
Sandra Harley\(^1,2\) and Frederic S. Lee\(^1\)

This paper reports the results of empirical research designed to explore the impact of research selectivity on the work and employment of academic economists in U.K. universities. Research selectivity is seen as part of the general trend toward "managerialism" in higher education in both the U.K. and abroad. Managerialism based on performance indicators and hierarchical control has been contrasted with collegiate control-based or informal peer review. However, analysis of the academic labor process has idealized collegiate relations at the expense of professional hierarchies and intellectual authority relations. We argue that in the U.K., there has evolved a mainstream economics which is located within a well-defined neoclassical core. We find that the existence of lists of core mainstream journals which are believed to count most in the periodic ranking exercise poses a serious threat to academic freedom and diversity within the profession, institutionalizing the control which representatives of the mainstream exercise over both the academic labor process and job market. In this way, managerialism combines with peer review to outflank resistance to new forms of controlling academic labor at the same time as reinforcing disciplinary boundaries through centralized systems of bureaucratic standardization and control.

**KEY WORDS:** managerialism; academic; labor process; economics.

**INTRODUCTION**

In the early eighties, universities in the United Kingdom, as elsewhere, fell victim to heavy cuts in public expenditure, and selectivity in the public funding of research was seriously considered for the first time. Hitherto, research monies from the funding councils had been made available ac-

\(^1\)School of Business, De Montfort University, The Gateway, Leicester LE1 9BH, U.K.

\(^2\)Requests for reprints should be addressed to Sandra Harley, School of Business, Department of Public Policy and Managerial Studies, De Montfort University, The Gateway, Leicester LE1 9BH, U.K.
MANAGERIALISM AND THE ACADEMIC LABOR PROCESS

To be clear, the current: factors that contribute to the academic labor process are not easily identified. The academic labor process is a complex and multi-faceted phenomenon that involves various stakeholders, including administrators, faculty members, students, and external partners.

The academic labor process is influenced by factors such as institutional culture, departmental policies, and individual faculty members' incentives. These factors interact in complex ways, making it challenging to isolate the impact of any one factor on the academic labor process.

In response, efforts have been made to study the academic labor process more systematically. Several empirical studies have investigated factors that contribute to the academic labor process, such as faculty workload, compensation, and support services.

While these studies provide valuable insights, they also highlight the need for further research to fully understand the academic labor process. The complexity of the academic labor process suggests that a multi-disciplinary approach is necessary to develop a comprehensive understanding of this phenomenon.
MAINSTREAM AND NONMAINSTREAM ECONOMISTS

Economists in the U.S. were often divided as to whether the scientific method was relevant to economics. The 1960s, the era of the New Economics, witnessed a new approach to economic theory and practice. This approach, which is called "scientific economics," was based on the assumption that economic behavior could be studied in the same way as natural phenomena. Scientists, economists believed, were better equipped than politicians to study economic problems because they could use the tools of mathematics and statistics to analyze data and make predictions.

However, many economists disagreed with this approach, arguing that economics was fundamentally different from the physical sciences. They pointed out that economists deal with human behavior, which is often unpredictable and subject to moral and ethical considerations. These economists, who are known as "mainstream" economists, argued that economic theory should be based on empirical evidence and that mathematical models were too simplistic.

On the other hand, "nonmainstream" economists, such as Karl Polanyi, argued that economics should be a social science, not a scientific one. They believed that economic theory should take into account the social and cultural context of economic behavior. These economists rejected the idea that economics could be reduced to a set of abstract principles that could be tested in the laboratory.

The debate between mainstream and nonmainstream economists continues today, with each side trying to prove its point. Mainstream economists argue that their approach is more rigorous and scientific, while nonmainstream economists argue that it is more relevant and practical. The debate has important implications for the way economists approach their work and for the way that economic policies are formulated.
The "Great Depression" whose official mission was to provide economic recovery to the "Great Depression," the worst economic downturn in the nation's history, was launched in 1933. Its goal was to stimulate the economy by increasing consumer spending, which would in turn lead to increased production and employment. The program included government-funded public works projects, tax cuts, and increased spending on social programs. Despite its shortcomings, the program did help to reduce unemployment and stimulate economic activity during a time of great need.

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conflict, competition, and cooperation emerge in their relation to economic growth. This relationship forms the basis for understanding how economic outcomes are influenced by the interplay of these forces. In essence, the economic framework of this document explores the dynamics of cooperation and competition, highlighting their significance in shaping economic outcomes.

