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The Red Light in the Ivory Tower

Contexts and Implications of Entrepreneurial Education

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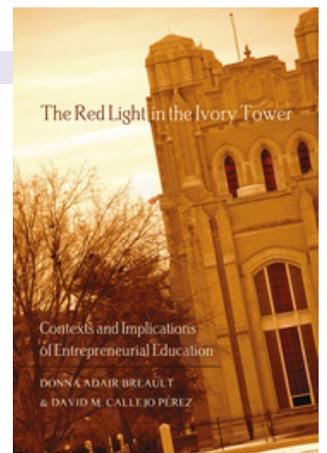
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Book synopsis

The Red Light in the Ivory Tower: Contexts and Implications of Entrepreneurial Education critically analyzes the operational behaviors of prestigious and prestige-seeking universities, particularly within the context of budget shortfalls and increasing competition. The book challenges entrepreneurial activities within universities by exploring the costs of such ventures in terms of honoring commitments to faculty and students while maintaining integrity of institutional purpose. The book offers six case studies that illustrate the organizational behaviors influenced by prestige indicators. Ultimately, the book challenges readers to address the complex issues of leadership and power within the context of social, political, economic, and historical influences within higher education. By asking difficult questions about the entrepreneurial behaviors of prestigious and prestige-seeking universities, stakeholders can reimagine and reclaim a sense of purpose that can ultimately influence organizational identities and thus the degree to which their universities support and serve their students, faculty, and community.

About the author(s)/editor(s)

Donna Adair Breault (PhD Georgia State University) is associate professor of curriculum studies at West Virginia University. She has three books including *Urban Education: A Handbook for Parents and Educators* (with Louise Allen) and *Experiencing Dewey: Lessons for the Classroom* (with Rick Breault). In addition, she has had articles published in a number of journals including *Educational Theory*, *Educational Forum*, *Educational Studies*, *Planning and Change*, and the *International Journal of Leadership in Education*.

David M. Callejo Pérez (PhD Florida International University) is the Carl A. Gerstacker Endowed Chair in Education at Saginaw Valley State University and Chair, Human Subjects Institutional Review Board. He has authored three books on civil rights in the South, schools in the inner city and higher education, co-edited five others, and published several chapters in books as well as over 40 peer-reviewed articles and 50 refereed academic papers. He is a member and factotum (2012) of the Society for Professors of Curriculum.

Reviews

«Donna Adair Breault and David Callejo Pérez provide an important critique of the quest for prestige, rankings, and an economic competitiveness that undermine the democratic and critical roles universities play in free and open societies. Using case studies to illustrate key concepts and ideas, the authors provide a clear and compelling argument about the dangers universities face - and often perpetuate in the name of 'excellence'.» (Deron Boyles, Georgia State University Professor of Social Foundations and Social Foundations of Education; Co-author of 'The Politics of Inquiry: Education Research and the 'Culture of Science'', 2009)

«Donna Adair Breault and David Callejo Pérez have written a hard-hitting, startling book that challenges all of us to rethink the purposes of higher education. Everyone interested in reforming universities should pay attention to their insightful work.» (Wesley Null, Vice Provost for Undergraduate Education, Baylor University)

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