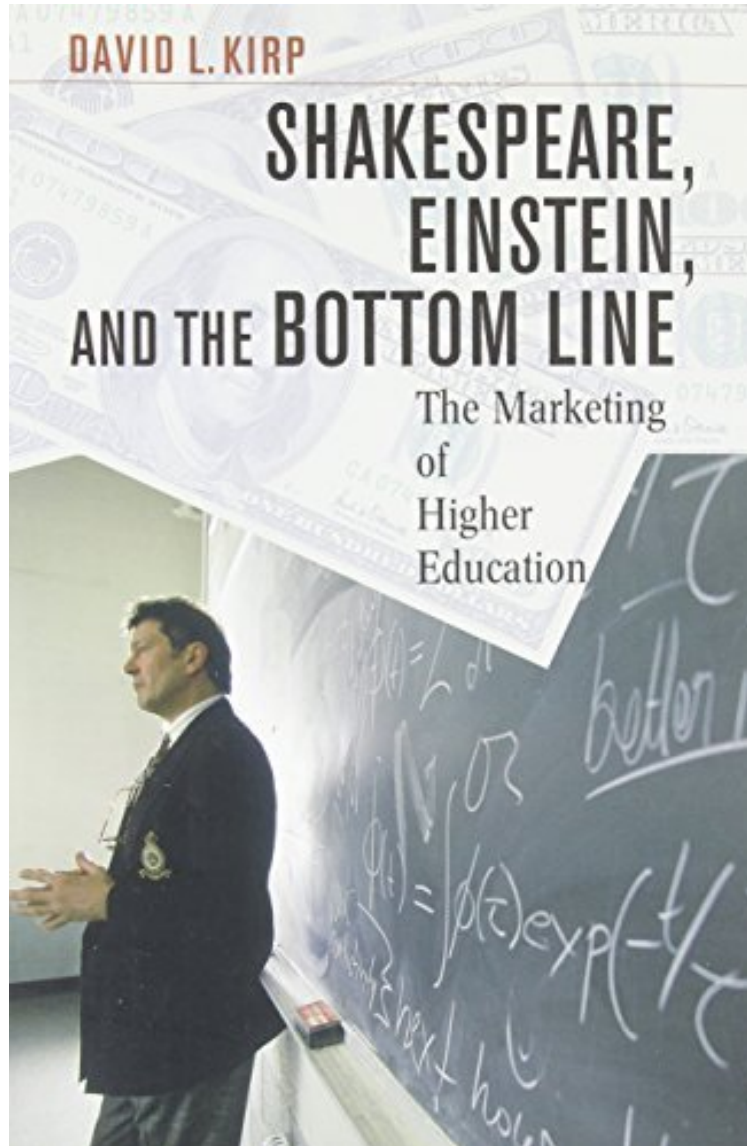


(Mobile book) Shakespeare, Einstein, and the Bottom Line

Shakespeare, Einstein, and the Bottom Line

David L. KIRP

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David L. KIRP : Shakespeare, Einstein, and the Bottom Line before purchasing it in order to gage whether or not it would be worth my time, and all praised Shakespeare, Einstein, and the Bottom Line:

3 of 3 people found the following review helpful. Read This Book and Send a Copy to Your President or ChancellorBy Richard B. SchwartzThis is a fine book and, in some ways, an unexpected one. Kirp is a professor of public policy but this is not a dry data-ridden survey of the commercialization of the academy and its results for policy wonks. On the contrary, it is journalistic in the best sense of that term. Kirp looks at a series of discrete examples exemplifying various aspects of that commercialization and then homes in on the details. The principals involved are

