

University Academy Aggression: Corporate Managerialism, MICE Philosophy, and the Capacity for Comprehensive Understanding

Dr Neville Buch and MICE¹



5TH AUSTRALIAN EAST COAST TRIP SERIES ABSTRACT: The travel from Brisbane to Geelong through country New South Wales, running out of petrol with no money but the kindness of others, spending several days with Australian leading Islam/Muslim historian and then the return trip via Sydney where I presented on the Dynamic of Cognition at the University of Sydney's "Leaving Religion and Non-Religion Thought Symposium.

The "How Corporate Universities Suffocate Innovation" audio commentary on MICE's Contributory Economy and Human Authorship:

<https://drnevillebuch.com/uncategorized/university-academy-aggression-corporate-managerialism-mice-philosophy-and-the-capacity-for-comprehensive-understanding/>

¹ Artificial Intelligence (A.I.) has been fairly used in the production of this work. The tool used is Google NotebookLM (recently rebranded as Gemini Notebook). It is an AI-powered virtual research assistant and thinking partner designed to help a person interact deeply with their own documents. Unlike general chatbots, it is source-grounded, meaning it only generates answers based on the specific PDFs, documents, or links uploaded. The A.I. process in the production of this work has been limited to the attached (prompts) on each of the questions in turn. This ensures an accurate reading of each source. The author then rearranged and re-edited the answers the A.I. provided. The human author publishes this work. A.I. is never an author when used properly. This assistance is not qualitatively different from a human research assistant when that assistance is deemed to have no authorial status but is acknowledged.

University Academy Aggression: Corporate Managerialism, MICE Philosophy, and the Capacity for Comprehensive Understanding

1. Core Economic Argument: The Political Economy of Academic Aggression

In contemporary sociological and economic analysis, “**University Academy Aggression**” describes the systemic, institutional coercion and interpersonal hostility produced by the commercialization and corporate governance of higher education [1–2, 16–19, 69–72]. While clinical literature frequently categorizes workplace aggression into reactive and proactive forms (Bezdjian et al. 2011: 1267; LeBlanc & Barling 2004: 12), the economic critique of the academy uncovers a deeper structural pathology:

1. **The Commodity Model of Knowledge:** Higher education institutions have transitioned from public sanctuaries of wisdom into corporate enterprises governed by market clearing metrics, casualized piecework, and credential inflation (Buch 2026d: 150; Friesen 2009: 18). Knowledge is treated as a packaged commodity to be traded for institutional prestige and ranking points rather than a living disclosure earned through social participation (Buch 2026c: 1; Buch 2026d: 151)^{[1][2]}.
2. **Academic Rent-Seeking and Precarity:** Under corporate managerialism, administrative cadres extract economic rents while shifting unpriced operational, financial, and cognitive burdens downward onto casualized teaching staff and researchers—a classic manifestation of **Jameel’s Economic Law of Responsibility Burden** (Jameel 2026b: 79; Buch 2026b: 2) [6–7].
3. **Institutional Aggression as Structural Control:** As academics are subjected to performative metrics, grant-seeking pressures, and strict normative controls, workplace aggression manifests not merely as individual bad behaviour, but as a systemic mechanism to enforce compliance and eliminate non-conforming, independent thought (Herscovis & Barling 2010: 24; Buch 2026d: 187, 199) [2, 70–71].

2. Alignment with MICE Principles and Philosophy

The **Management Institute for Contributory Economy (MICE)** offers a direct philosophical and operational counter-architecture to University Academy Aggression through its integrated principles [18–25, 76–78]:

- **Organological Restoration (Bernard Stiegler):** Corporate university management relies on automated audit metrics and performance dashboards that induce “**denoetization**”—

University Academy Aggression: Corporate Managerialism, MICE Philosophy, and the Capacity for Comprehensive Understanding

the systematic liquidation of contemplative judgment and deep historical memory (Buch 2026a: 3; Stiegler 2010: 45)^[3]. MICE restores “long circuits of attention,” ensuring that technical platforms serve humanistic scholarship rather than reducing the scholar to an unpaid system operator [22–23].

- **Communicative Action and Open Constitutionalism (Jürgen Habermas):** Rather than accepting managerial coercion or bureaucratic decree, MICE implements Habermasian communicative competence [23–24]. Through **Open Constitutionalism**, action conflicts within academic institutions are resolved through unforced, reasoned consensus across four validity claims: comprehensibility, truth, rightness, and truthfulness (Habermas 1984: 102; Buch 2026a: 3) [23–24].
- **Thick Ethical Concepts (Bernard Williams):** MICE replaces thin, quantitative metrics (such as h-index, impact factors, and student satisfaction scores) with “thick ethical concepts” (integrity, courage, and truthfulness)^[4]. This prevents university governance from devolving into audit culture and administrative intimidation^[4].
- **The POLICE Diagnostic Filter:** MICE operationalizes its critique through the five-stage POLICE filter (**P**hilosophically **O**ntology, **L**ogic, **I**ntersect, **C**ompatibility, **E**ducation) [25, 76–77]. This diagnostic tests whether university policies correspond to actual states of affairs rather than manufactured PR myths or corporate “lifestyle state” branding^[5].
- **Decoupling Scholarship from Precarity:** MICE advocates for compensating **contributory activities**—protecting free time, cognitive bandwidth, and independent scholarly research from the coercive threat of institutional dismissal or defunding (Buch 2026a: 8; Jameel & Buch 2026: 102) [27–28].

