

□ Academic Rebranding

Academic rebranding refers to:

The practice of **renaming, repackaging, or reframing existing concepts, techniques, or tools as if they were novel**, often to increase perceived innovation, publication value, or institutional prestige — without contributing new evidence or insight.

□ In Neurosurgical Literature

- Presenting established techniques (e.g. keyhole craniotomy, neuronavigation) as part of a “new” paradigm (e.g. **Minimally Invasive Cranial Surgery**)
- Rewriting clinical routines with updated buzzwords (e.g. “precision,” “micro-invasive,” “ultra-targeted”)
- Shifting terminology to **generate publications or funding** rather than to clarify science

“This isn’t a new approach to brain metastases — it’s academic rebranding of standard craniotomy with marketing gloss.”

△ Why It Matters

- Creates the illusion of progress
- Pollutes literature with **semantic inflation**
- Distracts from real innovation or critical appraisal
- Risks **misleading trainees** and clinicians about what is actually new or validated

□ Related Concepts

- [marketing pamphlet](#)
- [decorative neurosurgery](#)
- [academic theater](#)

Synonyms: semantic relabeling, publication repackaging, conceptual recycling

Opposite: Original contribution, paradigm shift, methodological innovation

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