

Risky Deleuzian Double Spiral-Antenarratives and Sensemaking of Academic Capitalism

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This chapter focuses on a Deleuzian theory of double spirals, extending it to changes of public university sensemaking in times of crisis. I add an antenarrative theory understanding of Deleuzian 'semiotic' spiral systems. Specifically, risky double spiral-'*antenarratives*' are in play in schools of business around the world, as public universities are being deterritorialized and reterritorialized in academic reorganization schemes, including using business process reengineering to institute academic capitalism in so-called 'knowledge economies' under conditions of defunding by the State. Double-spiralling antenarratives enact between localized living stories webs and long-lived organization-narratives (or petrified & formalized narratives & counternarratives) that mix in unanticipated ways that call forth monsters from the deep, out of the abyss of nothingness, of common sense and nonsense, becoming phantasms. My contribution is to apply Deleuzian sense to sensemaking, to theorize 'double-spiral-antenarrative' in relation to prospective sensemaking processes as phantasms arise from the depths to crack the surface of sense-nonsense. Double spiralling, back-and-forth, between future and past, presents organizational strategic shapes and pathways and rhizomatic movements of academic capitalism, riskier and more absurd nonsense, than ever before. As autoethnographer, I am complicit, and my own paranoia is an axis of both sense and nonsense I participate in: playing the publishing game in rank journals, doing outcome assessments for AACSB reaccreditation, and so forth, that I believe don't help research or pedagogy.

INTRODUCTION

The purpose of this chapter is to explore the central role that sensemaking plays as administrators communicate formal narratives (& counternarratives) about the State financial crisis, what the public university is doing, and will do in the future, to respond to anticipated additional crises in late modern capitalism. It is also my own schizophrenia, my paranoid complicity in publishing games of sense and nonsense. My brain is like *Velcro* to the negative news coming out day after day about downsizing the university, increasing workloads, complying to more surveillance routines. These significations attune me to fear, anxiety, and turbulence. It's difficult to remember how privileged I am: white, male, tenured, had

most awards at my university, including Regents Professorship, and have (people tell me) most cited publications of anyone in college. Yet, I wonder, will our department be fodder for the next round of downsizing, will I be pushed aside so cheaper and younger contract-faculty can be hired. At my university tenured professors have been released (e.g. in Engineering College, the Regents decided Survey Engineering Department is not needed anymore, and those faculty are now gone). “The Las Cruces campus will lose 126 positions — 89 that are vacant and 37 that are filled — and engineering surveying and the equestrian team are planned for elimination.”¹

I have noticed the more I resist and rebel against the reality of the downsizing and reengineering, it seems to get worse for me. I need to be able to in the eye of the storm and watch the reorganizing pass without becoming fearful, anxious, or worried. I keep waiting for the storm to pass, and reach a calm and peaceful state of mind. I am experiencing alienation, a lack of enthusiasm for anything by my teaching.

This chapter is relevant to the theatric gesture in Rebecca Schneider’s work² to sensemaking of institutional change and personal change I am experiencing in the public university, which I interpret as ‘TamaraLand’ theater (Boje, 1995; Hitchin, 2014). This is also an autoethnography about the both/and conjunction that punctuate semiotic storytelling systems and structures of institutional change in space and time of TamaraLand where many actors are telling stories simultaneously in different rooms, and moving between rooms, in acts of moving sensemaking. My performances moving between rooms at my university replay and counter

¹ **NMSU budget cuts target academic, athletic program**
Damien Willis, Las Cruces Sun-News Published 6:42 p.m. MT July 13, 2016,
accessed October 18 2017, <http://www.lcsun-news.com/story/news/education/nmsu/2016/07/13/nmsu-plans-cut-positions-well-surveying-equestrian/87045282/>

² In 1990 a Native American group Spiderwoman Theater performed a play call ‘*reverb-ber-ber-ations*’ (Schneider, 2017).

conditions of subjugation to academic capitalism that is radically transforming many public universities around the world into the neoliberal image of public education driven by market forces.

My theoretical approach is to extend sensemaking with a Deleuzian double spiral, and some antenarrative theory, to make sense of recurring crises facing the public university, in monstrous admixtures of difference and repetition. The financial crisis of 2008 was not our first one. When I arrived at this university in 1996, there was a financial crisis through 1998, then another in the 2008 mortgage crisis, and now the 2016 crisis that continues to escalate. What is interesting, the powers that be, those strategic central administration planners, in all three crises, decided to merge our management department with marketing, and each time ,put the Ph.D. on the chopping block (or under close scrutiny or suspended funding of assistantships till further notice, and so on).

In Part 1 of the chapter I introduce double-spiral antenarrative theory. In Part 2, I apply the theory to the situation of risk to universities of current neoliberal ideology and the practices of downsizing happening worldwide to most public universities. In Part 3, I examine some alternatives to downsizing and reengineering university academic capitalism processes.

PART 1: Deleuzian-Double-Spiral Antenarrative Theory

My main thesis here is that Deleuzian-spiral-antenarratives are radically different from Weickian retrospective sensemaking, and the two are mixing together. Besides retrospective narrative sensemaking, Deleuze adds a focus is on multiplicity that spirals. I see implications for antenarrative-spiral theory: “Antenarrative is the fragmented, non-linear, incoherent, collective, unplotted and pre-narrative speculation, a bet” (Boje, 2001: 1). In antenarrative theory, there is a fore-caring for the future, that happens as a process before-narrative coherence, and involves making ‘bets’ or ‘antes’ on the future, bringing one potential future into Being, rather than multitude of potential futures that could be cultivated and attended to (Boje, 2001; Boje, Svane, & Gergerich, *in press*).

In the ‘retrospective sensemaking’ of events, sudden interruptions or crises to the day-to-day trigger sensemaking, and a change in cognition, because the

expected event did not occur. This leads to further sensemaking. In addition to Weickian epistemic (ways of knowing) approach, I would like to develop a more ontological understanding of prospective sensemaking processes. I am not limiting sensemaking to language use in texts, conversations (speech acts), and documents (written discourse). Antenarrative has other forms better consciousness and mattering. As Weick (2012: 145) puts it, "To talk about antenarrative as a bet is also to invoke an important structure in sensemaking; namely, the presumption of logic." Weick (2012: 145), continues:

"Antenarratives set up a similar dynamic. The transition from story to narrative is fostered by the belief that the fragments will have made sense although at the moment that is little more than a promise. Sensemaking, storytelling, and organizing become linked, in a Treasury inquiry or a recounting of one's life story, when actors say to themselves and others, I will have moved on with these unplotted fragments because they promise to amount to something eventually. Even though closure is being displaced, experience and action and activity continue to build up, which increases the probability that order, coherence, a plot, and stability will somehow be stirred up. This is a minimalist account of organizing, which, minimal though it is, includes story (in Boje's sense of antenarrative), ordering, action, sensemaking, and stabilizing, in the context of the impermanent and the temporary."

Storytelling semiotic systems have forms of content that are inseparable and at the same time independent of forms of expression (linguistic, body language, dramaturgical, graphical, numeric interpretation, sociomaterial, and so forth). There is a diversity of sign regimes in storytelling systems (narrative & counternarrative, living story web of telling yet another living story, and another, ad infinitum, and antenarratives of forecaring in advance of these other forms of expression).

Storytelling is theorized here as a semiotic system (Deleuze & Guattari, 1987: 111). This 'storytelling semiotic system' is theorized here (see Figure One), as a dynamic diversity of mixing formalized narrative (& counternarrative), living story webs (of one story resulting in telling another, and more after), and antenarrative processes of forecaring (forehaving, foreconception, forestructuring, & foresight)

(Boje, 2014; Boje, Haley, & Saylor, 2016; Boje, Svane, Henderson, & Strevel, in press; Boje, Svane, & Gergerich, in press). There are difference dramatizations, immanence enunciations, and repetition regimes in these ‘Triadic storytelling semiotic systems.

