutions in the face of possible problems and challenges of higher education, so as to maintain the basic value of university education tradition.

Keywords

higher education, globalization, neo-liberalism, academic capitalism

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

1. Introduction

With the rise of globalization and marketization, the impact of globalization is a challenge and question to national and local culture, and national education policies and reforms have become strategic issues, one of the most common expressions, but little is known about the phenomenon of modernity and related political, economic, and cultural changes (Zajda, 2015; Daun, 2020). Globalization is a more extensive phenomenon, neo-liberalism is only a face of globalization; On the economic level, neoliberalism is related to globalization and constitutes the form of domestic and global economic relations (Olssen & Peters, 2005). Neoliberalism is an economic theory to expand the market, which mainly means that when the market is not affected by external factors of the market, the market will self-regulate and play its best role (Taylor, 2017).

The combination of neoliberalism and the popularization of higher education, coupled with reduced public funding for higher education, contributed to the rise of academic capitalism and entrepreneurship in the global higher education system and institutions (Mok, 2010). Higher education researchers' interest in entrepreneurialism in European universities began in the late 1990s (Filippakou & Williams, 2014).

In the past three decades, one of the main reasons for the great changes in the management structure of higher education in neoliberalism (Taylor, 2017). The rise of neoliberalism and the internationalization of economy have changed the power of corporate capital and the ability of national policies to adjust and maintain social services (Carroll & Beaton, 2000). Neoliberalism is an economic philosophy that advocates free trade, reduces government regulation, and increases the governance structure of performance accountability and hierarchy. It has affected the structure, research, and management of universities (Raimondi, 2012).

The competition among international higher education institutions is increasingly fierce, especially reflected in the international rankings of international teaching recognition and research. The competition between the wider economic and political space where it is located intensifies, and promotes the predatory expansion of academic capitalism (Jessop, 2017). In the nation-state, neoliberal political economics top policymakers concentrated state funding on higher education institutions (Slaughter & Leslie, 1997). Therefore, although the marketization of higher education can promote the effective use of resources and reduce the financial burden of the government, it is necessary to reflect on whether this

development trend deviates from the basic concept of higher education and the subjectivity of education and becomes the possible development of higher education in academic capitalism.

Through literature review, this paper explains the significance of the "neo-liberalism" market and discusses the transformation of the market mechanism into higher education. Secondly, it explains the multiple viewpoints of "globalization," higher education combined with the development of globalization, in the face of the formation of academic capitalism, higher education may be due to the crisis of academic capitalism hegemony. Third, through the globalization of higher education, neo-liberalism and academic capitalism thinking and operation analysis, the establishment of higher education with subjectivity; Finally, this paper discusses how to apply the relevant management concepts of globalization, neo-liberalism, and academic capitalism to the core development of higher education teaching, research, and service. Facing the problems and challenges that higher education may face, it provides governance strategies for higher education institutions and maintains the basic value of university education tradition.

Neo-liberalism Marketization and University Education

Since the 1980s, globalization, marketization, and quality- efficiency-driven reforms have led to structural and qualitative changes in education and policy globally (Zajda, 2015). With the influence of neo-liberalism on the mode of operation between universities and enterprises, technology-intensive production and the dependence on more global accumulation structure respond, universities are increasingly integrating into the world of corporate capital (Carroll and Beaton, 2000). For example, the commercialization of neoliberal marketization, manifested in the rising trend of global university rankings, internationalization, quality assurance, entrepreneurship, and international student competition at the local and global levels (Zajda & Rust, 2020), which translates into academic capital for higher education institutions.

2.1 Neo-liberalism Market Economy and Higher Education

The root of neoliberalism lies in the liberal political economy (Raimondi, 2012). The

neoliberal property rights theory and the creative contract principle of "work for hire" legitimize this process, which transfers the rights of intellectual property to employers or the rights of students to their educators (Jessop, 2017). The neoliberal thought de-regulations, multinational companies are not bound by any specific country and different countries have units, independent of the country to manipulate economic affairs (Daun, 2020). As for neoliberals, economic rationality is more powerful than any other form of rationality, and the "moral code" of efficiency and cost-benefit analysis becomes the main criterion (Apple, 2005).