quoted and 'insider' information is provided. Each chapter is a kind of case study, but written in a way that will both instruct and fascinate the book's readers. Among the subjects included are the unique positioning of the University of Chicago--its special ethos and its struggles to deepen its applicant pools, the building (overnight) of the NYU philosophy department, the budgetary experiments at USC and the University of Michigan, the separatism of the Darden School at the University of Virginia, an internet Classics alliance among several small southern colleges, the British Open University and for-profit institutions such as DeVry. The writing is authoritative, but all is done with a light touch. Each chapter is unique and each is very instructive. The bottom line of course is that while many commentators call for our universities 'to be run like businesses' the bitter reality is that they already are, often to their detriment. We have lost our belief that education is a public as well as a private good and we have watched the liberal arts and general education degenerate into smorgasbords of distribution requirements or simply no requirements at all. We have, in short, hastened the advent of a system of higher 'education' that is happy to simply offer training, so long as the USNews ratings are high and the bottom line is black. Very highly recommended. 0 of 0 people found the following review helpful. A must read for HE professionals. By Steve LeMenager. Thoughtful and well-researched piece of journalism. A great history lesson for those starting out in higher education today and the forces that are impelling policy changes. Excellent read. 26 of 27 people found the following review helpful. Laudable, but Limited by Its Methodology. By Wanda B. Red. This informative and provocative book is presented as a series of case studies. They cover a quite comprehensive set of issues and institutions. Among schools mentioned or treated in depth are U of Chicato, Dickinson College, NYU, New York Law School, USC, U Michigan, UVA, Columbia, MIT, Rhodes College in Memphis, the British "Open University," the University of CA (various campuses), the University of Phoenix, and DeVry University (the last two are for-profits). The problems faced by these various schools -- raising operating funds, preserving their missions, collaborating with private industry, surviving a ratings-driven admissions process, adapting to and exploiting technology -- are issues that each institution faces in ways that are both distinctive and overlapping. The case-study method permits exploration of the complexities of the higher education landscape without reductiveness. The method, however, does have its drawbacks. Too many issues (for instance, the role of technology) circle around repeatedly, so one starts to feel issue-fatigue. Also, the case study method attempts to "tell a story," often featuring personalities. The approach borrows a lot from the "New Journalism." For example, here is the opening sentence of Chapter 3: "For William Durden, the peripatetic president of Dickinson College, the October 5, 2001, issue of the Wall Street Journal contained some very good news." Well, maybe that gets a reader to want to keep going (actually, it turns me off), but it also suggests a focus on individuals and their impact on the places where they work, not on the abstract patterns to be found in the problems they confront. This focus competes with the underlying structural argument of the book, which I take to be the following: The line between the academy and the marketplace is increasingly blurred in ways that are both exciting but also dangerous to the underlying mission of higher education. If institutions and their leaders do not become more self-conscious about this problem, they will be in danger of selling their schools down the river; i.e., there will be no problem with selling the academy because in essence the academy, as a separate institution in our society, will not longer exist. It will already have morphed into a trade school. However, I did not really understand that this was the message until I got to the final chapter, entitled "Conclusion: The Corporation of Learning." (I'd actually suggest readers START with this chapter.) That's because the case study method provides lots of details and not very much analysis. It's also because Kirp wrote this book by conducting (or having others conduct) a lot of very specific interviews, which he does not seem entirely to have digested and because he entrusted the writing of a good part of this book to his graduate students and research assistants (see his "Acknowledgments," which are tucked away at the very end of the book). In sum, this is an engaging book. It's full of interesting and useful narratives. In the broadness of its focus, it's really quite ambitious. But, in the end, it feels a little half-baked. It's a reasonable place to start thinking about some of the important issues it raises, but its focus is too fragmented and specific to permit the kind of abstract and sustained analysis that these issues truly require.

How can you turn an English department into a revenue center? How do you grade students if they are "customers" you must please? How do you keep industry from dictating a university's research agenda? What happens when the life of the mind meets the bottom line? Wry and insightful, Shakespeare, Einstein, and the Bottom Line takes us on a cross-country tour of the most powerful trend in academic life today--the rise of business values and the belief that efficiency, immediate practical usefulness, and marketplace triumph are the best measures of a university's success. With a shrewd eye for the telling example, David Kirp relates stories of marketing incursions into places as diverse as New York University's philosophy department and the University of Virginia's business school, the high-minded University of Chicago and for-profit DeVry University. He describes how universities "brand" themselves for greater appeal in the competition for top students; how academic super-stars are wooed at outsized salaries to boost an institution's visibility and prestige; how taxpayer-supported academic research gets turned into profitable patents and ideas get sold to the highest bidder; and how the liberal arts shrink under the pressure to be self-supporting. Far from doctrinaire, Kirp believes there's a place for the market--but the market must be kept in its place. While skewering Philistinism, he admires the entrepreneurial energy that has invigorated academe's dreary precincts. And finally, he