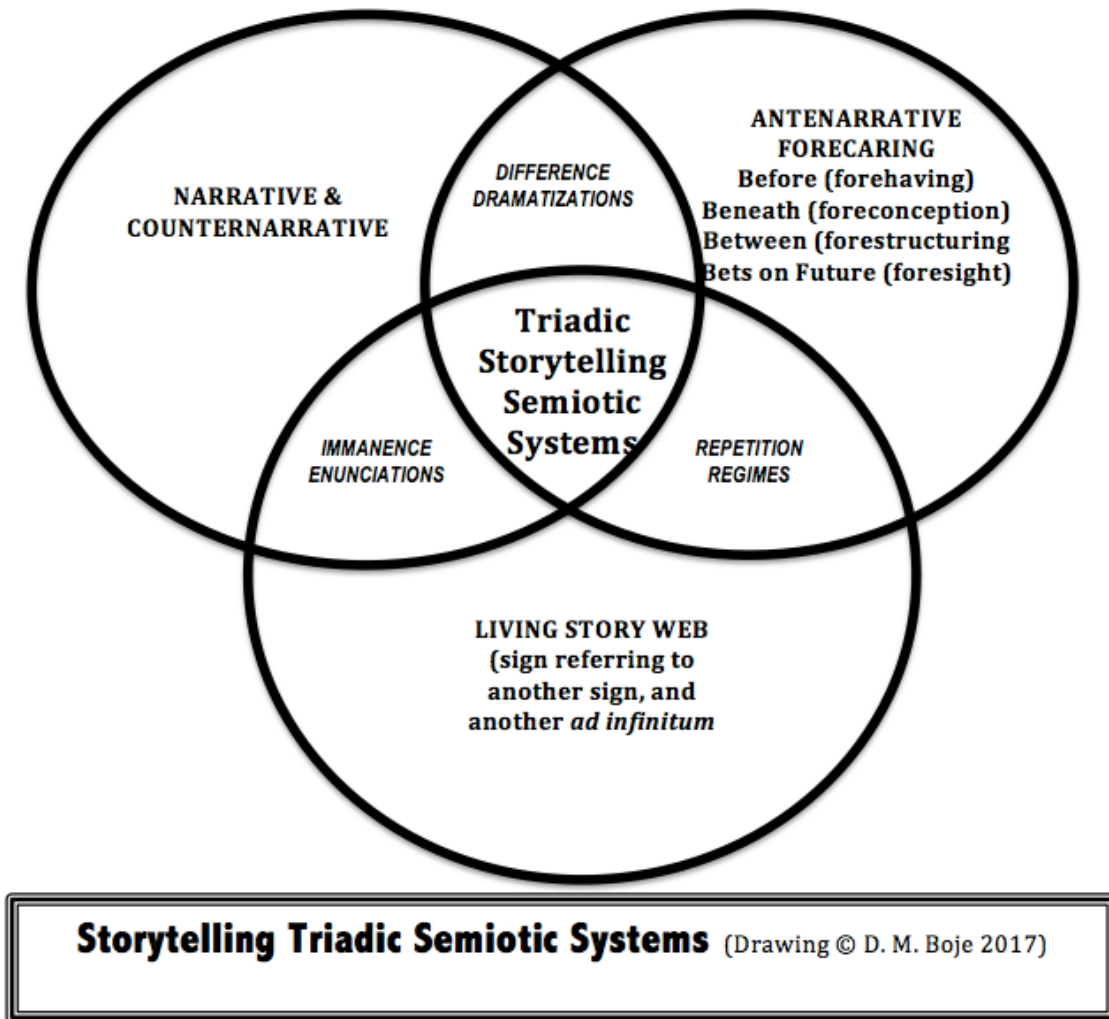


Figure 1: Storytelling Triadic Semiotic Systems

The Storytelling Semiotic Systems is a triadic of three sign regimes (narratives & counternarratives; living story webs; antenarratives of forecaring in advance).

Antenarrative began with a double meaning: *before* narrative (1st meaning of antenarrative) and what are *bets on the future* (2nd meaning of antenarrative) (Boje, 2001). There are two additional meanings of antenarrative that were devised after

the antenarrative handbook (Boje, 2011). The of *between* living story relations and dominant narratives (3rd meaning) and finally the *beneath* in deeper structures of conception and context (4th meaning) (Boje, 2014; Boje, Haley & Saylor, 2016). Together these three realms of storytelling are mixtures of regimes of signs and nonsense that have pragmatic importance.

PART 2: Deleuzian-Antenarrative Double Spirals of Academic Capitalism

Here, I develop, how not only retrospective sensemaking narratives (Weick, 1995) but also prospective sensemaking 'antenarratives' before-narratives, beneath, and between narratives and living stories (Boje, 2001, 2008, 2011, 2014) play a role in the crisis-management process. To accomplish this objective, I review key features of the public documents sent around by administrators, and others posted on web sites, to account for crisis-team deliberations (see on line documents at <https://transforming.nmsu.edu/team-6/>). However, keep in mind, this is not a public inquiry into financial crisis, it is my own critical analysis. There are many untold stories, many fragments and snippets of antenarrative sense-nonsense circulating in the crisis. This relation between retrospective and prospective sensemaking, and the ways of centralized control over participation to control and administer, steer, and shape the official narrative. This all has practical and future research implications for crisis sensemaking.

The triggering events (drop in gas & oil severance tax base, Governor's vetoes of the higher education budget, and so on) became a pretext for university administration (Board of Regents, Chancellor, Provost, VPs) to make preemptive moves. In anticipation of large budget deficits, faculty salaries were frozen, senior (older) tenured faculty in two Ph.D. department (including my own) were given additional course loads, the funding for future graduate assistantships was put on hold for one of the twenty university Ph.D. programs (also the one I am in), and so on. As estimates of economic downturn emerged, what I will call the '*There Is No Alternative*' (TINA) narrative became constructed. In the TINA narrative, there is no alternative but to cut back on faculty, graduate student, and staff positions, freeze hiring of any replacements, and engage in the kinds of business process reengineering (BPR) the Deloitte consultants recommended to the administration.

This included forming six task forces to reorganise the university, cut positions, combine units or departments with fewer remaining positions, so as to save money on department/unit heads, and eliminate redundant administrative assistant (& secretarial & work study) positions.

There is a strong and widespread neoliberal assumption called 'There Is No Alternative' (abbreviated TINA) in our New Mexico discussion of the necessity of implementing neoliberal idea systems and policies, to respond to the New Mexico drop in oil and gas prices. The problem with the assumption is that the private market (e.g. oil and gas) cannot support the legislative revenue needs for K-12 or higher education. The policy change to put New Mexico on an oil and gas revenue standard was implemented by former Governor Richardson. The result is at NMSU all colleges and administrative units are making budget cuts between 5 and 6.2%, and eliminating jobs (& benefits), outsourcing programs (e.g. Health Center outsourced to Memorial Medical Hospital). and defunding programs (e.g. Equestrian program) to cover the shortfall.

Crisis is defined by Robert Gephart (2007: 125) as, "a major, unpredictable event that may produce negative outcomes including substantial damage to an organization and its employees." I submit to you the reader, our universities, and our schools of business are in unpredictable crises resulting in risk of substantial negative outcomes, damage to higher education and its faculty, staff, and students. Following Gephart (2007: 123) I contend that sensemaking about the latest financial crisis of a university and its colleges is an important feature of inquiry discourse and documents (such as master plan, AACSB reaccreditation, minutes of meetings). I ask why such inquiry is not taking place, and input becomes simulacra, rituals of sense, after the fact? Gephart defines sensemaking as a process by which people construct sense out of shared meaning for society and its key institutions (Gephart, 1993: 1469; Gephart, 2007: 123). "Sensemaking thus involves constructing features of the world that then become available to perception" (Gephart, 1997: 588; Gephart, 2007: 124). Weick (1995: 14, 588) argues that sensemaking is an invention process that precedes the interpretation process of giving retrospective accounts of past events and actions meaning to the collective audience. I will assert that more is

going on in sensemaking than Weick's (1995: 5) process of environmental scanning, interpretation, and responses. There are also ways institutional sense makers manage and control the narrative in ways that is not about accuracy or ambiguity reduction. There is a creation of ideological meaning, ways of fanning the crisis and the necessary responses, as the only possible responses. This, I argue, occurs by staging a crisis inquiry that does not have the kind of wide participation and accountability that ones expects of public institutions. For most of its history, organizational sensemaking has been looking retrospectively, backward upon experience, unable to make prospective sensemaking bets on the future (i.e. antes). Retrospectives sensemaking narratives (Weick, 1995; Czarniawska, 1997, 1998, 2004) and has been unwilling, until quite recently, to address antenarrative notions. The exception is Weick (2012: 145): "This is a minimalist account of organizing, which, minimal though it is, includes story (in Boje's sense of antenarrative), ordering, action, sensemaking, and stabilizing, in the context of the impermanent and the temporary."

