

**University of Wisconsin-Madison**  
**Department of Educational Leadership & Policy Analysis**  
**ELPA 881: Ideas of the University**

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 Appointments: Monday afternoon from 1-4 p.m.

“Ideas are like rabbits. You get a couple and learn how to handle them, and pretty soon you have a dozen.” --John Steinbeck

Deer  
 (Regina O’Melveny, 2006)

There was something I wanted to say  
 that can’t be contained in a syllabus  
 or outlined on the chalkboard (though I love the feel  
 of a smooth new piece of chalk, its crisp mark).  
 It’s like those two deer in the high Sierras  
 I saw off the trail two weeks ago and didn’t see  
 until I could almost touch them—  
 their pattern that leapt from shadows—  
 they were that still,  
 joined with granite, red fir  
 and the secret creek beneath wildflowers  
 The deep eyes, vigilant  
 far beyond anything human,  
 the newly furred antlers motionless  
 as forest in the dead heat of afternoon,  
 the bodies still as compressed springs.  
 I simply stopped and said, Ah,  
 and they didn’t move.  
 Sometimes the world comes forward to meet us.  
 Mystery may lie in a small observance.  
 Even a word or idea like those deer  
 has been watching you for a long time.  
 Let silence be your guide then,  
 be open to the wild gift  
 you each carry within.

Note: This poem was published in Today, Marymount College, Spring 2007, p. 3.

## Intentions

“Ideas of the university”—more specifically, what are the most compelling images of the 21<sup>st</sup> century university and which images might best inform the higher learning—is a topic that continues to capture the imagination of participants in and observers of higher education. Yet, the public discourse surrounding this topic continues to be shaped mostly by a relatively small group of individuals, usually presidents and professors associated with prestigious colleges and universities. While traditional voices sometimes reflect diversity in perspective, missing from much of the discourse are the voices of less visible and often less privileged stakeholders: “outsider” critics of the university, academic novelists, women and people of color, as well as many faculty and administrators, higher education policymakers, students, employers of college and university graduates, and concerned citizens.

Especially in the last few years, as many “non-traditional” voices have directly or indirectly been reported in diverse “literatures,” a plethora of diverse concerns and issues surrounding “images of the higher learning” have emerged that can enrich discussion of the contemporary and future university. To wit, economists, sociologists, anthropologists, journalists, novelists, feminists, and critical theorists—among many others—have examined such issues as the character of the undergraduate experience; the exercise of professorial power and privilege; pluralism and diversity; faculty lifestyles; relations between faculty and students; colleges and universities as “learning communities,” ethical issues; relationships between universities, government (state and federal), and corporate America; and multiple intersections of race, gender, and ethnicity in colleges and universities. On the grounds that any discussion of the contemporary and future university would be incomplete without inviting a wide range of voices into the discourse—not least if we hope to reflect meaningfully on the daily life of universities and to engage the “multiple realities” of those concerned with the higher learning—this course will be anchored in a diverse range of voices.

In broad strokes, the purpose of this seminar is to bring diverse and multiple voices (in common readings, in class discussions, and in individual journals) to explore alternative models, images, and policies and practices to guide universities in the twenty-first century. To this end, we will examine a wide variety of ideas about the university, from the political and economic and social forces shaping them to the “visions” of a university that myriad stakeholders have articulated. In so doing, we will not confine ourselves to traditional categories of analysis—such as purpose, faculty, students, curriculum, organization and governance, administration and leadership, relationship of the university to society, and the like. Rather, we will ground our discussions in the categories, themes, and issues that emerge through our readings, discussions, interpretations, and reflections.

The course is divided into five parts: (1) Points of departure for organizing our thinking and the course around “ideas of the university”; (2) The political, economic, and social forces that shape colleges and universities; (3) The changing landscape of the higher learning; (4) Ideas for preserving and reinventing the university in this rapidly changing—and, to a large extent, uncharted—landscape; and (5) Creative expressions (including our own) of the higher learning. We will organize class sessions not only around common readings but readings selected by individual class participants as well. (Several readings in the syllabus were published prior to 1990; the intent of these readings is to invite class participants to use these readings to illuminate “conventional perspectives” on the present and future and the university—not to reflect on the past.)