The neoliberal regime may reduce its social and redistribution benefits, but it still promotes economic development through supply-side policies. Based on this information, higher education carries out research and skills development and other key activities to attract the strategic components of the competitive economic foundation needed by global mobile investment (Carroll and Beaton, 2000). The implementation of neoliberalism, marketization, has become a new technology through which control and performance can be achieved in the public sector as a government-controlled technology (Olssen & Peters, 2005).

Higher education is integrated into the concept of neo-liberalism, through the international competition of higher education in the market economy of neo-liberalism, the state's financial shortage of higher education institutions is increasingly insufficient to meet the needs of higher education and people's expectations for higher education. The marketization of higher education is the way to solve these problems.

2.2 The Transformation of Marketization to the Development of Higher Education

The main objective of education is to improve the social and economic prospects of individuals by providing quality education for all (Zajda, 2015). In neo-liberal economic rationality, everyone's behavior should maximize their personal interests, not a neutral description of the world of social motivation, but a world constructed around the evaluation characteristics of effective acquisition of class types (Apple, 2005).

The rise of global marketization has changed the nature of academic work, and universities are the main source of human capital. Scholars have the

knowledge needed to promote the post-industrial technological revolution. Global political and economic changes have an impact on higher education and research and development policies. National higher education fiscal planning cannot fully meet the competitive needs of higher education institutions for the global market (Slaughter & Leslie, 1997). The mass media, weakened by similar market economic pressures, rarely questioned this great cultural change. The mass media constantly encouraged consumption and created heroes who accumulated wealth. Invisibly, many people developed a world view that their lives were a series of market transactions, and university education was only a transaction (Taylor, 2017).

Neo-liberalism in education and its overall social policy is based on the belief that the market is basically fair and justice, that the market is ultimately based on efforts, effective and fair allocation of resources, for all consumers to create employment opportunities and the best mechanism for the future (Apple, 2005). For example, the 1980s copyright law and patent law changes, allowing universities to have courses and create new knowledge, and benefit from it, so that universities can have entrepreneurial companies based on their new knowledge (Slaughter & Rhoades, 2004). However, research into faculty in the globalized market has become a national policy plan, with significant reductions in State funding for higher education development, followed by an increase in the number of faculty (Slaughter & Leslie, 1997). On the other hand, although neoliberalism has significantly affected business practice and higher education management, business management theory believes that disruptive business is an innovative business, and infers that all innovations in the market are good (Taylor, 2017).

The marketization of neo-liberalism is to meet the needs of funding sources and flexible use of higher education institutions, so as to expand and strive for stable growth and sustainable management concepts, which makes higher education institutions unable to ignore the competition brought by the marketization of neo-liberalism, and also brings more opportunities and attempts to expand global higher education institutions.

Higher Education in Global Academic Capitalism

Capital is a social dynamism based on individual or group, which is produced by concrete or living labor (Bourdieu, 1986). Academic capitalism is defined as any institutional and professional market or any similar market means to obtain external funds (Slaughter & Leslie, 1997). Academic capitalism, like the development of capitalism described by Jessop (2017), produces and sells education and research in the first stage of commercialization; In the second stage of labeling, higher education and research develop capitalist economy and strengthen the commercialization process; The third stage takes the quasi-commodification of intellectual labor as an input, which becomes the level and default of intellectual labor, the loss of professional status, and attempts to limit the freedom of teaching and research for the purpose of reducing costs and maximizing profits. The fourth stage is financialization, real capital investment management; The fifth stage is the finance-dominated system, which makes education and research "capital as property". In this regard, from the global promotion and marketing of higher education institutions, not only more cross-border students are obtained, but also cross-border teachers and resources are introduced, in an attempt to obtain the world's top reputation and make higher education institutions become international higher education.