Our current round of downsizing and reorganization after financial crisis has everything to due with neoliberal significations and enunciations of common sense. The basic idea of neoliberalism ideology is to let 'free market' economic has material consequence, forcing a downsizing of the funding K-12 and higher education (i.e. public universities in New Mexico, in Illinois, and nationally, and moving globally). Neoliberalism is a term coined by Alexander Rustow in 1938. Nobel Prize winner Friedrich von Hayek at the end of WWII took it up. It became the economic philosophy of Milton Friedman ('the business of business is business;' Novelist Ayn Rand also popularized it. Neoliberalism policies in New Mexico are based on Adam Smith 'free market' rationality of 'survival of the fittest. It combines with Herbert Spencer's 'Social Darwinism', life of human being amounts to survival of the fittest as natural selection of the market acts to select fittest to survive, while the unfit poor should not be aided by the State. Such neoliberalism 'free market' ideas are being used in the State of New Mexico to justify budget cuts to its public universities.

I believe public universities are caught in a double spiral: a downward spiral, with one financial crisis after another, and the upward spiral phantasm of neoliberal

nonsense to explain strategic downsizing, reengineering, outsourcing of academic capital (Boje & Hillon, 2017; Boje, Hillon, & Mele, 2017). This double spiralling plays havoc on the surface of sense inseparable from nonsense. I will diagram what are the main themes of the paper in this double spiral that draws on the work of Deleuze (1990, 1994), and Deleuze and Guattari (1987).

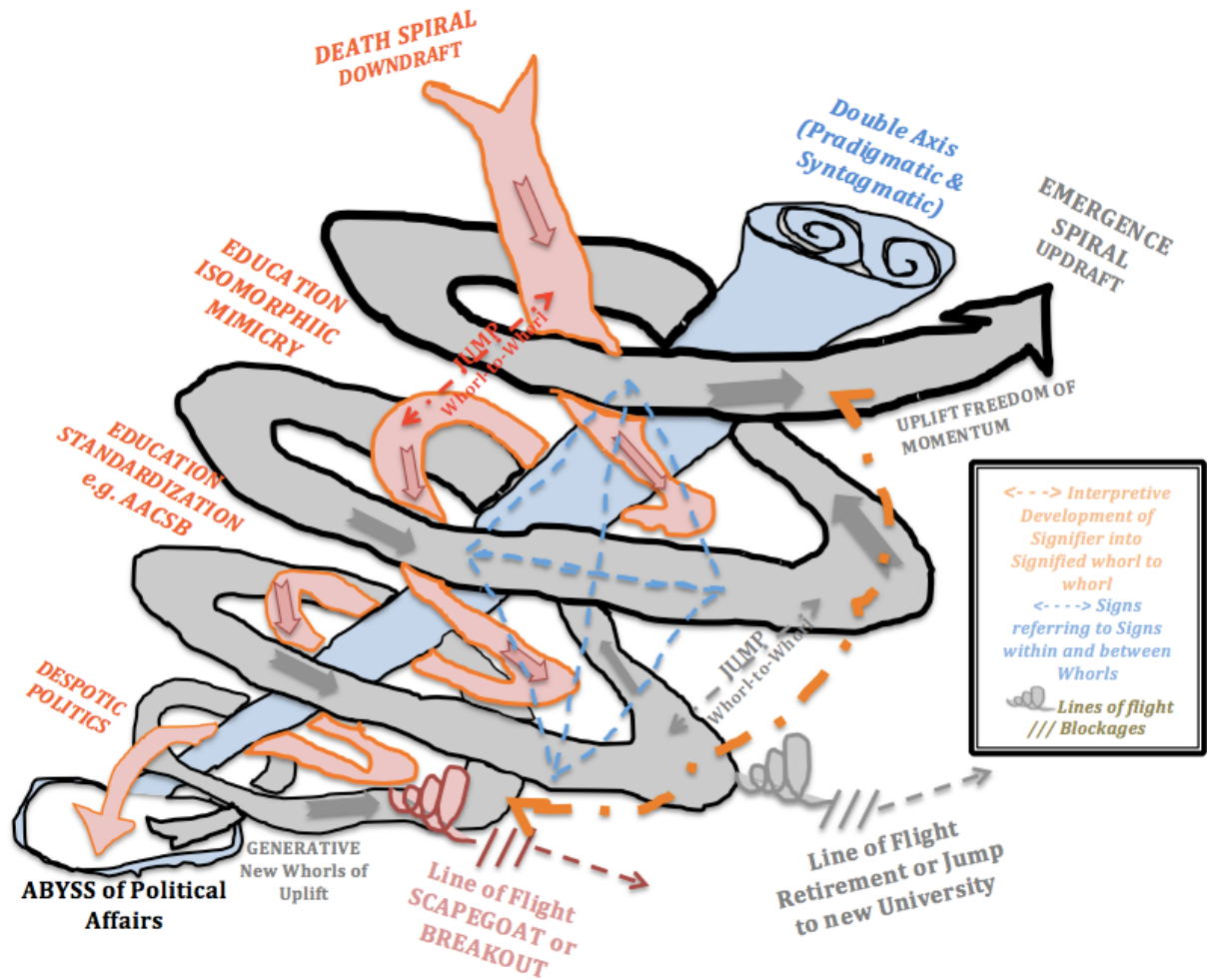


Figure 2: Double Spiral Semiotic Storytelling System

Key to the Figure 2 Diagrammatic: The two spirals move about a double axis of paradigmatic and syntagmatic (Deleuze & Guattari, 1987: 131). Paradigmatic is defined as a socio-economy of two or more persons in an organization of power relations (subordination of faculty to deans and deans to provost and chancellor, departmentalization, college assemblages of department curriculum, state’s budget power over public universities). “Capital is a point of subjugation par excellence”

(IBID. p. 130). Syntagmatic is defined as how signs relate to other self-consciousness signs, making signs signifiers to other signified (courses to majors, degrees to career entry, publications to tenure and promotion, journal or college rankings to university legitimacy). Those spiral loops, assembling around double axes are called 'whorls.' The upward spiral has to keep producing more whorls to avert entropy collapse. The downward spiral generates its whorls and must create more of them to sustain its own entropy. The double spiral semiotic system has upward and downward forces (down to abyss in death spiral, and upwards to uplift to higher freedoms of movement). The orange dotted lines assemble storytelling interpretative development in both up and down spiral directions, telling interpretations between whorls, linking whorls. Blue dotted lines connect signs referring to other signs within and between spiral whorls. One can take a line of flight out of a university (jump to another university, or retire). Sometimes that line of flight is scapegoating, and the sins of the university leave with the designated, signified goat. There are four signifying semiotic regimes (presignifying, countersignifying, signifying, and postsignifying). Antenarratives are for me, *presignifying semiotic regimes* in acts of forecaring that both deterritorialize and territorialize and reterritorialize in advance preparations. Narratives (and counternarratives) are paradigmatic-signifying semiotic regimes of the State (by defunding much of it), its Governor, and University Regents, and media in a deterritorialization of higher education. There are *countersignifying semantic regimes* of how syntagmatic-numbers (measures, metrics, rankings) are used as enunciation expression by War Machine to effect actual destruction and abolition of university disciplines and functions, in that manner of deterritorialization in numbers games. There is a postsignifying semiotic regime of redundancy of consciousness, a kind of subjectification of storytelling enunciation (narrative) in passional lines of organization of power, a deterritorialization to absolute negation.