More specifically, the following four questions will at once guide our shared inquiry and serve the cornerstone learning objectives for the course:

1. What are the major policy debates in concert with external and internal forces—political, economic, cultural—shaping contemporary universities?
2. What are the most influential as well as the most compelling images—from metaphors to models—of the contemporary university?
3. What are the emerging external and internal forces that can be expected to shape the university in the coming years?
4. What should be the purpose(s) of the university in the 21<sup>st</sup> century--and what images and models can help guide universities in the 21<sup>st</sup> century?

### Course Expectations

In addition to the common readings required of all students as well as class participation, there are four course requirements: 1) one small group activity based on outside reading, 2) a journal, 3) a "capstone" essay on overall reflections on "idea(s) of the university, 4) class participation.

First, each student will be expected to participate in one small group activity. In each instance, self-selected individuals who agree on an "outside" book or monograph will meet outside-of-class to discuss the book and then share the reading--and their critique--with the entire class. Students are expected to devote about 25 minutes to their presentation and class discussion. Feel free to use whatever format you wish in class (for example, you may wish to prepare a written handout and/or engage in a group activity).

Second, each student will be expected to keep a "journal" or "log" in which they record their reactions (analyses and reflections) to course readings and class discussions. ("Typed" journals are appreciated.) While students should plan on "weekly" entries, the form and style of your journal is left to each student. (I will review journals at mid-semester and provide feedback.)

Third, based on their journal-keeping and semester-long participation in the course, each student will be expected to prepare a "capstone essay"--an essay of roughly five pages--at the conclusion of the course. This essay can take many different forms. Simply put, you are invited to use this essay as an opportunity to pull together your ideas on contemporary and/or future "images of the university."

Fourth, each student will be expected to participate in class discussion and will be judged on the basis of the quality of their class participation. Students will be judged on the extent to which their participation is informed, insightful, evocative, and exhibits higher-order thinking. Moreover, students are expected to bring their own experiences to the class. To illustrate, the instructor will draw on myriad policy studies that he has conducted for the U.S. government (U.S. Department of Justice and U.S. Dept of Education) over the past quarter of a century—policy studies that have influenced major legal decisions concerning both liability and remedy in higher education desegregation (including advancing diversity both within and across postsecondary institutions, course and program duplication, and program quality). (The instructor will also draw on his recent visits to Taiwan, Japan, and Saudi Arabia aimed at enhancing program quality and accreditation as well as numerous policy debates throughout the world. He will also draw on his research experiences, notably including books on “program quality” in higher education.) In a similar vein, students are to draw on their own academic, professional, and personal experiences.

## Evaluation

For evaluation purposes, the criteria for evaluation will be weighted as follows: small group activity based on small group reading (12%), journal (28%), "capstone" essay (25%), and class participation (35%).

Please Note: I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations.

**The remainder of the syllabus identifies the readings for each week of the course. Texts identified with an asterisk (\*) are available at the bookstore and others are available on electronic reserve (log-in to MyUW, click on the "Academics" tab, and follow the link to reserves next to where ELPA 881 is listed on your schedule).**

## Part I: Points of Departure

### Week 1

Conrad, C. (nd). Ideas of the university: Clif Conrad log. Unpublished notes, University of Wisconsin-Madison.

Spencer, P. U. (1990). A Native American worldview. *Noetic Sciences Review*, 15, 14-20.

Barnett, R. (2005). Recapturing the universal in the university. *Educational Philosophy and Theory*, 37(6), 785-797.

*Note: In addition to being available on electronic reserve, these readings will be sent to each seminar participant via email in order to ensure that we may commence with substantive discussion grounded in common readings during the first class meeting. To guide your pre-class reflections, consider the following questions:*

1. What “really matters” in colleges and universities in the 21<sup>st</sup> century?
2. What (if anything) do you find exhilarating about the contemporary university?
3. Recall a time when you may have said to yourself that you would like to spend your career working in a college or university. What was it about colleges/universities that led you to consider that possibility?
4. What, if anything, do you find “disturbing” or “disquieting” about the contemporary university?
5. What, if anything, concerns you if/when you think about the possibility of your spending a lifetime working in higher education?
6. What do you see as the major external and internal forces shaping higher education – and, in turn, colleges and universities – in the 21<sup>st</sup> century?