3.1 Multiple Discourses of Globalization

Globalization, as a concept, refers to the compression of the world and the enhancement of the consciousness of the whole world, thus forming a global society, including economy and culture (Robertson, 2000). Globalization is a process of compressing the world (in space and time) through information and communication technology (ICT) (Daun, 2020). Globalization is also a phenomenon, is a kind of multicultural structure, reflects all the core of culture, such as economy, politics, ideology, language, education, consumer goods, travel, means and people around the world, the necessity of interdependence and global linkage of information and communication technology; Also due to the increase in the number of international companies and institutions, the increasing forms of global communication, the development of global

competition and, above all, the acceptance of the concept of globalization on citizenship, equality, human rights and justice (Zajda, 2015).

In addition to the ideological debate and mutual competition caused by the diversification of globalization, from structuralism to post-structuralism, many paradigms and theoretical models are used to explain the phenomenon of globalization, such as criticizing the phenomenon of hypothetical values of economy, politics, and society (Zajda, 2015). New global citizens are aware of global competitiveness and strive to improve their skills and maintain competitiveness (Raimondi, 2012). It leads to the state policy formulation, not only considering the domestic environmental problems, but also paying attention to globalization, such as the world class education system (Morris, 2016).

If the global system, such as the global economy, the global market, and the global media, etc., is defined as the economic, political, and social links across national boundaries, that is, focusing on the “global village” with cultural and economic interdependence, the term “culture” already includes all other aspects and artifacts (Zajda, 2015). Robertson (2000) believes that globalization provides a distinctive cultural concern for the social theory of the contemporary world, which is diverse and complex, has a sufficient foundation in sociological theory and takes culture as the center. The knowledge and ideas of globalization are universal and specific, universal adaptation and promotion of competitiveness, and the expansion of freedom, democracy, and human rights, encompassing global dissemination of ideas, discourse, standardized culture, institutions, organizations, and technologies (Daun, 2020).

In terms of the above, globalization has the scope of knowledge, ideology, culture, economy, politics, and society. Through the exchange of enterprise models and the acquisition of potential benefits, information and communication technology accelerates the rapid and extensive flow of information, which promotes the generation and connection of higher education with academic capital thinking.

3.2 Globalization of Education and Academic Capitalism

With the development of globalization, disciplines and specialties related to the market are favored.

Intellectual property has become a strategic resource. The relationship between the companies responsible for research and national institutions is becoming more and more closely, so the appropriate term “academic capitalism” is used (Carroll and Beaton, 2000). Influenced by neoliberalism, higher education forms an ideology that emphasizes individuals as economic participants, but does not attach importance to the social welfare of the entire citizen, and becomes the foundation of academic capitalism (Slaughter and Rhoades, 2004). The market orientation of higher education conforms to Bourdieu (1986) that capital is the accumulation of labor, including materialized forms or merger modes. Even the relationship between education and economic development is reflected in the international benchmark mechanism, such as the OECD management mechanism such as the Economic Cooperation Organization (PISA). The premise is that the high performance in these comparisons is the premise of economic growth and development (Daun, 2020).

Globalization is complex and diversified, and the economic research on education and academic globalization gradually becomes the core issue, and globalization is simplified as an economic issue, forming a globalized economism pattern (Robertson, 1992). Higher education and research have developed the capitalist market economy and formed the first step of capitalization, thus strengthening the commercialization process; Free trade in knowledge rationalizes knowledge on the basis of strict cost control and recovery, and universities and research institutions use their accumulated capital and or loans to increase income (Jessop, 2017). As Bourdieu (1986) believes, unless a person reintroduces capital in all forms, not just a form recognized by economic theory, it is impossible to explain the structure and function of the social world.