3. Alignments Between Academy Aggression and Comprehensive Understanding

University Academy Aggression directly restricts society's capacity for **comprehensive understanding (“360-degree vision”)** by enforcing cognitive rigidity and institutional isolation [18–20, 69–76]:

1. **Fixed Mindset vs. Open Mindset:** Corporate university structures condition scholars into a “**Fixed Mindset**” (Dweck 2006: 28), where academic degrees and titles are treated as “property in positions” to be defended against outsiders (Buch 2026d: 187, 202) [71–72]. This generates defensive aggression against alternative worldviews and non-conforming research^{[8][9]}. An “**Open Mindset**”, by contrast, views intellect as a dynamic capacity cultivated through lifelong democratic inquiry^{[10][11]}.

University Academy Aggression: Corporate Managerialism, MICE Philosophy, and the Capacity for Comprehensive Understanding

2. **Techné Mindset and Specialized Ignorance:** Academy aggression incentivizes hyper-specialization, reducing complex human and historical realities to narrow, quantifiable data points^{[9][12]}. This creates “specialized ignorance,” where researchers analyze human subjects through thin formalisms detached from historical and social context (Buch 2026d: 198)^[12].
 3. **Institutional Compliance (“Junior State of Cognition”) vs. Intellectual Sovereignty:** In aggressive university environments, scholars are subtly conditioned into a “Junior” state of cognition—acting as compliant executors who align research topics with institutional funding priorities and career advancement (Buch 2026d: 199) [71–72]. Overcoming this trap requires **Intellectual Sovereignty**, where the scholar practices **panser (thinking as caring)** as an active intellectual immune system against institutional pressure^[7].
-

4. Why This Message Is Important: Reclaiming Intellectual Sovereignty

Exposing and reforming University Academy Aggression is essential for the future of democratic society, public reason, and human flourishing [18–19, 30–35, 76–78]:

- **Protecting the Knowledge Commons:** When universities succumb to corporate managerialism and academic aggression, the knowledge commons is degraded into machine-optimized tokens and short-term commercial contracts [27–28, 31]. Reclaiming independent scholarship ensures that truth-seeking remains pluralistic, rigorous, and free from administrative coercion^[14].
 - **Restoring Human Authorship:** In an era of generative AI and automated metrics, reducing the scholar to a transactional node accelerates symbolic misery^[15]. The MICE framework re-centres the “**historical person**” as an active author capable of moral reasoning, historical empathy, and social care^{[16][17]}.
 - **Cultivating Social Peace and Horizon Fusion:** By deploying Habermasian dialogue and Gadamerian hermeneutics, society can transform institutional anger and academic aggression into constructive, lasting resolution, building genuine bridges between conflicting worldviews^[17].
-

University Academy Aggression: Corporate Managerialism, MICE Philosophy, and the Capacity for Comprehensive Understanding

In-Text Harvard References & Bibliography

In-Text Harvard References

- (Bezdjian et al. 2011: 1267)
- (Blank 2005: 14)
- (Buch 2022: 320, 341)
- (Buch 2026a: 1–4, 8–10)
- (Buch 2026b: 1–3, 8–10)
- (Buch 2026c: 1, 34, 38)
- (Buch 2026d: 150, 187, 198–202)
- (Dweck 2006: 28)
- (Friesen 2009: 18)
- (Habermas 1984: 102)
- (Hershcovis & Barling 2010: 24)
- (Jameel 2026b: 79)
- (Kaserman & Wilson 2009: 28)
- (LeBlanc & Barling 2004: 12)
- (Stiegler 2010: 45)