### Week 2

\*Hersh, R. H., & Merrow, J. (Eds.). (2006). *Declining by degrees: Higher education at risk*. New York, NY: Palgrave MacMillan.

### Week 3

Bowen, H. (1978). Goals: The intended outcomes of higher education. In *Investment in learning* (pp. 30-59). San Francisco, CA: Jossey-Bass.

Kerr, C. (1963/1995). The idea of a multiversity. In *The uses of the university* (pp. 1-45). Cambridge, MA: Harvard University Press.

Scott, J. C. (2006). The mission of the university: Medieval to postmodern transformations. *The Journal of Higher Education*, 77(1), 1-39.

Wolff, R. P. (1969). Four models of a university. In *The ideal of the university* (pp. 1-57). Boston, MA: Beacon Press.

## **Part II: Political, Social, and Economic Forces Shaping Colleges and Universities**

### **Week 4**

\*Giroux, H. A. (2007). *The university in chains: Confronting the military-industrial-academic complex*. Boulder, CO: Paradigm Publishers.

### **Week 5**

\*Kirp, D. L. (2003). *Shakespeare, Einstein, and the bottom line: The marketing of higher education*. Cambridge, MA: Harvard University Press.

## **Part III: The Changing Landscape of the Higher Learning**

### **Week 6**

\*Altbach, P. G., & Balàn, J. (Eds.). (2007). *World class worldwide: Transforming research universities in Asia and Latin America*. Baltimore, MD: The Johns Hopkins University Press.

### **Week 7**

\*Nathan, R. (2006). *My freshman year: What a professor learned by becoming a student*. New York, NY: Penguin.

### **Week 8**

**TBA**

### **Week 9**

This week's readings include a series of short articles that appeared together in Fall 2005 in a special issue of *Thought & Action* regarding "higher education and the national security state":

1. Auxter, T.: [Introductory Essay] (pp. 91-92.)
2. \_\_\_\_\_: "Interview with Noam Chomsky" (pp. 93-102)
3. Schrecker, E.: "The New McCarthyism in Academe" (pp. 103-118)
4. Wilson, J. K.: "Academic Freedom in America after 9/11" (pp. 119-131)
5. Benvenuto, M. A., & Mio, M. J.: "Teaching chemistry in the United States, Post-9/11" (pp. 133-138)
6. Pogorelskin, A.: "I'm Not Sure What George Bush Has to do with Hitler" (pp. 139-145)
7. Roy, S.: "Strategizing Control of the Academy" (pp. 147-162)
8. McColm, G., & Dorn, S.: "A University's Dilemma in the Age of National Security" (pp. 163-177)
9. Perelman, M.: "The Role of Higher Education in a Security State" (pp. 179-186)
10. Urias, D. A., & Yeakey, C. C.: "International Students and U.S. Border Security" (pp. 187-198)

**Week 10**

\*Tierney, W. G., & Hentschke, G. C. (2007). *New players, different game: Understanding the rise of for-profit colleges and universities*. Baltimore, MD: Johns Hopkins University Press.

## **Part IV: Preserving and Reinventing Ideas of the University in an Unscripted Landscape**

**Week 11**

Brooks, D. (2000). Intellectual life. In *Bobos in paradise: The new upper class and how they got there* (pp. 140-188). New York, NY: Simon and Schuster.

Casement, W. (1996). A brief history of teaching the canon. AND Anticanonism. In *The great canon controversy: The battle of the books in higher education* (pp. 1-82). New Brunswick, NJ: Transaction Publishers.

Gates, Jr., H. L. (1992). The master pieces: On canon formation and the African-American tradition. In *Loose canons: Notes on the culture wars* (pp. 17-42). New York, NY: Oxford University Press.

Sarchett, B. W. (1995). What's all the fuss about this postmodernist stuff? In J. Arthur & A. Shapiro (Eds.), *Campus wars: Multicultural-multiculturalism and the politics of difference*. Boulder, CO: Westview Press.

**Week 12**

\*Lewis, H. R. (2006). *Excellence without a soul: How a great university forgot education*. New York, NY: PublicAffairs.