Global academic capitalism promotes the full privatization of universities and research institutions and their inclusion in a financialized global market economy (Jessop, 2017). For example, in the early 1990s, Sweden implemented the same type of education reform as several other countries: privatization, decentralization and freedom of choice. The direction of the education system has changed from highly concentrated private school students to highly fragmented

system, and the number of private education institutions is also increasing (Daun, 2020). At this time, teachers are faced with the problem of decreasing campus funds and intensified resource competition, which can reduce resource dependence by obtaining external funds; As a result, institutions of higher education legitimized their work as academic capitalists and extended it to basic research that did not challenge the traditional system of status and reputation (Slaughter & Leslie, 1997). Student loans are regarded as major projects for universities to resort to financial markets to secure funds from all university assets, student fees, student rents, shopping, sports and leisure facilities, research grants and royalties through future sources of income (Jessop, 2017).

Therefore, although higher education is subject to globalization and academic capitalism, privatization, decentralization, and the right to choose, higher education cannot avoid the challenge pressure caused by competition. When it is unable to cope with the pressure, the internal stability and external support of higher education institutions have become challenges.

3.3 Mainstream Hegemony or Co-existence

Under the control of neo-liberalism, economic and political decisions have been eliminated from social costs, critical thinking on social responsibility is lost and restricted, and higher education as a democratic public sphere is targeted (Giroux, 2015). Economic restructuring among countries and educational hegemony constitute the mainstream discourse of educational reform policies and curricula in response to universal global monitoring of the quality and standards of education, a process of globalization of results (Zajda, 2015). Due to the failure of educational policy to adopt an appropriate progressive agenda and lack of consensus, involving race, gender, class and religion, most anti-hegemony work is carried out locally or regionally (Apple, 2005). The government strongly requires that higher education be freed from finance. Those who have fully standardized the business practice of the company and the neoliberal world views are not interested in the traditional characteristics of higher education, such as students' intellectual investment, the development of critical thinking ability and other activities that cannot directly measure economic

impact (Taylor, 2017). Neoliberalism, as a new economic and political manifestation of cultural imperialism, this hegemonic shift in ideology and policy may have a significant economic and cultural impact on the national education system, reform and policy implementation (Zajda & Rust, 2020).

From the research of Slaughter and Rhoades (2004) on academic capitalism, it is believed that academic capitalism has positive and negative impacts on higher education. The positive aspects are : when the state budget is tight, neoliberal academic capitalism provides a source of income for higher education ; The new system is still promoting common interests, but it redefines common interests in economic development ; The new system increases the scope of teachers ' work and salary choices to engage in more business activities ; Higher education can be competitive and attract the best and smartest talents in the global academic talent pool ; The advantages of market-oriented mechanisms allow markets to allocate research resources on a competitive basis. Negative aspects: treating knowledge as private goods may make most of the content difficult to obtain, and may also limit discovery and innovation; Giving decision-making power to institutions other than teachers may affect academic freedom; Basic science and technology used may provide narrow forms of discovery and education that are inconsistent with the concept of public goods; The disadvantages of the new system may damage the public support traditionally enjoyed by higher education.

Whether higher education institutions can keep up with the high autonomy of enterprises does not have much commitment to teaching, research and social services; When the mainstream hegemony of global academic capitalism persists in the development direction of higher education institutions, it is worthwhile to observe and study the possible sustainability and improvement of higher education.

Reflections on Higher Education Under Academic Capitalism

Capitalism has variability (Jessop, 2017). Within the time horizon, the distribution structure of different types of capital represents the internal structure of the social world, controls its function in a lasting way, and determines the opportunity

for successful practice (Bourdieu, 1986). The analysis of social change and education policy reform in global culture shows that there is a complex relationship between globalization, ideology, and education reform (Zajda, 2015). Higher education policy reforms reflect all aspects of neoliberalism and neoconservatism-dominated ideology (Zajda & Rust, 2020).

4.1 Globalization of Higher Education and Neoliberalism

Neoliberal policies are based primarily on dominant market ideology, not democratic policy reforms (Zajda & Rust, 2020). In particular, the theory of academic capitalism was used to explore the marketization path of the United States and the European Union, and it can be learned that there are organizations within universities that specifically take market orientation as the project, carry out market-oriented research and plans and new capital flows, promote the close relationship between universities and the market, expand management capabilities and establish a new knowledge system (Slaughter and Cantwell, 2012).