Many regimes of signs co-constellate the upward and downward double spiral semiotic storytelling system. The downward spiral extends into the abyss of nothingness, out of which upward spiral formations are possible, as entities and interpretations arise from the depth, because spirals must keep producing more

whorls, generatively, or face the risks of entropy. The downward spiral, in this case of a university, and its school of business, has despotic politics, lots of reorganization by central administration to enact downsizing, lots of bureaucratic standardization and reaccreditation isomorphic mimicry (especially AACSB, which is explore in next section), and purging faculty at every turning whorl (by encouraging retirement, or scapegoating). I, of course, am rebellious and produce chapters and articles, like this one, as form of resistance to nonsense changes (Boje & Hillon, 2017; Boje, Hillon, & Mele, 2017).

Our chancellor keeps putting out spin on (countersignifying) numerical narratives:

“Chancellor’s Corner Oct. 16, 2017 New Mexico State University has once again been recognized as one of the top universities in the world in this year’s CWUR World University Rankings. According to the publication, our great university ranks in the top 2.3 percent of degree-granting institutions of higher education worldwide.”

While there is that one statistics of 2.3% in one category (worldwide), if you look at all the numbers, a counternarrative tells a different numbers game ranking result. Out of 311 universities ranked by the report, NMSU falls in the bottom tiers in five categories:³

“#198 (tie) in National Universities

#209 (tie) in High School Counselor Rankings

#106 (tie) in Top Public Schools

#216 (tie) in Business Programs

#125 (tie) in Engineering Programs (doctorate) at schools whose highest degree is a doctorate”

In a double spiral storytelling semiotic system, there are always multiple regimes of signs, among others. Narrative, living story, and antenarrative are mixing forms of expression constitutive of semiotic storytelling systems. Each of the regimes of signs (narrative, living story, & antenarrative) has pragmatic importance

³ US News and World Report rankings of universities, accessed 16 October, 2017 <https://www.usnews.com/best-colleges/new-mexico-state-university-2657>

in the upward and downward, left and right, inward and outward signifying forces and counter-signifying forces of semiotic storytelling systems. The double spiral storytelling system is rhizomatic in several ways: (1) multiplicities of movement, (2) deterritorializing and reterritorializing transformations, (3) polymorphous ways of passing through many phases and stages, and (4) nomadic assemblages (offshoots, breakouts, roots).

Crisis leadership initiated post crisis consultancy, setting up task forces, and enacting changes in the budget and personnel assignments. The triggering event of this financial crisis, was a drop in the gas and oil prices, resulting in a dip in revenues to the state, which a decade earlier, made gas and oil severance taxes (collections from extraction) the major source of funding of K-12 and higher education in the state. Here I will apply four key factors that define crises (adapted by Gephart, 2007 125-126):

1. What type of crisis is this?
2. What are the signals of the crisis?
3. What crisis systems and organisational structures get implemented?
4. Who are the crises stakeholders, including groups and institutions affected by crisis?

What type of crisis is this? It is more than the most recent of a long line of financial crises. The crisis leadership was initiated to do budget (pre-crisis) audits of the university before the the legislature finalized its state budget for higher educate. The budgets were reassessed during the latest crisis, which as yet has not ended.

It is about ways neoliberal ideology (which my economic colleague on the Team 6, academic reorganization assemblage, tells me is a 'straw man') has seeped into the administrative order of the university, as a phantasm of madness, a monster arising from the deep abyss. Can I remain calm in this storm, finding contentment in my teaching, my writing, and so on? I began to study how the public university is changing and transforming, and critiquing our university strategy of downsizing and reengineering (Boje & Hillon, 2017; Boje, Hillon, & Mele, 2017). I am aware of my own active and passive resistance, and complicity in these changes. Can I just be

here teaching and researching, giving service, and not worry about what is befalling the university, the state, the nation, and the whole world of higher education.

Risky Impacts The lower class student finds university education farther away in possibility. The upper class family sends their children to top tier universities (Standard, Carnegie, Harvard, and so on). These have tuition of \$50,000 or more per year for an undergraduate degree (e.g. Stanford charges \$62,000). NMSU charged residents \$6,729 a year, undergraduate before the most recent tuition hike. You get what you pay for. Standard for example has a 95% graduation rate, while our university graduates 46%. Main campus enrolment at NMSU decreased by 8.2% over the previous year, and has been decreasing year by year for past five years. NMSU administration put one million dollars into billboard and movie theatre ads. There is some good news. Marketing expenditures of one million dollars has resulted in a 22% increase in freshman numbers for Spring 2017.⁴Nationally it exceeds \$1 trillion. Public universities in New Mexico trap students in tuition increases, higher loan debt, while delivering careers at low wages to work off the student loan debt.

The payscale.com web site indicates that NMSU has a 46% graduation rate, and University of New Mexico a 48% rate of graduation. I compiled a list of peer institutions. Regionally only University of Texas at El Paso (38%) has a lower rate.⁵ I hypothesize that this explains the difficulty of NMSU in increasing its enrolment. The budget cuts disproportionately impacted the five colleges in our university.

New Mexico higher education has undergone three economic crises during my 20 years. First the financial collapse in 1997 when I was department head. Second the 2008-2009 bank and mortgage crisis. Third the State's oil and gas revenue funding crisis expected to last at least three years.

With each New Mexico crisis, there are four kinds of neoliberal policies

⁴ See Sun News editorial April 17 2017, accessed September 15, 2017 at <http://www.lcsun-news.com/story/opinion/editorial/2017/04/17/marketing-effort-pays-nmsu/100570976/>

⁵ See Payscale.com website and data of NMSU, accessed 18 October, 2017 at https://www.payscale.com/research/US/School=New_Mexico_State_University_-_Main_Campus/Salary

implemented:

1. Lower the state expenditures to public universities, reduce I&G subsidies, and attempt to transfer the gap in funding to private market initiatives, such as Arrowhead development of revenues from faculty, student and community member patents.
2. Institute budget cuts for faculty, staff, and graduate assistantships; cut academic programs and support units.
3. Implement tighter top-down controls, centralize decision-making, standardize curriculum (eliminate course options), and increase focus on annual performance reviews, outcomes assessment, & accreditation preparations.
4. Implement administrative practices to create 'docile' faculty bodies that do not resist increased top-down bureaucratic control, surveillance, and recurrent meetings on conforming to reaccreditation reporting.

My analysis is this is an ideological fight in the political economy, with dramatic consequences for higher education. There is a war between competing ideologies. In New Mexico, the most disadvantaged, marginalized, and highest child poverty rate, and 2nd highest family poverty rate, are deeply impacted.

The roots of this budget crisis are not just oil and gas, nor just the 2008 financial crisis. Rather, there is a stalemate between the Republican Governors (such as Bruce Rauner, Illinois; Sanda Martinez, New Mexico) making the veto and spending cuts to education, and democrat controlled state legislatures. This creates a downward spiral of hardship on the most impoverished. Both governors call for reducing role of government in providing social services, social justice, and social safety net.

In antenarrative theory, multiple cycles recur, deviate circularity, and accumulate differences that morph into double-spiral fractal of historical processes (Boje & Henderson, 2014; Henderson & Boje, 2015; Boje, 2015). Inter-connected fractal patterns form multifractals. Fractals are defined as repeating patterns of self-sameness across various scales of magnification. Fractal storytelling is about the

patterns of favors kinds of antenarrative-fractals to form organizational behavior habits self-sameness across scalability. For example, a bureaucracy is when organizational processes recur quite exactly in cycles, and change quite slowly. In a branching fractal, silos form, as the layering of hierarchy segments (branches). Next, I organize my analysis into novellas of particular phantasms, and I play detective, to answer, 'what happened to public university?'