## **Part V: Creative Expressions of the Higher Learning**

**Week 13**

“Ideas of the University” in Fiction: Academic Novels and Popular Film

For this week’s class, everyone will read a novel (or view a film) of their own choosing (see the syllabus appendix for suggestions) and present to the class for discussion a brief review of the text. Novels/films (or other fictitious artifacts) will be identified (and justified) in advance in order to ensure that each person is reading/viewing a different text.

**Week 14**

Presentation and discussion of student journals and capstone essays.

### Appendix: Highly Recommended Readings

- Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (Eds.). (2005). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.
- Altbach, P. G., & Umakoshi, T. (Eds.). (2004). *Asian universities: Historical perspectives and contemporary challenges*. Baltimore, MD: Johns Hopkins University Press.
- Anderson, M. (1992). *Imposters in the temple: American intellectuals are destroying our universities and cheating our students of their future*. New York, NY: Simon & Schuster.
- Damrosch, D. L. (1995). *We scholars: Changing the culture of the university*. Cambridge, MA: Harvard University Press.
- D'Souza, D. (1991). *Illiberal education: The politics of race and sex on campus*. New York, NY: The Free Press.
- Duderstadt, J. (2000). *A university for the 21<sup>st</sup> century*. Ann Arbor, MI: University of Michigan Press.
- Graham, H. D., & Diamond, N. (1997). *The rise of American research universities: Elites and challengers in the postwar era*. Baltimore, MD: Johns Hopkins University Press.
- Haworth, J. G., & Conrad, C. F. (1997). *Emblems of quality in higher education: Developing and sustaining high-quality programs*. Boston, MA: Allyn and Bacon.
- Holland, D. C., & Eisenhart, M. A. (1990). *Educated in romance: Women, achievement, and college culture*. Chicago, IL: University of Chicago Press.
- Kezar, A. J., Chambers, T. C., Burkhardt, J. C. (Eds.). (2005). *Higher education for the public good: Emerging voices from a national movement*. San Francisco, CA: Jossey-Bass.
- Lucas, C. (2006). *American higher education: A history* (2<sup>nd</sup> ed.). New York, NY: Palgrave MacMillan.
- Palmer, P. (1998). *The courage to teach*. San Francisco, CA: Jossey-Bass.
- Pelikan, J. (1992). *The idea of the university*. New Haven, CT: Yale University Press.
- Ruch, R. S. (2001). *Higher Ed, Inc.: The rise of the for-profit university*. Baltimore, MD: Johns Hopkins University Press.
- Sanday, P. R. (1987). *Fraternity gang rape: Sex, brotherhood, and privilege on campus*. New York, NY: New York University Press.
- Smith, P. (1990). *Killing the spirit: Higher education in America*. New York, NY: Viking Penguin.
- Smith, W., & Bender, T. (Eds.). (2007). *American higher education transformed, 1940-2005: Documenting the national discourse*. Baltimore, MD: Johns Hopkins University Press.
- Tierney, W. G. (2006). *Trust and the public good: Examining the cultural conditions of academic work*. New York, NY: Peter Lang Publishing.
- Wilshire, B. (1990). *The moral collapse of the university*. Albany, NY: State University of New York Press.
- Zemsky, R., Wegner, G. R., & Massy, W. F. (2005). *Remaking the American university: Market-smart and mission-centered*. Piscataway, NJ: Rutgers University Press.

### Appendix: Academic Novels and Other Fictional Perspectives

- Baym, Nina. Woman's Fiction: A Guide to Novels by and about Women in America, 1820-1870. Ithaca, New York: Cornell University Press, 1984.
- Bellow, Saul. Herzog. New York: Viking, 1964.
- Brace, Gerald Warner. The Department. New York: W.W. Norton, 1968.
- Bradbury, Malcolm. Stepping Westward. Boston: Houghton Mifflin, 1966.
- Evans, Fallon. The Trouble with Turlow. Garden City, New York: Doubleday and Company, 1961.
- Frankel, Charles. A Stubborn Case. New York: W.W. Norton, 1972.
- French, Marilyn. The Women's Room. New York: Summit Books, 1977.
- Hershey, John. Too Far Too Walk. New York: Alfred A. Knopf, 1966.