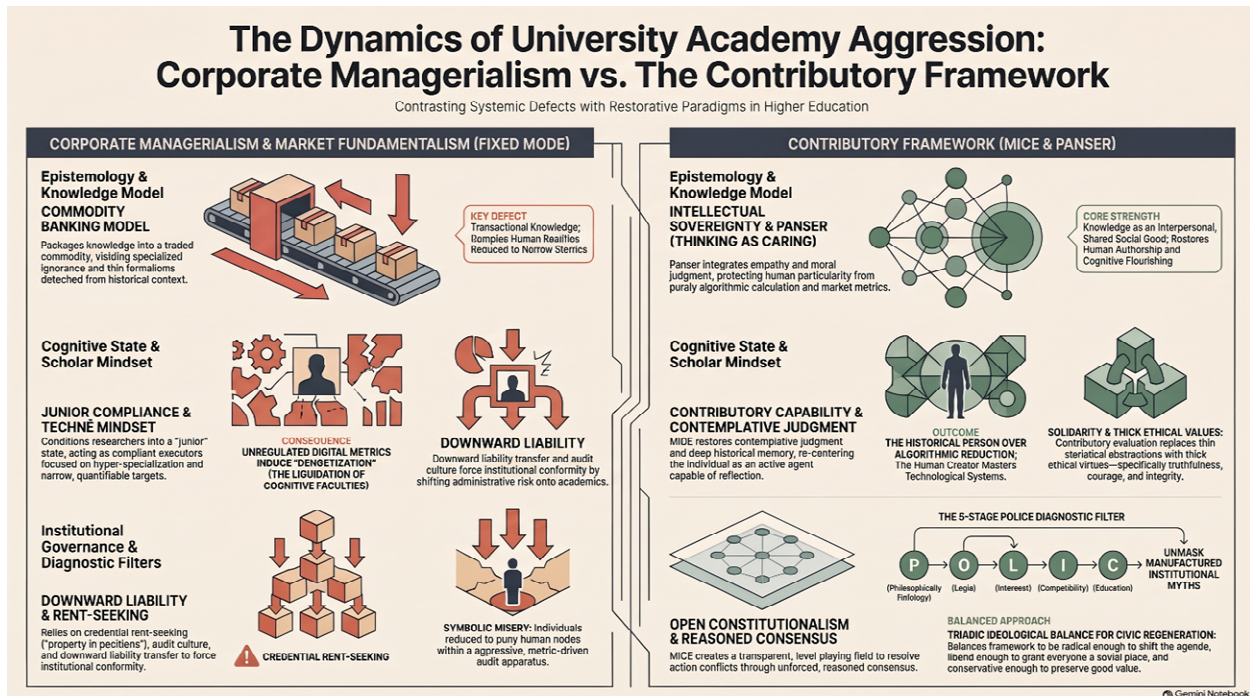
Full Bibliography

1. **Bezdjian, S., Raine, A., Tuvblad, C., & Baker, L. A.** (2011). The Genetic and Environmental Covariation Among Psychopathic Personality Traits, and Reactive and Proactive Aggression in Childhood. *Child Development*, 82(4), 1267–1281.
2. **Blank, R. H.** (2005). The Brain, Aggression, and Public Policy. *Politics and the Life Sciences*, 24(1/2), 12–21.
3. **Buch, Neville.** (2022). *Record of 2022 Paramatta Road Trip*. Brisbane: Mapping Brisbane History Project.

University Academy Aggression: Corporate Managerialism, MICE Philosophy, and the Capacity for Comprehensive Understanding

4. **Buch, Neville.** (2026a). *Beyond Neoliberal Formalism: An Anthropological and Economic Critique of Bevin Luchel's Fixed Mindsets, Fixed Incomes*. Brisbane: Management Institute for Contributory Economy (MICE).
5. **Buch, Neville.** (2026b). *Architect of Human Welfare: Profiling Arif Jameel, the Economics of the Responsibility Burden, and the Contributory Alliance*. Brisbane: Management Institute for Contributory Economy (MICE).
6. **Buch, Neville.** (2026c). *Non-Religion and Dynamic of Cognition*. Brisbane: Management Institute for Contributory Economy (MICE).
7. **Buch, Neville.** (2026d). *The Unbound Mind: Independent Scholarship, Institutional Isolation, and the Restoration of Human Authorship*. Brisbane: Management Institute for Contributory Economy (MICE).
8. **Dweck, Carol S.** (2006). *Mindset: The New Psychology of Success*. New York: Random House.
9. **Friesen, Norm.** (2009). *Re-Thinking E-Learning Research: Foundations, Methods and Practice*. New York: Peter Lang.
10. **Habermas, Jürgen.** (1984). *The Theory of Communicative Action, Volume 1: Reason and the Rationalization of Society*. Boston: Beacon Press.
11. **Hershcovis, M. S., & Barling, J.** (2010). Towards a Multi-Foci Approach to Workplace Aggression: A Meta-Analytic Review of Outcomes from Different Perpetrators. *Journal of Organizational Behavior*, 31(1), 24–44.
12. **Jameel, Arif.** (2026). *Jameel's Economic Law of Responsibility Burden: A Coasean Extension from External Costs to Decentralized Reliability Responsibility*. Zenodo. <https://doi.org/10.5281/zenodo.23232064>
13. **Kaserman, B., & Wilson, M. W.** (2009). On Not Wanting It to Count: Reading Together as Resistance. *Area*, 41(1), 26–33.
14. **LeBlanc, M. M., & Barling, J.** (2004). Workplace Aggression. *Current Directions in Psychological Science*, 13(1), 9–12.
15. **Stiegler, Bernard.** (2010). *For a New Critique of Political Economy*. Cambridge: Polity Press.

University Academy Aggression: Corporate Managerialism, MICE Philosophy, and the Capacity for Comprehensive Understanding



Take the [MICE Quiz](#)