Phantasm of Reengineering Academia

These are 'event crises' of sense and 'public sector crises' of loss of state funding, and financial crisis management by the university to construct sensible narratives out of nonsense. Therefore this is an autoethnographic study, crisis management consulting and reorganization used at a large southwestern university in the US, in the form of business process reengineering, and my own paranoid storytelling of its turbulence and chaotic nonsense. What happened to our university? Answer: nonsense. On one hand, State gives the university millions to build the physical plant of a university, refurbish dorms, build new dorms, new building for our college, and is adding a shopping mall, and extending the golf course to 27 holes. On the other hand, all the while, faculty salaries are frozen, college budget are swept into central administration. Board of Regents paid \$622,700 to business process reengineering consultants, Deloitte Consultancy, to provide the Board of Regents a PowerPoint event, to legitimate paradigmatic axis (see Figure 2), a neoliberal (right-turning) narrative of how to reorganize (left-leaning) academic units, combine smaller units, downsize the remaining faculty, drive resisting-change faculty into jumping ship or retiring, all the while increasing their work load of survivors. This is an example of a semiotic storytelling system, a double spiral with upward and downward, left and right moving signification and re-paradigmatic shuffling. If this was an isolated case, I would keep quiet, but colleagues around the world work in similar infernos of sense-nonsense, e.g., Copenhagen Business School and other universities in Denmark, purge of humanities (Bülow & Boje, 2015)

My detective's assessment is this has accelerated risk of displacing tenured faculty, created the lowest moral in university history, forced out higher paid tenured faculty to make room for lesser paid college and adjunct faculty, completely

overworked, jeopardizing the efficacy of research and teaching, in one of the poorest states of all. It also legitimated higher State investments in buildings, landscaping, including a change to the universities 'master plan' document, expanding the golf course from 18 to 27 holes, building a hotel and shopping mall, and increasing the investment in the center for patenting and selling faculty inventions.⁶ Several teams were appointed by central administration to carry out the implementation. In top-down change, there were no public hearings or inquires about the many university and state financial crises, and their sensemaking, only the results of central changes are being announced, with promises of participation, promised sometime in the future.

First, I heard that the dean told a retired faculty of management that he (dean) does not like management department Ph.D. program and cannot make sense of it. More accurate to say the dean does not accept our sense of what makes a successful program. I therefore do not have positive prediction on the meeting in November with dean of college and dean of graduate college. Our doctoral students are still being coerced into teach 45 to 55 students in distance classes, which past department heads would never have allowed.

As I understand history, there was an actual empirical study of the NMSU Ph.D. programs efficacy (scholarship, placement, etc.), and we ranked 2nd out of 20 NMSU doctoral programs. Rather than build upon a successful program, it appears, by my read of the state of affairs, our program is being sacrificed to keep the other business graduate programs flush with graduate assistantships.

Second, Team 6 has some distorted numbers, an untold story, and some interpretations of interest;⁷ See this 'untold story', in the spreadsheet that shows none of the peer universities have combined management and marketing (as we are being encouraged to do), and some put supply chain in marketing, others have

⁶ NMSU Master Plans, old and new, are online, accessed 19 October, 2017 at <http://architect.nmsu.edu/masterplan/>

⁷ Team 6 minutes and summary reports are available on line, accessed 19 October, 2017 at <https://transforming.nmsu.edu/team-6/>

organization studies and management department.⁸ Second untold story: There is no data on doctoral programs. Some numbers are not current, such as this one the shows the NMSU management department has 14 faculty, which I think is a bit of an exaggerated number (we have no more than 8, plus an interim department head).⁹ See March 6 meeting notes, has a counternarrative to what the Provost shared with faculty on October 12th that paints a far less rosy picture of NMSU mimetic modeling of ASU than the Provost statement to faculty.¹⁰

Provost puts the narrative this way " Arizona State University has become known as the most innovative university in the United States and proudly touts its academic reorganization, which it claims has broken down silos, encouraged collaboration, and served as a catalyst for interdisciplinary research."

Team 6 Minutes report it this way (March 6, IBID.):

"Arizona State is the "poster-child" for a top-down reorganization process. They faced a dire financial situation. It was stated that in 2009, before their second reorganization, assistant faculty were laid off. We need to be considerate of faculty security. ASU came out great in the end after much consternation. A discussion was held about the "College of STEM" and ASU's use of contingent faculty. We cannot just "plop down" the ASU model here. The interdisciplinary research model is good but can we actually separate administrative structures?"

Then if you look at the proposal I made, and So did Grace Ann, separately, to create 'ensemble' leadership and organization (see Rosile, Boje, & Claw, 2016), this matches, what ASU is doing, after doing their second reorganization. As Provost Howard put it:

⁸ Team 6 Spreadsheet accessed 19 October, 2017 at <https://transforming.nmsu.edu/wp-content/uploads/sites/80/2017/07/NMSUPeerStructure.xlsx>

⁹ Team 6 study document accessed 19 October, 2017 at <https://transforming.nmsu.edu/wp-content/uploads/sites/80/2017/07/scanned-document-updated.pdf>

¹⁰ Document from Team 6, on transforming NMSU into a model university, such as Arizona State University, accessed 19 October, 2017 at <https://hr.nmsu.edu/transforming/wp-content/uploads/sites/80/2017/02/TEAM-SIX-Minutes-March-6.pdf>

“Another distinguishing characteristic is joint appointments. Senior faculty members are expected to have affiliations with more than one department, which breaks down silos, encourages interactions, and leads to novel partnerships and research programs. Strong interdisciplinary education and research efforts are deeply embedded in all aspects of ASU including the interdisciplinary faculties within the schools. The reorganization of ASU began about 15 years ago, and was driven by the vision of President Michael Crow, who believed that the traditional organization of faculty into units focused on a discipline was stifling creativity and interdisciplinary research” (IBID).

Phantasm of AACSB

What makes our business schools so uniform? Business schools are subject to strong institutional mimetic (isomorphism-conformity) pressures (Wilson & McKiernan, 2011). Scott (1995: 3) defines institutions as “cognitive, normative and regulative structures and activities that provide stability and meaning to social behavior.” The process of institutionalization happens over time, in history of people and groups with vested interests (Scott, 1995: 18). I contend that institutional effects spread through an organizational field by three isomorphism (similarity) mechanisms: coercive isomorphism, mimetic isomorphism, and normative isomorphism. Business schools, for example, have all three isomorphic mechanisms imposed upon them, promoting repetition of institutional life and belief systems and cultural mores and maxims (unquestioned ways of doing things) present in their institutional macro environment of business schools.

AACSB (re) accreditation is also accompanied by heavy financial and human resource costs involved in accreditation and maintenance (McKee, Mills, & Weatherbee, 2005). They draw on net-institutional and legitimacy theory. Third-party ranking systems and external accreditation signal institutional success or failure. AACSB International did its own report about the proliferation of business school ranking systems that “have consistently caused concern among AACSB International accredited schools and members” and found the rankings to be “subjectives and generally not justified” (AACSB, 2005: 2, 7). Like AACSB, the ranking data can be expensive for schools to provided, and may result in hiring

additional staff, and extraordinary time for manpower to prepare media surveys in the verification processes. Finally the “highly visible and influential role of data in rankings, has been a recipe for highly implausible data” (AACSB, 2005: 7).

I argue that AACSB and ranking data constitute a Deleuzian phantasm of prospective students, alumni, and major donors paying attention to ranks who’s variables and definitions are constantly changing (AACSB, 2005: 2). The phantasm creates pressure to continue the AACSB and ranking schemes to sustain legitimacy. The AACSB accreditation process involves many steps of self assessment reports, annual reviews, and strategic planning exercises over five year. With a stamp of approval the raining, reporting, and planning exercises continue to promote AACSB version of quality by continuous improvement.

In relation to sensemaking the synthesis of isomorphic mechanisms of legitimacy and legitimation constitutes a sensemaking action of repetition of norms, maxims, beliefs, values, and meanings to social experiences of retrospection sensemaking to obtain, retain, or enhance legitimacy to facilitate survival in obtaining resources, and communicate symbols of legitimacy to the larger institutional environment.