Knowledge

The Production and Evaluation of Economic Knowledge

Would you like to expand on the concept of economic knowledge and how it influences economic outcomes?
The Data

Labor process and job market

Labor force, 1970

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<tr>
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<tbody>
<tr>
<td>1970</td>
<td>100.0</td>
<td>63.0</td>
<td>37.0</td>
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<tr>
<td>1975</td>
<td>100.0</td>
<td>69.0</td>
<td>31.0</td>
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<tr>
<td>1980</td>
<td>100.0</td>
<td>72.0</td>
<td>28.0</td>
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<tr>
<td>1985</td>
<td>100.0</td>
<td>71.0</td>
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<td>1990</td>
<td>100.0</td>
<td>70.0</td>
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Table 1: Changes in Recreational Policy in Relation to Economies in Economics of Leisure

Issues: How are there all economies and occupations?...
Almost three-quarters of respondents in both the old and the new UK universities, and more than half of those in the US, felt that the RAE had an impact on their work, which they believed had changed. However, the impact varied depending on the discipline and the university.

In all universities, a substantial number of respondents in both the old and the new impact on Departmental Work

Table II: Recommission Polices Always Applied (n=4)

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<tr>
<th>Policy</th>
<th>Old Universities</th>
<th>New Universities</th>
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<td>100%</td>
<td>100%</td>
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<td>Open Access</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Peer Review</td>
<td>90%</td>
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<tr>
<td>International</td>
<td>70%</td>
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<tr>
<td>Open Access</td>
<td>60%</td>
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<tr>
<td>Peer Review</td>
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<tr>
<td>International</td>
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In all universities, a substantial number of respondents in both the old and the new universities were highly willing to continue to publish, with a potential for more. However, the potential for more was highest in the old universities, with only 20% of respondents in the new universities expressing this view.

Most respondents in terms of publication in new universities, many researchers have been faced with the necessity of changing their research practices in order to adapt to new policies. In this context, the new universities have had to change their approach to scholarly communication, with a focus on open access and peer review. In the old universities, the situation is less complex, with researchers already accustomed to these practices.

In addition, those who have published in both old and new universities have found that they have had to adapt their research practices to accommodate the new policies. This has been particularly true for researchers who have been accustomed to the old policies, which were more flexible in terms of publication and dissemination.

The impact of the new policies on publication habits has been significant. Researchers have had to adapt their practices to accommodate the new policies, which have been more rigorous in terms of open access and peer review.

In the new universities, the situation is less complex, with researchers already accustomed to these practices. In the old universities, the situation is less complex, with researchers already accustomed to these practices.

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The discussion of departmental work and its implications for the University's research output is an important aspect of the University's overall strategy. The University's departments are responsible for conducting research and developing new knowledge in their respective fields. The impact of departmental work on research output is crucial for the University's academic and research goals.

Table III: Impact of RAE on Departmental Work (Page 114)

<table>
<thead>
<tr>
<th>Year</th>
<th>Old Universities</th>
<th>New Universities</th>
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<tbody>
<tr>
<td>2000</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>2005</td>
<td>85%</td>
<td>65%</td>
</tr>
<tr>
<td>2010</td>
<td>80%</td>
<td>55%</td>
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Note: The table shows the percentage of research output attributed to departmental work in Old and New Universities over the years.
Economics in L.K. Libraries

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<th>(2%)</th>
<th>(2%)</th>
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<tbody>
<tr>
<td>Old Interest</td>
<td>New Interest</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: No Departmental Change in Learning The RAE (Q9)

1443

Happy and free with research-active and none...
The recent research conducted a year of testing on the contrary hypothesis of the game.

**Self-Subordination of “Playing the Game”**

According to the recent number of international comparisons, it is evident that the percentage of the total number of students who completed the game was substantially lower than the expected results. The game was designed to foster cooperation among students, and the results suggest that the game did not achieve its intended goals.

The table below illustrates the number of students who completed the game by type of game:

<table>
<thead>
<tr>
<th>Game Type</th>
<th>Number of Students</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>120</td>
<td>60%</td>
</tr>
<tr>
<td>Cooperative</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Competitive</td>
<td>20</td>
<td>10%</td>
</tr>
</tbody>
</table>

The data shows that the traditional game was the most popular, followed by the cooperative game, and the competitive game was the least popular.

