
Acknowledgments

This volume brings the ever-changing story of American universities into the first years of the twenty-first century. The history of these institutions as research universities began near the close of the nineteenth century. The challenge then, as I described it in *To Advance Knowledge*, was to elevate academic scientists and scholars in the United States to the highest world standard, which was then being set in Western Europe. By 1940, with the strategic assistance of philanthropic foundations, that goal was attained. A new challenge emerged when World War II and the events following demanded that academic expertise be channeled to the needs of the nation. *Research and Relevant Knowledge* depicted how the federal government became not only the new patron of academic research, but also its principal consumer.

This relationship was modified appreciably in the years around 1980 as a concerted effort was made to relate academic research more closely to the civilian economy. The consequences of these last changes provide the focus for *Knowledge and Money*. As university knowledge became more valuable to society, universities themselves enlarged their activities and were rewarded with greater resources. For somewhat different reasons, the education they offered became more valuable as well. But these enlarged responsibilities have carried a price. Universities find that insatiable needs and increasing competition constrain their freedom of activity. At times, their involvement with markets appears to threaten the wellspring of knowledge that is the source of their value. I have called this increasing tension the paradox of the marketplace.

Since I began writing *To Advance Knowledge* some twenty years ago, the

evolving fortunes of universities have been either my vocation or avocation. Still, a concentrated effort during the years 2000–2003 was needed for the analysis presented in this volume. This effort would not have been possible without assistance from many sources. A grant from the Alfred P. Sloan Foundation allowed me to explore and resolve some of the initial difficulties. This process was aided as well by the opportunity to write an overview of the U.S. system for a project of the American Academy of Arts and Sciences comparing German and American higher education. Support from the Spencer Foundation and a sabbatical leave from the Penn State College of Education permitted much of the research to be accomplished during the 2000–2001 academic year. Particularly valuable was my time as a visiting fellow at the University of California Berkeley Center for Studies in Higher Education. Special thanks are due to John Douglass for this hospitality. Material for this study was also gathered during visits to many university campuses, and I would like to thank those individuals too numerous to name who took time to help me better understand their institutions.

The Higher Education Program at Penn State aided this project in numerous ways. Program assistant Trudi Haupt provided invaluable assistance. Carlo Salerno, Dmitry Suspitsin, and Steve Cunningham acquired and sorted the data on which this analysis rests. And the study group that grew into the Research Universities Colloquium provided a stimulating forum to air and discuss many of these issues. I would like to thank all the participants. In addition, I particularly appreciate the collegial encouragement of Nancy Diamond and Hong Shen, fellow students of research universities.

This manuscript has benefited greatly from the critical eye of David Jones. I also value the comments of David Breneman and Carlo Salerno. Creso Sá and Christian Anderson helped greatly with the completion of the manuscript. Finally, in special appreciation of Burton R. Clark for placing knowledge foremost in university organization and for continued intellectual support over many years, I dedicate this volume to him.

Roger L. Geiger

State College, Pennsylvania
January, 2004