- Irving, John Winslow. The 158-Pound Marriage. New York: Random House, 1974.
- Jaffe, Rona. Class Reunion. New York: Delacorte Press, 1979.
- Johnson, Nora. A Step Beyond Innocence. Boston: Little, Brown and Company, 1961.
- Johnson, Pamela Handsford. Night and Silence: Who is Here? New York: Charles Scribner's Sons, 1963.
- Kalpakian, Laura. Beggars and Choosers. Boston: Little, Brown, and Company, 1978.
- Knowles, John. The Paragon. New York: Random House, 1971.
- Kramer, John E. The American College Novel: An Annotated Bibliography. New York: Garland, 1981.
- Lodge, David. Small World. New York: Warner Books, 1984.
- Lurie, Alison. The War Between the Tates. New York: Random House, 1974.
- Malamud, Bernard. A New Life. New York: Farrar, Straus and Cudahy, 1961.
- Malone, Michael. Foolscap. Boston: Little, Brown, and Company, 1991.
- Mann, Georg. The Dollar Diploma. New York: Macmillan, 1960.
- McInerney, Ralph Matthew. Jolly Rogerson. Garden City, New York: Doubleday, 1967.
- McInerney, Ralph Mathew. Rogerson at Bay. New York: Harper and Row, 1976.
- Morresey, John. The Addison Tradition. Garden City, New York: Doubleday, 1968.
- Nabokov, Vladimir. Pale Fire. New York: G.P. Putnam's Sons, 1962.
- Oates, Joyce Carol. Unholy Loves. New York: Vanguard, 1979.
- Osborn, John Jay, Jr. The Paper Chase. Boston: Houghton Mifflin, 1971.
- Roth, Philip Milton. Letting Go. New York: Random House, 1962.
- Sarton, May. The Small Room. New York: W.W. Norton, 1961.
- Scott-Heron, Gil. The Nigger Factory. New York: Dial Press, 1972.
- Smith, Betty. Joy in the Morning. New York: Harper and Row, 1963.
- Stimpson, Catherine. Class Notes. New York: Times Books, 1979.
- Theroux, Paul. Waldo. Boston: Houghton Mifflin, 1967.
- Wheatcroft, John. Edie Tells: A Portrait of the Artist as a Middle-Aged Cleaning Woman. South Brunswick, New Jersey, and New York: A.S. Barnes, 1975.

#### **Appendix: Additional Articles of Interest**

- Altman, M. C. (2004). What's the use of philosophy? Democratic citizenship and the direction of higher education. *Educational Theory*, 54(2), 143-155.
- Anderson, M. S. (2001). The complex relations between the academy and industry: Views from the literature. *The Journal of Higher Education*, 72(2), 226-246.
- Baez, B. (2002). Confidentiality and peer review: The paradox of secrecy in academe. *The Review of Higher Education*, 25(2), 163-183.
- Bloiland, H. G. (2005). Whatever happened to postmodernism in higher education?: No requiem in the new millennium. *The Journal of Higher Education*, 76(2), 121-150.
- Bridges, D. (2006). The practice of higher education: In pursuit of excellence and equity. *Educational Theory*, 56(4), 371-386.
- Brisbin, R. A., & Hunter, S. (2003). Community leaders' perceptions of university and college efforts to encourage civic engagement. *The Review of Higher Education*, 26(4), 467-486.
- Brooks, R. L. (2005). Measuring university quality. *The Review of Higher Education*, 29(1), 1-21.
- Checkoway, B. (2001). Renewing the civic mission of the American research university. *The Journal of Higher Education*, 72(2), 125-147.
- Considine, M. (2006). Theorizing the university as a cultural system: Distinctions, identities, emergencies. *Educational Theory*, 56(3), 255-270.
- Fischbach, R. (2005). Toward more productive higher education systems. *Thought & Action*, 21, 81-90.
- Gary, K. (2006). Leisure, freedom, and liberal education. *Educational Theory*, 56(2), 121-136.