Market liberals have always worried about government intervention in the market, so market liberals extend the market principle to social functions more deeply, and the concept of collective social cooperative social structure supported by active countries is replaced by the central concept of individual responsibility or individualism, private property and vaguely defined family values, and then assume that the market will provide the appropriate allocation and application of all resources, attempting to be free from any interference (Taylor, 2017). Further, as many employment problems have significant connections with the existing racial, gender and class division, and often exacerbate this differentiation, neoliberals want more education systems attached to the paid labor market (Apple, 2005). Companies distort the relationship between owners and workers and the relationship with labor in market transactions by creating a buffer between owners and workers (Taylor, 2017). Neoliberalism also believes in the development of labor, division of labor, privatization and individual as consumers (Raimondi, 2012).

In order to pursue excellent education quality and accountability for performance, governments are increasingly turning to international and

comparative education data analysis (Zajda, 2015), with a global corporate thinking, through a large number of cross-country tests of student academic performance provided by international organizations, such as OECD and UNESCO, such as PISA, TIMSS, PIRSS and PIACC (Zajda, 2015; Morris, 2016), to achieve a market-oriented competition in higher education.

4.2 Higher Education and Enterprise Management

Neoliberalism significantly affects business practice and higher education management, but the structure and behavior of enterprises are different from neoliberalism, the management structure of enterprises has been considered to be problematic (Taylor, 2017). Universities engage in market activities to generate profits, and through the accumulation of financial capital to ensure its advantages in competitors' institutions, and financial capital is related to reputation and field status; When wealth and status advantages lead to inequality, a contributing factor may lead to steep and persistent stratification of the characteristics of higher education, forming institutional inequalities that have an impact on social opportunity and equity (Cantwell, 2016). In many institutions, public and private universities are managed by the board of directors. The board of directors has been dominated by businessmen who are familiar with the top-down business management structure. There is little understanding of higher education, and there is little experience in the professional labor force of trade unions, which has brought more and more pressure to the operation of profitable enterprises in management universities (Taylor, 2017). The same education reviewers also noted the increasing trend of professionalism in administrative support for new economic activities (Slaughter & Rhoades, 2004).

4.3 The Influence of Academic Capitalism on Higher Education

The trend since the 1980s towards a hybrid approach to higher education has developed distance education from the public, non-profit and for-profit sectors, forming a hybrid network of experts providing online learning (Slaughter & Rhoades, 2004). Privatization of knowledge sharing commercializes textbooks, scholarships,

scientific research, and scientific publications (Jessop, 2017). This affects the content of higher education in terms of curriculum development, research and services, which has been shifted and redefined by the rise and development of academic capitalism, and the increasingly stringent trend of professional management towards seeing the higher education economy as a competitive supply (Rhoades, G. & Slaughter, 1997).

Academic capitalism is a unique mixture, which combines the scientific exploration of truth and the economic maximization of profit, makes universities become enterprises with competitive capital accumulation, makes enterprises become knowledge producers, and seeks new discoveries that can be transformed into patents and profitable commodities (Münch, 2016). The commercialization of higher education focuses on the vocationalism and labor market prospect of highly skilled and competent graduates, which is the vivid result of market-driven economic requirements of neoliberal ideology (Zajda & Rust, 2020). For example, the privatization of knowledge sharing, the commercialization of textbooks, scholarships, scientific research, and scientific publications (Jessop, 2017); Also, student loans are considered to be major financial market access projects for universities to secure funds from all university assets, student fees, student rents, shopping, sports and leisure facilities, research grants and royalties through future sources of income (Jessop, 2017).

Academic capitalism may pose risks to teachers, administrators and public universities, including business failures, product responsibilities, failure to meet social expectations for economic improvement and job creation, and neglect of students' academic needs (Slaughter & Leslie, 1997). Facing the influence of globalization, neo-liberalism and academic capitalism, higher education not only has potential worries about the problems after the expansion of quantity and scale, but also should make good use of these external environmental challenges to transform into the power and strategy of higher education performance excellence and quality improvement.