issues a challenge to those who decry the ascent of market values: given the plight of higher education, what is the alternative? Table of Contents: Introduction: The New U Part I: The Higher Education Bazaar 1. This Little Student Went to Market 2. Nietzsche's Niche: The University of Chicago 3. Benjamin Rush's "Brat": Dickinson College 4. Star Wars: New York University Part II: Management 101 5. The Dead Hand of Precedent: New York Law School 6. Kafka Was an Optimist: The University of Southern California and the University of Michigan 7. Mr. Jefferson's "Private" College: Darden Graduate School of Business Administration, University of Virginia Part III: Virtual Worlds 8. Rebel Alliance: The Classics Departments of Sixteen Southern Liberal Arts Colleges 9. The Market in Ideas: Columbia University and the Massachusetts Institute of Technology 10. The British Are Coming-and Going: Open University Part IV: The Smart Money 11. A Good Deal of Collaboration: The University of California, Berkeley 12. The Information Technology Gold Rush: IT Certification Courses in Silicon Valley 13. They're All Business: DeVry University Conclusion: The Corporation of Learning Notes Acknowledgments Index Reviews of this book: An illuminating view of both good and bad results in a market-driven educational system.--David Siegfried, BooklistReviews of this book: Kirp has an eye for telling examples, and he captures the turmoil and transformation in higher education in readable style.--Karen W. Arenson, New York TimesReviews of this book: Mr. Kirp is both quite fair and a good reporter; he has a keen eye for the important ways in which bean-counting has transformed universities, making them financially responsible and also more concerned about developing lucrative specialties than preserving the liberal arts and humanities. Shakespeare, Einstein, and the Bottom Line is one of the best education books of the year, and anyone interested in higher education will find it to be superior.--Martin Morse Wooster, Washington TimesReviews of this book: There is a place for the market in higher education, Kirp believes, but only if institutions keep the market in its place...Kirp's bottom line is that the...

From BooklistThe idea of the college campus as a refuge for intellectual pursuits has been all but swept away as colleges and universities succumb to highly competitive market pressures, with liberal arts suffering especially as interest focuses on the "practical arts." Kirp, a professor of public policy at the University of California-Berkeley, examines how these trends have led to a consumeristic approach to the marketing of higher education. Students, once thought of as minds to be molded, are now "customers," a school's reputation is its "brand," each department a "revenue center." Disturbing as this trend may be, its effects have been widely varied. Kirp examines about a dozen schools and the ways they position themselves to attract the highest quality "customers." There was a staff revolt when a marketing strategist was brought in to the highly intellectual University of Chicago, yet several years later a budget crisis was averted as both enrollment and students' qualifications increased significantly. An illuminating view of both good and bad results in a market-driven educational system. David SiegfriedCopyright copy; American Library Association. All rights reserved The monastery is colliding with the market. American colleges and universities are in a fiercely competitive race for dollars and prestige. The result may have less to do with academic excellence than with clever branding and salesmanship. David Kirp offers a compelling account of what's happening to higher education, and what it means for the future. (Robert B. Reich, University Professor, Brandeis University, and former U.S. Secretary of Labor)Can universities keep their purpose, independence, and public trust when forced to prove themselves cost-effective? In this shrewd and readable book, David Kirp explores what happens when the pursuit of truth becomes entwined with the pursuit of money. Kirp finds bright spots in unexpected places--for instance, the emerging for-profit higher education sector--and he describes how some traditional institutions balance their financial needs with their academic missions. Full of good stories and swift character sketches, Shakespeare, Einstein, and the Bottom Line is engrossing for anyone who cares about higher education. (Laura D'Andrea Tyson, former Chair, Council of Economic Advisers)David Kirp wryly observes that "maintaining communities of scholars is not a concern of the market." His account of the state of higher education today makes it appallingly clear that the conditions necessary for the flourishing of both scholarship and community are disappearing before our eyes. One would like to think of this as a wake-up call, but the hour may already be too late. (Stanley Fish, Dean of the College of Liberal Arts and Sciences, the University of Illinois at Chicago)This is, quite simply, the most deeply informed and best written recent book on the dilemma of undergraduate education in the United States. David Kirp is almost alone in stressing what relentless commercialization of higher education does to undergraduates. At the same time, he identifies places where administrators and faculty have managed to make the market work for, not against, real education. If only college and university presidents could be made to read this book! (Stanley N. Katz, Center for Arts and Cultural Policy Studies, Princeton University)Once a generation a book brilliantly gives meaning to seemingly disorderly trends in higher education. David Kirp's Shakespeare, Einstein, and the Bottom Line is that book for our time [the early 21st century?]. With passion and eloquence, Kirp describes the decline of higher education as a public good, the loss of university governing authority to constituent groups and external funding sources, the two-edged sword of collaboration with the private sector, and the rise of business values in the academy. This is a must read for all who care about the future of our universities. (Mark G. Yudof, Chancellor, The University of Texas System)David Kirp not only has a clear theoretical grasp of the economic forces that have been transforming American universities, he can write about them without putting the reader to sleep, in lively, richly detailed case studies. This is a rare book. (Robert