- Giroux, H. A. (2006). Higher education under siege: Implications for public intellectuals. *Thought & Action*, 22, 63-78.
- Hawk, J. R. (2005). Reconnecting with our postmodern students. *Thought & Action*, 21, 37-46.
- Kezar, A. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. *The Review of Higher Education*, 27(4), 429-459.
- Lambeir, B. (2005). Education as liberation: The politics and techniques of lifelong learning. *Educational Philosophy and Theory*, 37(3), 349-355.
- Mason, M. (2005). A justification, after the postmodern turn, of universal ethical principles and educational ideals. *Educational Philosophy and Theory*, 37(6), 799-815.
- Morphew, C. C. (2002). 'A rose by any other name': Which colleges became universities. *The Review of Higher Education*, 25(2), 207-223.
- Newman, F., Couturier, L., & Scurry, J. (2004). *The future of higher education: Rhetoric, reality, and the risks of the market*. San Francisco, CA: Jossey-Bass.
- Ream, T. C. (2007). Pragmatism and the unlikely influence of German idealism on the academy in the United States. *Educational Philosophy and Theory*, 39(2), 150-167.
- Roberts, P. (2007). Intellectuals, tertiary education and questions of difference. *Educational Philosophy and Theory*, 39(5), 480-493.
- Smith, R. (2005). Dancing on the feet of chance: The uncertain university. *Educational Theory*, 55(2), 139-150.
- Thelin, J. R. (2001). Campus and community: A world turned inside out? *The Review of Higher Education*, 25(1), 1-14.
- Tierney, W. G. (2003). Remembrance of things past: Trust and obligations of the intellectual. *The Review of Higher Education*, 27(1), 1-15.
- Tierney, W. G., & Lechuga, V. M. (2005). Academic freedom in the 21st century. *Thought & Action*, 21, 7-22.
- Vaughn, W. (2006). Ideology and ideological state syllabi. *Thought & Action*, 22, 23-30.
- Weltman, B. (2002). Individualism versus socialism in American education: Rereading Mortimer Adler and *The Paideia Proposal*. *Educational Theory*, 52(1), 61-79.
- Willinsky, J. (2005). Just say know? Schooling and the knowledge society. *Educational Theory*, 55(1), 97-111.

### **Appendix: Additional Books of Interest**

- AAUP. AAUP Policy Documents and Reports (10<sup>th</sup> ed.). Washington, DC: American Association of University Professors, 2006.
- Anderson, Martin. Imposters in the Temple: American Intellectuals are Destroying our Universities and Cheating our Students of Their Future. New York: Simon and Schuster, 1992.
- Bailey, Stephen. The Purposes of Education. Bloomington, Indiana: Foundation Monograph Series, Phi Delta Kappa, 1976.
- Barber, Benjamin. An Aristocracy of Everyone: The Politics of Education and the Future of America. New York: Oxford U. Press, 1992.
- Barzun, Jacques. The American University: How It Runs, Where It Is Going. New York: Harper and Row, 1968.
- Bloom, Allan. The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students. New York: Simon and Schuster, 1987.
- Bok, Derek. Beyond the Ivory Tower. Cambridge, Massachusetts: Harvard University Press, 1982.
- Bok, Derek. Universities and the Future of America. Durham, North Carolina: Duke University Press, 1990.
- Brubacher, John S. and Rudy, Willis. Higher Education in Transition. New York: Harper and Row, 1976.
- Brubacher, John S. On the Philosophy of Higher Education. San Francisco: Jossey-Bass, 1977.

