

Review of: "[Commentary] The NPM University: A Satirical Examination of New Public Management in Higher Education, Drawing Lessons from a Fictional Norwegian Institution"

Luiz Alberto Pilatti¹

¹ Federal University of Technology - Paraná/Brazil (UTFPR)

Potential competing interests: No potential competing interests to declare.

The text "The NPM University: A Satirical Examination of New Public Management in Higher Education, Drawing Lessons from a Fictional Norwegian Institution" presents a satirical commentary on the practices of New Public Management (NPM) in higher education, using a fictional university in Norway as a case study. The clarity and coherence of the text are notable, making it easy to read and understand the proposed critiques and satire. The use of humor and satire effectively illustrates the flaws and exaggerations of NPM practices, addressing critical issues such as the commodification of education, the lowering of academic standards, and the emphasis on superficial metrics.

The comparison with Soviet-era production methods offers an exciting and critical perspective on applying industrial management tactics in academic settings. Additionally, the text provokes essential reflections on the sustainability and consequences of NPM strategies in higher education. However, some points could be improved to enrich the argument.

Although the satire is effective, a more profound and less caricatured analysis could provide a more solid foundation for the critique. The text would also benefit from more references to studies and empirical evidence supporting the presented criticisms. At some points, the satire may seem exaggerated, diverting focus from the severe criticisms. A better balance between humor and critical analysis would be beneficial.

Furthermore, the article could include a more robust conclusion, offering concrete suggestions to address the highlighted problems. Maintaining a satirical tone is essential, but it is necessary to ensure that the language is accessible to a broader audience, including those who may not be familiar with public management or academic jargon. Including real examples of universities that apply practices similar to those criticized could reinforce the validity of the analysis.

Exploring in more detail the long-term impacts of these practices on the quality of education and academic integrity would also enrich the discussion.

Overall, the text is a humorous and provocative critique of New Public Management practices in higher education. With some adjustments to deepen the analysis and better balance satire with serious criticisms, it could become an even more significant contribution to the discussion on educational policies and university governance.