H. Frank, Johnson Graduate School of Management, Cornell University)David Kirp wanders America's campuses, and he wonders--are markets, management and technology supplanting vision, values and truth? With a large dose of nostalgia and a penchant for academic personalities, he ponders the struggles and synergies of Ivy and Internet, of industry and independence. Wandering and wondering with him, readers will feel the speed of change in contemporary higher education. (Charles M. Vest, President, Massachusetts Institute of Technology)An illuminating view of both good and bad results in a market-driven educational system. (David Siegfried Booklist 2003-11-15)Kirp has an eye for telling examples, and he captures the turmoil and transformation in higher education in readable style. (Karen W. Arenson New York Times 2003-11-09)Mr. Kirp is both quite fair and a good reporter; he has a keen eye for the important ways in which bean-counting has transformed universities, making them financially responsible and also more concerned about developing lucrative specialties than preserving the liberal arts and humanities. Shakespeare, Einstein, and the Bottom Line is one of the best education books of the year, and anyone interested in higher education will find it to be superior. (Martin Morse Wooster Washington Times 2003-12-14)There is a place for the market in higher education, Kirp believes, but only if institutions keep the market in its place...Kirp's bottom line is that the bargains universities make in pursuit of money are, inevitably, Faustian. They imperil academic freedom, the commitment to sharing knowledge, the privileging of need and merit rather than the ability to pay, and the conviction that the student/consumer is not always right. (Glenn C. Altschuler Philadelphia Inquirer 2003-12-28)David Kirp's fine new book, Shakespeare, Einstein, and the Bottom Line, lays out dozens of ways in which the ivory tower has leaned under the gravitational influence of economic pressures and the market. (Carlos Alcalaacute; Sacramento Bee 2004-02-29)The real subject of Kirp's well-researched and amply footnoted book turns out to be more than this volume's subtitle, 'the marketing of higher education.' It is, in fact, the American soul. Where will our nation be if instead of colleges transforming the brightest young people as they come of age, they focus instead on serving their paying customers and chasing the tastes they should be shaping? Where will we be without institutions that value truth more than money and intellectual creativity more than creative accounting? ...Kirp says plainly that the heart of the university is the common good. The more we can all reflect upon that common good--not our pocketbooks or retirement funds, but what is good for the general mass of men and women--the better the world of the American university will be, and the better the nation will be as well. (Peter S. Temes San Francisco Chronicle 2003-12-28)David Kirp's excellent book Shakespeare, Einstein, and the Bottom Line provides a remarkable window into the financial challenges of higher education and the crosscurrents that drive institutional decision-making...Kirp explores the continuing battle for the soul of the university: the role of the marketplace in shaping higher education, the tension between revenue generation and the historic mission of the university to advance the public good...This fine book provides a cautionary note to all in higher education. While seeking as many additional revenue streams as possible, it is important that institutions have clarity of mission and values if they are going to be able to make the case for continued public support. (Lewis Collens Chicago Tribune 2004-06-27)In this delightful book David Kirp...tells the story of markets in U.S. higher education...[It] should be read by anyone who aspires to run a university, faculty or department. (Terence Kealey Times Higher Education Supplement)David Kirp's Shakespeare, Einstein, and the Bottom Line is more than a breath of fresh air: it is a healthy slap upside the head to academics who think they are immune to the grubbing and grabbing of raw market forces. Elegant, amusing, irreverent, refreshingly written, and beautifully edited, this book shakes the scales off a purist's eyeshellip; [Kirp] balances descriptions of the impressive successes of some experiments with a warning that the assertion "leave it to the market" is itself a political statement, "a default of institutional leadership and an abandonment of the idea of a university's mission." His concluding chapter raises all the right questions about the balance between providing for the private gain of individuals and corporations by charging market rates for the products of professors' work and protecting the common good by arranging subsidies for the things that enrich society but that do not pay for themselves (like "sociology, comparative literature, and pure mathematics"). (David W. Leslie Academe 2004-07-01)About the AuthorDavid L. Kirp is Professor of Public Policy at the University of California at Berkeley and the author of fourteen books, most recently Almost Home: America's Love-Hate Relationship with Community.Jonathan VanAntwerpen is Director of Communications and Program Director at the Social Science Research Council. He is editor of The Immanent Frame, an SSRC blog on secularism, religion, and the public sphere.