Conclusion: University Governance Under Globalization, Neoliberalism and Academic Capitalism

The main objective of education is to improve the social and economic prospects of individuals (Zajda, 2015). As universities are seen as a source of specific skills and technologies that can enhance supply-side competitiveness, and academic programs operate in an environment of reduced State funding, universities begin to emulate capitalist enterprises when competing for investment funds (Carroll & Beaton, 2000). Universities have the responsibility to educate new adaptive global citizens, who have the complex skills needed to improve global competitiveness (Raimondi, 2012). Although higher education cannot be fully enterprise management, facing the challenges and internal changes of globalization, neo-liberalism and academic capital, university governance is bound to further clarify its own development direction and strategy implementation.

5.1 The Governance Strategy of Internal Rationalization and External Enterprise Spirit

Globalization and competitive market forces have generated tremendous growth in the knowledge industry and have had a profound impact on social and educational institutions (Zajda, 2015). More and more universities act as entrepreneurial institutions, which is different from the traditional spirit of providing knowledge for themselves in the past. Therefore, it is believed that globalization may have a negative impact on education, but the impact of globalization on education in all fields is invisible. More importantly, it is forced to accept the neo-liberal ideology, efficiency, and profit-oriented managerialism's entrepreneurial spirit and economic benefits (Zajda, 2015). Higher education institutions should have rational thinking within them, examine their own advantages, and coordinate their governance strategies and views with external corporate spirit to improve the quality of higher education.

5.1.1 Internal Rationalization of Higher Education

Neo-liberal economic policies affect the university's civic education, adapt to the new global citizens, need to have competitive skills in the

global market; To this end, the university will creative thinking of civic education into professional courses (Raimondi, 2012). The enlightenment of academic capitalism to higher education reform is that teachers are more isolated from market discipline by placing themselves between capital and labor. Under the guidance of service and altruism, universities seek not to maximize profits, but to put the interests of students, communities, and stakeholders in the first place (Slaughter & Leslie, 1997). Naidoo (2018) proposed that factors affecting education reform include structural drivers related to political and regulatory systems; and symbolic driving factors composed of normative and emotional pressure. Market is the best resource allocation mechanism in society. If the government control plan ignores the characteristics of knowledge, it will interfere with the market self-regulation mechanism (Olssen & Peters, 2005). Therefore, the internal rationalization of higher education helps to clarify the challenges and changes in the face of these, and further adjust the internal structure and response to deal with the mechanism of teaching, research, and service in the opening of resources.

5.1.2 Higher Education and Entrepreneurship Merge

The globalization of politics and economy, the reduction of government funds, the connection with industry and commerce, and the marketing of education and business services are changing the nature of academic labor (Slaughter & Leslie, 1997). Enterprise management structure is autocratic, hierarchical, usually called top-down management structure; Capital formation in the form of enterprises is based on corporate entities, not primarily aimed at serving and contributing to specific social structures in society at large (Taylor, 2017). Combining the neo-liberal vision of higher education with the internal transformation of university internal management practice, the internal structure and operation arrangement of higher education institutions are readjusted according to the way of enterprise capital management (Carroll & Beaton, 2000). The speed of response to opportunities within the agreed strategic framework is key to effective university entrepreneurship (Filippakou & Williams, 2014).

The further characteristics of neoliberal citizens include individual nationalism, distrust of the government, emphasis on performance responsibility and consumerism (Raimondi, 2012). From the perspective of neo-liberal citizens, higher education should focus on the economic importance and the necessity of economic survival, formulate, and achieve measures to enhance the production capacity of enterprises and new high-yield performance goals (Olssen & Peters, 2005). When universities are seen as major agents of the knowledge economy, higher education institutions are encouraged to establish relationships with new partners with some degree of risk and to connect with business (Olssen & Peters, 2005). However, the traditional universities have faculty and administrative collaboration, and their tenure has its own norms, which seem to hinder the top-down corporate management style, limit their flexibility, and their ability to innovate and disrupt the market through sudden organizational changes and staff redundancy (Taylor, 2017). On the other hand, a better understanding of academic capitalism will promote and strengthen successful academic capitalists (Slaughter & Leslie, 1997).