Egoistically, several changes made by AACSB are categorised by McKee, Mills and Weatherbee (2005: 292) in “a deliberate attempt to create or reinforce perceptions of its legitimacy” that are symbolic and substantive. For example, AACSB in 1980s, a growing disenfranchisement with AACSB was occurring in the ranks of business school bands, with complaints that accreditation standards were unevenly applied, and favored wealthier research-oriented schools over teaching ones. It gave the rival to AACSB, the Association of College Business Schools and Programs (ACBSP) competitive advantage. AACSB respond by commissioning the Lyman Porter and Lawrence McKibbon (1988) three-year study. This had the institutional effect of submitting AACSB to external scrutiny by third parties, and constitution a symbol change in the sense of responding to dynamics of its own institutional environment constituents. The resulting change in the process was to institute the mission based approach, to accommodate both teach and research focused business school missions. Business school with undergraduate programs

versus these with masters and/or doctoral programs could participate in the accreditation. Therefore, any type of business school program, could receive AACSB consultation, and eventually succeed in the accreditation process. No business school program was excluded, and all were co-opted. In late 1990s AACSB expanded its co-opting approach in series of pilot studies with hand-picked elite business schools in Mexico, Europe, Asia, and South America with invitations to pursue AACSB accreditation standards, and “can be viewed as an attempt by the AACSB to ‘extend its legitimacy’ into new organizational fields in the international institutional space” (McKee, Mills, & Weatherbee, 2005: 293). By 1997, AACSB was awarding accreditation outside of North America.

From a Weickian (1995) sensemaking perspective, AACSB was responding to the concern, “If institutional actors on the international scene have difficulty feeling they can be part of an organization that so visibly reinforces its American perspective, then eliminating this reference would seem important” by strategic cultivation of legitimacy internationally (McKee, Mills & Weatherbee, 2005: 293). Nevertheless, international business schools have isomorphic processes, essentially imitating (mirroring) the United States ideological professoriate culture, beliefs, orthodoxy, values, mores, conformity, and maxims — to reinforce research and teaching legitimacy claims. The concern is the isomorphism creates conformity to American routines (recipes) in ways that reduce discretion among participant choices in order to sustain AACSB accreditation. Deans and other business school administrators make pragmatic choices to change college norms and methods of operation believed to enhance legitimacy and secure survival by symbolic actions (Meyer & Rowan, 1977: 349). Isomorphic pressures have created a situation in which “U.S. business school deans are disadvantaged if they do not recognize the legitimacy of the AACSB through active pursuit of AACSB accreditation — the mantle of legitimacy” (McKee, Mills, & Weatherbee, 2005: 296).

One environmental factor, is the decrease in state and federal funding of higher education in the United States, which makes the cost of AACSB accreditation in hiring extra staff, taking up more time of existing faculty and staff time, being increasingly a costly burden during budget cutting. In other words there is a

tradeoff between the symbolic effect of AACSB legitimacy, and sustaining continued program substantive competitiveness in a time of higher education disinvestment. There is also the criticism that AACSCB, even in its mission form, presents a cookie-cutter approach to business school education, decreases programming innovations, and is a loss of control over curriculum requirements that as one dean put “may not make total sense” by forcing changes that limit potential in order to conform to AACSB standards (as cited p. 297). In other words, the AACSB isomorphic pressures result in business schools adopting mechanisms of conformity to all other schools in institutional field (of the US), rendering attainment of any strategic differentiation problematic both in US and internationally. We as faculty follow the AACSB rules, norms, and maxims about outcomes assessments, and ‘jump through the AACSB hoops’ without actually believing they make sense, actually result in quality improvements, or that the process of AACSB measurement is scientific, or is not utter nonsense, and do it anyway, in order to sustain the mantle of legitimacy. Worse, as may actually make an accredited business school weaker by institutionalized isomorphism (conformity) and the cost of the AACSB hoop jumping.

Wilson and McKiernan (2011) argue that there is evidence that business school legitimacy in society has plateaued, given the declining MBA enrolment. Further the rigorous of the MBA programs has slipped, given 25 years ago MBAs studied 50 hours a week, compared to less than 15 hours a week, these days. Further, the treadmill of teaching and administrative committee work is becoming a heavier burden, resulting in far less time for research. The research itself is said to be theory-grounded, but often irrelevant to needs of practitioners. Wilson and McKiernan also focus on the isomorphism critiques of business school rationality, their conformity to AACSB regime normative , embedding processes, and rule patterns pressures to sustain symbolic currency of accreditation while decreasing business schools’ strategic choices. Further AACSB perpetuates an elitism of accredited schools and what is considered ‘good’ pedagogical delivery and research of a business school, is the status quo of the North American model.

In terms of Deleuzian difference an repetition, AACSB isomorphism

pressures do not just standardise, they enforce conformity to what every other business school is doing (normative isomorphism) , and punish differences (coercive isomorphism) in organizational structures and process.

As I revise this chapter draft, we are coming up on re accreditation by AACSB visiting team. My read of the official college narrative is it reports management graduates, including Ph.D. graduates, but does not deal with the issues of the attrition of faculty (we are almost half what we once were), the non-decision to continue funding doctoral students at this point (and this used as leverage to get us to conform), the in-group-out-group divisive style of leadership, the workload expansion for tenured professors (unlike any peer institution), the fact that doctoral students courses have too many students in them, every week more advisees are added to my workload, and so on. The narrative account deals with the surface numbers and qualitative success points, but not the deeper historical issues, avoids the issues of leadership.

We will likely get reaccredited; do we celebrate or weep? We in public universities, around the world, have experienced a series of financial market crises in mortgage and real estate that are entangled with Wall Street speculative markets, and government economic policies (mark-to-market accounting rules, interest rates, etc.) that resulted in less state monies to allocate to public university funding. Long wave economic cycles allow prediction of cyclic-fractals that amplify or contract into spiral-fractals.

Academic capitalism is producing models of reality, refiguring higher education, always incomplete and partial, done again and again, the sociomaterial relationships, changing the sociomateriality, bridging university people and things differently. There is lots of turnover, lots of adjuncts and temporary contractors moving in to displace senior full professors. The ethic of care is shifting in relation to the sociomaterial re-con-figuring. There are a myriad of living stories intra-active with the new sociomateriality entanglement, with social changes and material changes rocking back and forth, tacking back and forth, re-con-figuration of higher education reality.

My gestures at work travel through spaces and times that are inflected by a

spectrum of political economy agendas (Schneider, 1997, 2017). One political economy agenda is called academic capitalism (Slaughter & Leslie, 1997; Slaughter & Rhoades, 2004: 1, 305) that restructures work in public university in ways that mirror corporation, as higher education is being corporatized in the 'new' economy. Academic capitalism means universities applying for patent, trademark, and copyright for intellectual property developed by faculty (Slaughter & Rhoades, 2004: 91). Money from privatising dining services, book stores, adding shopping mall, hotel, golf course, and so on can be shifted from instructional to non-structural areas. Meanwhile the infrastructure and administrative order swells to handle the 'administrative academic capitalism' (Slaughter & Rhoades, 2004: 32).

Our university has been promoting academic capitalism changes over time, since I came to work here, in 1996. Academic capitalism itself was spotted in the 1970-s in policies among state systems of higher education, to generate e patent, copyright, and trademarks from appropriations of faculty intellectual property rights. Instead of free flow of knowledge in the knowledge society, the new knowledge regime of academic capitalism was that of the knowledge economy, and ways to commodify knowledge in learning and research regimes. Academic capitalism is accompanied by downward spiral of state support for public education (K-12 & higher education) no longer seen as an important public good. As state support for public universities declined, tuitions were increases, and a host of auxiliary enterprises called revenue-generating operations (Slaughter & Rhoades, 2004: 299) were added. This is not just about economic crisis. It is also about the battle between socialist (or progressive) and neoliberal ideologies (that took shape with Thatcher in UK and Reagan in US in late 1970s and early 1980s). In sum, academic capitalism is a new knowledge/learning regime (pp. 36, 40), 233 where president of the university becomes CEO, provost becomes human resource officer, and the board of regents (or trustees) becomes the board of directors, and students become customers, and knowledge becomes a commodity. The student debt from increased tuition has become comparable to debt of buying a new home, with a 30 year mortgage.