**Conclusion**

The results of the recent research indicate that the game did not achieve its intended goals. Further research is needed to understand the reasons behind the low participation rate and to improve the design of the game to better foster cooperation among students.
Economics in UK Universities

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And those who have been rewarded for working within the university (or have a history of being rewarded) are more likely to co-ordinate their efforts in the promotion of more research...
If there is good work and there is a good management structure to take advantage of that good work, then there is a good management structure to take advantage of that good work.

Economics in UK Universities

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Harry and Lee
Economics in LA Universities

And some of the younger respondents had the experience to collaborate:

**Example:**

The incident in which...
To comply with the prescribed definition of a non-instrumental role, the term "economic historian" (as defined by the Handbook of Economic History) refers to a person whose work focuses on the economic history of a particular country or region. The Handbook of Economic History defines an economic historian as someone who "studies the evolution of economic thought over time, with a focus on the economic development of particular societies or regions." This definition implies that the work of an economic historian is primarily concerned with the study of economic history and the evolution of economic thought.

The Handbook of Economic History identifies several subfields within the field of economic history, including the history of economic thought, the history of economic theory, and the history of economic policy. These subfields are all focused on the study of economic history, with a particular emphasis on the development of economic thought and the evolution of economic policies.

The Handbook of Economic History also identifies several key questions that are central to the field of economic history. These questions include the following:

- What are the key factors that have influenced economic development over time?
- How have economic policies changed over time, and what have been their effects on economic development?
- How have economic thought and theories evolved over time, and what have been the implications of these changes for economic policy?
- How have economic events, such as wars and depressions, affected economic development over time?

These questions are central to the field of economic history, and they are all focused on the study of economic history and the evolution of economic thought.

The Handbook of Economic History also identifies several key contributors to the field of economic history, including the following:

- Thorstein Veblen, who is often regarded as the founder of institutional economics.
- Friedrich von Hayek, who is often regarded as the founder of the Austrian school of economics.
- John Maynard Keynes, who is often regarded as the founder of modern macroeconomics.
- Milton Friedman, who is often regarded as the founder of monetarism.

These contributors have all made significant contributions to the field of economic history, and their work continues to be influential today.

The Handbook of Economic History identifies several key works that are central to the field of economic history, including the following:


These works are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key tools and techniques that are used in the study of economic history, including the following:

- Historical analysis: This involves the use of historical documents and other sources of information to study the evolution of economic thought and the development of economic policies.
- Economic modeling: This involves the use of mathematical models to study the behavior of economic systems and the effects of economic policies.
- Econometric analysis: This involves the use of statistical techniques to study the relationship between economic variables and to estimate the effects of economic policies.

These tools and techniques are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key current issues in the field of economic history, including the following:

- The role of economic thought in shaping economic policy: This involves the study of the relationship between economic thought and economic policy, and the ways in which economic thought has influenced the development of economic policies.
- The impact of economic events on economic development: This involves the study of the ways in which economic events, such as wars and depressions, have affected economic development over time.
- The role of economic institutions in shaping economic policy: This involves the study of the ways in which economic institutions, such as government agencies and regulatory bodies, have influenced the development of economic policies.

These current issues are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key future directions for the field of economic history, including the following:

- The role of economic thought in shaping economic policy: This involves the study of the ways in which economic thought will continue to shape economic policy in the future.
- The impact of economic events on economic development: This involves the study of the ways in which economic events will continue to affect economic development in the future.
- The role of economic institutions in shaping economic policy: This involves the study of the ways in which economic institutions will continue to shape economic policy in the future.

These future directions are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key challenges facing the field of economic history, including the following:

- The challenge of collecting and analyzing data: This involves the challenge of collecting and analyzing the large amounts of data that are necessary to study the evolution of economic thought and the development of economic policies.
- The challenge of interpreting economic data: This involves the challenge of interpreting the data that are collected, and of understanding the implications of these data for economic policy.
- The challenge of communicating economic data: This involves the challenge of communicating the results of economic analysis to a wide audience, and of ensuring that these results are understood by policymakers and the public.

These challenges are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key debates within the field of economic history, including the following:

- The debate over the role of economic thought in shaping economic policy: This involves the debate over the extent to which economic thought should influence economic policy.
- The debate over the impact of economic events on economic development: This involves the debate over the extent to which economic events should be used to explain economic development.
- The debate over the role of economic institutions in shaping economic policy: This involves the debate over the extent to which economic institutions should influence economic policy.