- Bullock, Henry Allen. A History of Negro Education in the South. Cambridge, Massachusetts: Harvard University Press, 1967.
- Butler, Addie Louise Joyner. The Distinctive Black College. Metuchen, New Jersey: The Scarecrow Press, 1977.
- Butts, R. Freeman. The College Charts Its Course: Historical Conceptions and Current Proposals. New York: McGraw-Hill, 1939.
- Carnegie Commission on Higher Education. The Purposes and the Performance of Higher Education in the United States. New York: McGraw-Hill, 1973.
- Clark, Burton R. The Open Door College. New York: McGraw-Hill, 1960.
- Duderstadt, J. J. The View from the Helm: Leading the American University During an Era of Change. Ann Arbor, MI: University of Michigan Press, 2007.
- Flexner, Abraham. Universities: American, English, German. New York: Teachers College Press, 1967. (Originally published in 1930).
- Gasset, Ortega Y Jose. Mission of the University. New York: W.W. Norton, 1944.
- Geiger, Roger L. To Advance Knowledge: The Growth of American Research Universities, 1900-1940. New York: Oxford University Press, 1986.
- Giamatti, A. Bartlett. A Free and Ordered Space: The Real World of the University. New York: W.W. Norton, 1988.
- Giamatti, A. Bartlett. The University and the Public Interest. New York: Anthem, 1981.
- Gideonese, Harry D. The Higher Learning in a Democracy. New York: Holt, Rinehart, and Winston, 1937.
- Grant, Gerald, and Riesman, David. The Perpetual Dream: Reform and Experimentation in the American College. Chicago: University of Chicago Press, 1978.
- Griswold, A. Whitney. Liberal Education and the Democratic Ideal. New Haven, Connecticut: Yale University Press, 1959.
- Handlin, Oscar, and Handlin, Mary. The American College and American Culture: Socialization as a Function of Higher Education. New York: McGraw-Hill, 1970.
- Harvard University, Committee on the Objectives of General Education in a Free Society. General Education in a Free Society: Report of the Harvard Committee. Cambridge, Massachusetts: Harvard University Press, 1945.
- Hirsch, E.D., Jr. Cultural Literary. New York: Houghton Mifflin, 1987.
- Hutchins, Robert Maynard. The Higher Learning in America. New Brunswick, New Jersey: Transaction, 1995. (Originally published in 1936.)
- Jaspers, Karl. The Idea of a University. Boston: Beacon Press, 1959.
- Kerr, Clark. The Great Transformation of Higher Education in Higher Education: 1960-1980. Albany, New York: State University of New York Press, 1991.
- Kerr, Clark. The Uses of the University. Cambridge, Massachusetts: Harvard University Press, 1963.
- Kimball, Bruce A. Orators and Philosophers: A History of the Idea of Liberal Education. New York: Teachers College Press, 1986.
- Kimball, Roger. Tenured Radicals: How Politics Has Corrupted Our Higher Education. New York: Harper and Row, 1990.
- Kimball, R. Retaking the University: A Battle Plan. Lanham, MD: Encounter Books, 2008.
- Kronman, A. T. Education's End: Why Our Colleges and Universities Have Given up on the Meaning of Life. New Haven, CT: Yale University Press, 2007.
- London, Howard B. The Culture of a Community College. New York: Praeger, 1978.
- McCarthy, Charles. The Wisconsin Idea. New York: MacMillan, 1912.
- M'Gonigle, M. R., & Starke, J. Planet U: Sustaining the World, Reinventing the University. St. Paul, MN: New Society Publishers, 2006.
- Millard, Richard. Today's Myths and Tomorrow's Realities: Overcoming Obstacles to Academic Leadership in the 21st Century. San Francisco: Jossey-Bass, 1991.

- Minnich, Elizabeth, O'Barr, Jean, and Rosenfeld, Rachel (eds.). Reconstructing the Academy: Women's Education and Women's Studies. Chicago: University of Chicago Press, 1988.
- Nevins, Allan. The State Universities and Democracy. Urbana, Illinois: University of Illinois Press, 1962.
- Newcomer, Mabel. A Century of Higher Education for American Women. New York: Harper and Row, 1959.
- Newman, John Henry Cardinal. The Idea of a University. New York: Doubleday and Company, 1959. (Originally published in 1858.)
- Nisbet, Robert. The Degradation of the Academic Dogma: The University in America 1945-1970. New York: Basic Books, 1971.
- Overtveldt, J. V. The Chicago School: How the University of Chicago Assembled the Thinkers who Revolutionized Economics and Business. Berkeley, CA: Agate Publishing, 2007.
- Palmer, Parker J. To Know As We Are Known. San Francisco: HarperCollins, 1983.
- Pelikan, Jaroslav. The Idea of the University. New Haven, Connecticut: Yale University Press, 1992.
- Puckett, J. L. Dewey's Dream: Universities and Democracies in an Age of Education Reform. Philadelphia, PA: Temple University Press, 2007.
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