Academic capitalism in the new economy is punctuated by a series of

economic crises resulting in struggles to cut budget and who gets what is left. The Neoliberal State Corporations are working closely with the neoliberal state to construct the new economy of the 21st century university. “The neoliberal state has developed new legislation and regulations to cover knowledge-based products, processes, and services in the new economy, extending global protection to commercial endeavors of corporations and universities” (Slaughter & Rhoades, 2004: 21). Market forces rhetoric is used as a trope to legitimate privatization and marketisation of the public university in the neoliberal state. The public university is privatising and commercializing intellectual profit, raising tuition to compensate for decline in state funding, and reorganising to extract higher rates of surplus value from the labor processes of faculty, staff, graduate assistants, and work study students. The trend is in deskilling the professor, while increasing digital technologies, that combine to justify hiring more adjuncts, and more college faculty that do lots of teaching but are not expected to do cutting edge research (which is a contradiction to generating intellectual property transferable to the university, then for sale to corporations who take that knowledge out of the public sphere).

Our university installed academic capitalism that has turned the university into a business model of efficiency, downsizing, Deloitte consulting firms hired by our Board of Regents to enact more and more reengineering? Rather, than coactive democratic participative governance at the university, are we looking at the reengineers enactment of more and more coercive top-down power. I wonder if there is too much Taylorism, too much authoritarian administrative order, and an erosion of academic and student communities. NMSU is completing its install of autocratic, top-down academic capitalism and Deloitte consultants' business model at our public university. This process erodes civility, community, and is against the ideals of American democracy. The university is being deskilled (displacing professional staff and faculty with lower paid people) in a relentlessly and ruthlessly administered entrepreneurial model of competitive individualism. As our university deskills its faculty and staff, and lowers the quality of its university education, while promoting the business model of power-over hierarchy, what is sacrificed is participative democracy, shared governance, equal citizenship, and civil rights.

TINA Phantasm

I participated in generating (critical) counternarratives to the administrative order's *'There Is No Alternative'* (TINA) narrative. There are several counternarratives members of student and faculty, and your truly circulated in emails, blog posts, news interviews, YouTubes, meetings, academic publications, and speeches at marches. While important places and times of sensemaking, the counternarrative work was not powerful enough to mitigate belief in the TINA narrative, or stop the implementation of BPR and reorganization. In the TINA narrative, this reengineering and reorganization was the only alternative considered by the administration. There was no call for participation, no shared faculty (or staff or student) governance. The hazard of the emergence of the financial crisis had to be dealt with by swift and decisive action of the central administration. Formal participation (according to Team 6 member in our college) would be arranged in 2018, after the crisis. There were emails, briefings by the Chancellor and Provost to the faculty senate, student senate, and the staff union and its members, inviting participation to Team 6, however, there are costs of bringing critique of the dominant reorganization approach to college administration or central administration attention. With resistance comes retaliation (increased course load, being investigated), bullying and shaming (in three hour session by an administrator), and demonizing me as primary whistle blower. In this state, bullying is annoying but not illegal; retaliation against a whistle blower is illegal. I was labeled a troublemaker, a rebel, malcontent, a member of the department of insurrection, and a social pariah.

Some administrators resisted, in other universities. For example, at a public university in the same state, the chancellor resigned rather than implement reorganization efforts. There was not governmentally organized public inquiry into the crisis. At my own university in September 2017, the Chancellor went against the Governor's strategy (starving higher education by vetoing all state higher education budgets) in order to downsize it. And the Chancellor's contract was not renewed, after Regents, appointed by the Governor took a vote and there were media stories the Governor wanted his job: "... given that NMSU's chancellor is the highest paid

position at the institution (Carruthers contract is for \$385,000 per year), even at a portion of that, Martinez would stand to boost her overall average income by a significant margin.”¹¹

Here I would like to suggest that these migration efforts to the current unfolding crisis were narrated as ways to prevent future crises, and to build what was touted as the '21st Century University' of the future. This would be, in the jargon of business process reengineering, a leaner and meaner university, one with reengineered processes operated by fewer people.

My day-to-day footsteps in the university replay (and respond to) the standard pose of surrender among colleagues in the face of the administrative order and their dominant narrative, a call for a future that is different from the path I have been on for 35 years. Mine is an ethics of answerability (& response-ability) to my own paranoia, to signifying signs of the the latest financial crisis that always already anticipates and reinaugurates, as well as, legitimates a neoliberal university-future as the only possible future path, and my own possibilities for response, as I invoke counter-narrative, and antenarratives of different future pathways that could be taken, but are unlikely to be taken. While narratives and counternarratives are dialectic retrospective sensemaking, antenarratives are about what comes before narrative (& counternarrative) and various bets on the future in varied and multiple prospective sensemaking processes.

PART 3: What Might Be Done?

Here I want to develop socioeconomic approach to management (SEAM) (Savall & Zardet, 2008). I will assert that Taylor-Fayol-Weber (TFW) virus has become a monster arising from the depth of financial crises, cracking the surface of fragile sense of public universities and the SEAM approach is a way to counter the death spiral. In SEAM approach there is first phase analysis of the particular

¹¹ NMSU regents reject Carruthers, could Gov. Martinez be the next Chancellor? (August 30 2017) Accessed 18 October 2017
<http://progressnownm.org/2017/08/30/breaking-nmsu-regents-reject-carruthers-could-gov-martinez-be-the-next-chancellor/>

conditions and situation leading to downward performance.

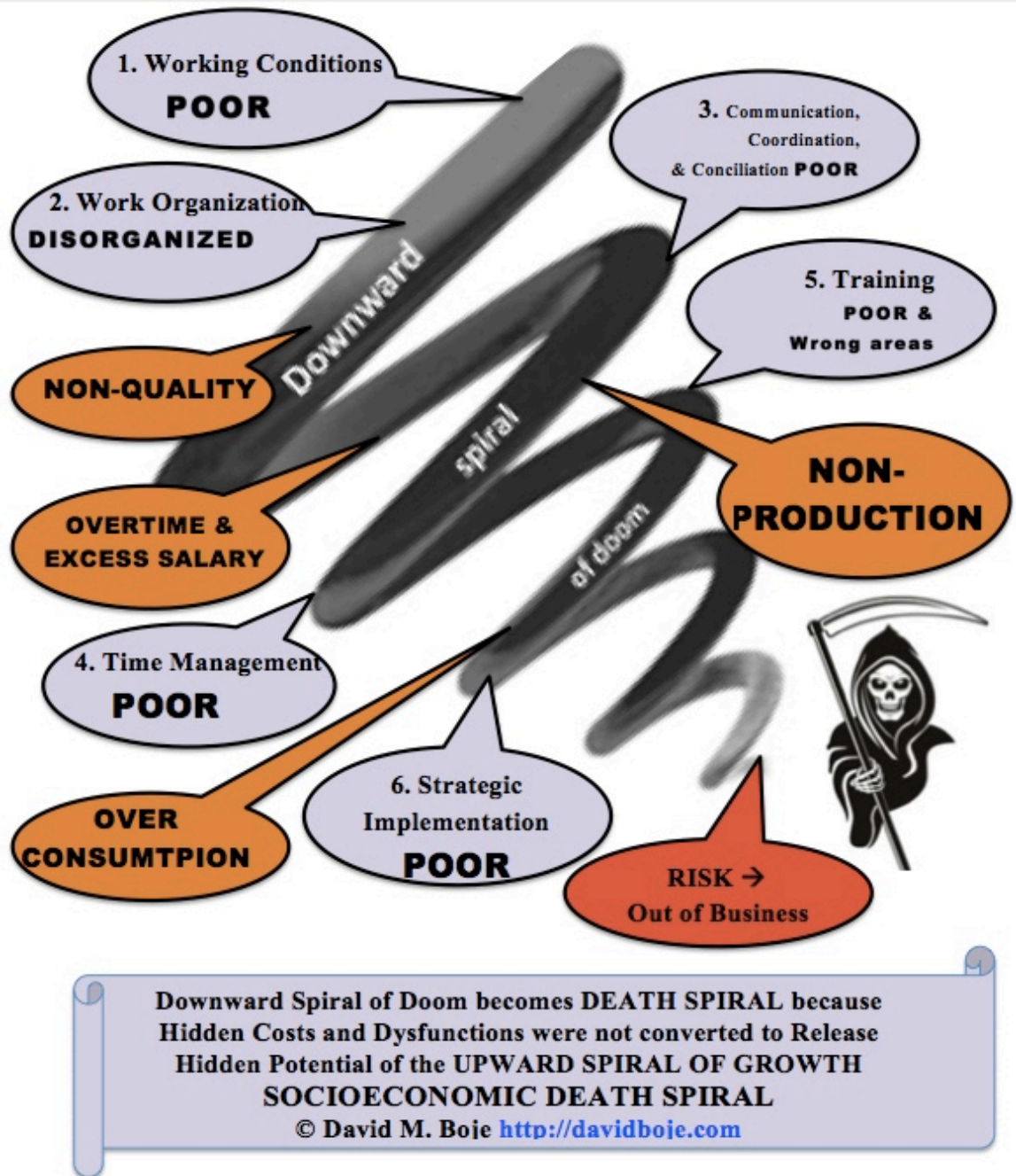


Figure 3: Socioeconomic approach to Counter the Death Spiral (original drawing, D. Boje)