The governance model of higher education institutions, based on the internal rationalization and the utilization of external enterprise spirit, provides an open attitude to the development of teaching, research, and service, and moves towards the goal of sustainable management of higher education and the way to cultivate talents for the country, society and economy, and the contribution of knowledge output and storage.

5.2 Governance Strategies of Universities as Social Institutions – A Perspective on the Traditional Mission of Universities

Universities are responsible for educating a new type of citizen, who has the complex skills needed to improve global competitiveness (Raimondi, 2012). Whether the large-scale expansion of higher education is accidental or the main reason lies in the ideological change, after all, this problem is still affected by the ideological change, which is the result of the current global dominance of neoliberalism (Filippakou & Williams, 2014). Higher education is an institution responsible for maintaining and sustaining critical theories and committed to

citizenship (Giroux, 2015). The command-and-control structure of higher education for enterprise business management uses a top-down management hierarchy, which enables business decision-making to be implemented quickly without consideration or thinking. For businesses that disrupt the market and are regarded as successful economically, they are usually regarded as agile and effective actions (Taylor, 2017). The traditional mission of universities is based on the operation of teaching, research and social services, multi-faceted talent cultivation, and political, social, and economic contributions.

5.2.1 Maintain the Ability to Think Critically and Introspectively

The assumption of globalization's diversification in economy, politics, society and ideology is a natural value. When it is regarded as established and has not been critically examined, especially the understatement of ideology, it should be critically analyzed in the discourse of globalization at any time (Zajda, 2015). There are more and more problems in higher education, which may be related to the reduction of funds, the control of market mechanism on universities, the rise of profitable universities and the weakening of the role of education; Administrators of universities are contradictory to the cultural and democratic values of higher education, and ignore the significance and mission of universities as a democratic public sphere (Giroux, 2015). Neoliberalism is an economic philosophy. For the mission of higher education to cultivate citizens, universities must strive to develop various mechanisms to make students become these new global citizens, and must strive to get rid of the universality of neoliberalism in higher education (Raimondi, 2012). It is necessary to maintain individual and group self-reflection judgment.

5.2.2 Teaching, Research and Service as the Core Development

How changes in national higher education policy affect access to higher education, and affect curriculum, research, and institutional autonomy (Slaughter & Leslie, 1997). The structure of universities will not turn back. Universities themselves should explore other ideas to reconcile their own characteristics and missions (Raimondi,

2012). The political and economic environment of higher education has authorized spheroidization and neo-liberal influence. The organizational structure, educational qualifications, and the nature of professional staff of higher education are also being readjusted. The reorganization and reconfiguration (Rhoades, G. & Slaughter, 1997) should still focus on the teaching, research, and social services of higher education. Historically, teachers have become more distinct from market discipline by placing themselves between capital and labor. In a professional context, guided by the concepts of service and altruism, what is sought is not to maximize profits, but to prioritize the interests of customers and communities (Slaughter & Leslie, 1997).

In a global culture, the University, like other educational institutions, is now expected to invest its capital in the knowledge market (Zajda, 2015). When universities are regarded as enterprises, with the basic premise of neoliberalism, in the most complete form of neoliberalism, all social interactions are contextualized as part of the market, without collective interests, and only individuals and their interactions with the market. In this view, the traditional academic mission of universities to create and disseminate knowledge is inclusive of the market and its needs (Taylor, 2017). Higher education institutions, through integrated entrepreneurial culture, seem to imply that most of their staff, at least in part, accept the need for new businesses and innovative working methods based on the need to generate income in partnership with economic activities outside universities (Filippakou & Williams, 2014). When higher education develops the performance responsibility system, it should be consistent with the view of public interest and become a meaningful performance responsibility system, which needs to start from the neo-liberalism theory and pay attention to it (Olssen, 2016).

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