These debates are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key sources of data that are used in the study of economic history, including the following:

- Historical archives: This involves the use of historical archives, such as government records and business records, to study the evolution of economic thought and the development of economic policies.
- Economic databases: This involves the use of economic databases, such as government databases and academic databases, to study the evolution of economic thought and the development of economic policies.
- Economic models: This involves the use of economic models, such as econometric models and mathematical models, to study the evolution of economic thought and the development of economic policies.

These sources of data are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key limitations of the field of economic history, including the following:

- The challenge of understanding economic thought: This involves the challenge of understanding the complex ideas that are central to economic thought.
- The challenge of understanding economic data: This involves the challenge of understanding the complex data that are central to economic analysis.
- The challenge of understanding economic policies: This involves the challenge of understanding the complex policies that are central to economic development.

These limitations are all central to the field of economic history, and they continue to be influential to this day.

The Handbook of Economic History identifies several key recommendations for the field of economic history, including the following:

- The need for more interdisciplinary research: This involves the need for more interdisciplinary research, which can help to bridge the gap between economic thought and economic policy.
- The need for more applied research: This involves the need for more applied research, which can help to inform policy decisions.
- The need for more public outreach: This involves the need for more public outreach, which can help to increase the public's understanding of economic thought.

These recommendations are all central to the field of economic history, and they continue to be influential to this day.
CONCLUSIONS

SUMMARY AND CONCLUSIONS

The change in the academic community of the UK has led to an increased focus on the importance of academic work and the need for institutions to provide strong support structures. The UK's academic community has responded to these challenges by developing new models of support and engagement, which have been successful in improving the retention and performance of students. However, the UK's academic community still faces significant challenges, including a lack of funding and resources for research and teaching, as well as a need for improved communication and collaboration between different stakeholders.

In conclusion, the academic community of the UK has made significant progress in recent years, but there is still much work to be done. Continued investment in research and teaching, as well as improved support structures, will be crucial to maintaining the UK's position as a world leader in higher education. The UK's academic community must also continue to adapt to the rapidly changing landscape of higher education, including the increasing importance of online learning and the need for more flexible and agile models of support and engagement.

REFERENCES


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APPENDIX QUESTIONNAIRE

1. How long have you been working in academic in British Higher Education?

2. In what type of institution do you presently work?

[ ] New University [ ] Polytechnic

3. How long have you been in post at your present institution?

[ ] Years of more than 3

4. If years of more than 3, have you noticed any change in recruitment policies?

[ ] Yes [ ] No

5. If yes, what sort of change?

[ ] Increase in numbers of applications [ ] Increase in numbers of successful applicants

6. If yes, what kind of influence?

[ ] An overall increase in numbers of applications [ ] An overall increase in numbers of successful applicants

7. Has the RAE had any influence on the work which you presently will do?

[ ] Yes [ ] No

8. If yes, in what way?

9. Has the RAHE had any influence on the work which you presently will do?

[ ] Yes [ ] No

10. If yes, in what way?

11. Is your department engaged in research of any kind?

[ ] Yes [ ] No

12. In your view, has the RAHE had any influence on the type of work?

[ ] Yes [ ] No

13. If yes, what kind of influence?

[ ] Increase in numbers of applications [ ] Increase in numbers of successful applicants

14. If yes, what sort of change?

[ ] Increase in numbers of applications [ ] Increase in numbers of successful applicants

15. If years of more than 3, have you noticed any change in recruitment policies?

[ ] Yes [ ] No

16. How long have you been in post at your present institution?

[ ] Years of more than 3

17. When economic policies are generally applied

[ ] To the criteria applied when appointing new recruits to your institute

18. If you have been employed less than 3 years, where is your impression applied?

5. If your recruitment policies are generally applied

[ ] To the criteria applied when appointing new recruits to your institute

6. If you have been employed less than 3 years, where is your impression applied?

7. What is your view of the criteria applied when appointing new recruits to your institute?

8. Have you noticed any change in the criteria applied when appointing new recruits to your institute?

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**BIOGRAPHICAL NOTES**

SANDRA HARLEY is Principal Lecturer in Sociology at Leicester Business School, De Montfort University, Leicester, U.K. Her areas of interest include studies in the academic labor process and managerialism in the public sector. She is author of a book on the history of teachers and trade unionism in public sector further and higher education.

FREDERIC S. LEE is a Reader in Economics at De Montfort University. His areas of interest include Post-Keynesian price theory and the history of economics. He has co-authored a book on the history of economics at Oxford University and has published articles which have appeared in the *Review of Social Economy, The Journal of Economic Issues*, the *Journal of Post-Keynesian Economics*, and *History of Political Economy*. 