The organization's 'death spiral' happens as the socioeconomic situation no longer is being managed effectively, and the dysfunctions (working conditions, work organization, communication-coordination-cooperation, training, time management, & strategic implementation) go unattended, and the 'hidden costs' become critical

financial sources of disaster. These dysfunctions result in 'hidden costs' because they are not being picked up in the regular accounting reports management receives, and without heavy investment in activity based accounting, you don't know what hit you. You can also assess the "downward" or "death spiral." Upward Spiral (not shown, see figure 1) momentum is generated and accelerated by doing successive Diagnosis-Project-Implementation-Evaluation (DPIEs), one after the other, building upon one another, using widespread democratic forms of participation. I proposed this be applied to the university's downward spiral, however, with the Deloitte consultancy downsizing, reengineering strategy already approved by the Board of Regents, Chancellor, Provost, and so on, there was no interest shown by the administration.

In the socioeconomic approach, there is a process for becoming more agile (Worley, Zardet, Bonnet, & Savall, 2015):

1. Most change models use traditional design principles that assume stability and do not have a upward spiral expectations. Instead they turn in place without changing and growing.
2. Most organizational change system models are inefficient, static representations, and cannot achieve more than average socioeconomic performance because they do not address upward momentum, and how to convert hidden costs into Worley, Zardet, Bonnet, & Savall, 2015: 23). SEAM, by contrast, makes improvements in low value added tasks by transmuting dysfunctions and hidden costs of managing them, into revenue generating economic performance.
3. SEAM argues "that systems infected with the TFW virus cannot develop the ability to spontaneously adapt to their environment" (Worley, Zardet, Bonnet, & Savall, 2015: 29).
4. In sum, SEAM is an open system that includes not just socio-technical-system, but the economic and accounting open system ways of "converting dysfunctions resulting from the TFW virus into value-added work of transforming low-value-added activities into high value-added activity, and of liberation of socioeconomic performance" (Worley, Zardet, Bonnet, &

Savall, 2015: 31).

While I support this sort of bottom up initiative, it is clearly not happening, so I will stop here.

Conclusions

The financial crises facing public universities are of sufficient magnitude that it takes time to comprehend the implications for faculty, staff, students, and administrators, as well as the community, and the state. At the same time, crisis sensemaking can be manipulated such that non-administrators cannot comprehend the seriousness of malfunctions and dysfunctions among people, organisations, and the environment. A crisis system of select stakeholders (institutions, groups, individuals) and a crisis leadership begin to address the situation before, during, and after crises.

Why should the public university be run by a privileged power elite installing academic capitalism, replacing full-time tenured faculty with adjunct faculty, cutting off admittance of doctoral students to our Ph.D. granting department, installing college leaders of incivility and nondemocracy who increased teaching load of the full-time tenured faculty when no other peer institution does that?

There is very little research examining organizational crisis spirals, and far less addressing how sensemaking is related to spiral dynamics (Boje & Strevell, 2016; Boje, Baca-Greif, Intindola, & Elias, (2017, *in press*). This is because organizational spiral research requires longitudinal designs. The research designs have to collect data at the intervals (lags) that (minutes, or days, or months, or years, or decades, or centuries) that is appropriate to the scale dynamics of intervals of self-sameness and difference in processes. Spiralling involves an accumulation effect. For example, research gain and resource loss spiral studies have focused on mean-changes in resources without accounting for the accumulation effects implied by the spiraling. To address this, latent change score modeling techniques (McArdle, 2009) have been attempted to see if cycles recur in varying durations (Hobfoll, 2011).

I suggest spiral antenarratives are an improvement over linear-antenarratives and cyclic antenarrative processes. Spiral-antenarrative is a

trajectory of organizing that curves around a central axis. A single (upward or downward) spiral is overly simplistic, as if only one trajectory at a time, in one direction at a time (upward or downward) spiraling around an axis. A double-helix spiral analysis of sociomaterial processes that are inseparable, and multidirectional. They can be triple-helix-spirals, quadruple-helix-spirals, penta-helix-spiral-fractals, and so on (Lindberg, Lindgren, & Packendorff, 2014). For example in a quadruple-helix-spiral there is higher education, military-industrial complex, government funding, media, and natural environment the form helices. And instead of one axis, the complex re-configuration can be poly-centered (many centers) of polyvocality (many voices) with polysemous (many meanings). Moving and morphing from linear or cyclical into spiral processes ways of organizations spacetime-mattering has an upper limit of spiraling losing any sense of symmetry, and becoming thoroughly rhizomatic directional unfolding (Deleuze & Guattari, 1987; Boje, 2011). In spiral and rhizomatic antenarrative patterns steps pursue difference, and are not worked out in advance, as in linear and cyclic antenarrative-sameness.

I am wondering why our market system does not serve public education? It doesn't appear to serve faculty, students, or staff. My contention is that (too) many public university administrators are using financial crises as a pretext to legitimate and rationalize the installation of academic capitalism. At the same time this is an example of the TFW virus, ways in which Taylorism in form of BPR, Fayolism in its span of control interventions, and Weberism in its bureaucratic initiatives. It is also what Savall and Peron (2017) theorize as speculative capitalism, which lessens the opportunities for productive capitalism. I propose that a study be done to ascertain if there are actual monetary savings from these current privatizations and once done in previous years (e.g. Barnes and Noble book store).

What solutions can be implemented other than to fall into the Neoliberal TINA (There is No Alternative) Syndrome? With regard to NMSU transparency, I recommend that the Budget books be put on the way, and that comprehensive analyses be done. For example, below, there is a need to explain, with only a cut of 3.8% in I & G, why higher percentage cuts are being made 5 to 6.2%, and what terms such as public service, net transfers, and 'Other' etc. mean to the budget and

program cut strategies being implemented.

We need a more complex and rigorous theory of private markets that neoliberal free market forces (see work by Steve Keen in slide presentation). We need to be more critical of how neoliberal agenda is implementing changes to public university faculty governance and student debt.

1. We need to snap out of the TINA syndrome and come up with revenue creating strategies
2. Aggie Experience has had a 50% drop in parents and potential students visiting the NMSU campus.
3. Talking with parents they are saying, “no body want to get on board a sinking ship.”
4. People are reading about the cuts in programs, staff, and faculty, and deciding NMSU is not the place to go.
5. It was suggested that NMSU needs to change its marketing and its budget control tactics

We the faculty need to defend NMSU from further implosion. At NMSU the campus tours of parents and students are reported to be down by 50%. The explanation the parents and students have read the news and not interested in getting on board a ‘sinking ship.’ That is, with such low graduation rates, with 120 positions cuts, with programs cut, there is anxiety by parents and their children as to the long term viability of investing in a NMSU education.

It is time to raise questions about New Mexico government attempts to tie public university education to ‘free market’ availability of private revenue streams. In point of fact, the private sectors is not a substitute for State supported public universities.

We have to admit that public universities in New Mexico are in a crisis that goes far beyond a drop in oil and gas prices. The subsidization of football and other sports programs is not just an NMSU issue. It is a matter of State side public policy. There needs to be more transparency, and more faculty governance and control of the curriculum, the research, teaching, and service cannot be downsized.

Perhaps we need more Mary Parker Follett, and less Taylorism. Fayol in the 1920s suggested that Frederick Taylor's scientific efficiency ideas were quite incomplete and did not attend to the democratic potential of organizations.

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