

# Contents

*Preface* xi

Introduction 3

## Part I: Five Assertions

- 1 It's All about Knowledge, Period 19
  - It's about Knowledge 19
  - The Knowledge Functions of the University 22
  - A Distinguishing Knowledge Function? 27
  - Is It Really *Just* about Knowledge? 28
- 2 Reputation Requires Integrity 29
  - Public Perception: Reputation 31
  - Public Confidence: Trust 33
  - Integrity and Public Trust 35
- 3 Autonomy Is Precarious but Necessary 40
  - Ivory and Glass, Tower and Mall 41
  - Engagement 43
  - Employability 45
  - University Autonomy 46
  - Formal and Practical Autonomy 48
  - Government and Universities 49
  - Autonomy in Canada 50
  - Government Interests and Influence 51

	Government Interests and Influence: Ontario	52
	Government Interests and Influence: The United Kingdom	55
	The University and Its Donors	57
	The Challenges of Defending Autonomy	62
	Responsibility for Defending University Autonomy	65
4	Academic Freedom Is Necessary and Messy	67
	Fundamental Freedoms	68
	Academic Freedom	70
	Grounding Academic Freedom	73
	Determining Limits to Academic Freedom	75
	Academic Freedom and Tenure	76
	The Scope of Academic Freedom	80
	Who Has Academic Freedom?	80
	What's Protected by Academic Freedom?	83
	The Responsibilities and Irresponsibilities of Academic Freedom	86
	Can Academic Freedom Be Defined?	88
	Academic Freedom and Freedom of Speech: Disrespect, Dissent, Disruption	91
	Academic Freedom and the Freedoms of Conscience and Religion	97
5	Decision Making Is Complicated: Boards, Colleagues, Presidents, Peers	105
	Academic Administration	106
	The Authority of Peers	109
	Peers as Those Who Share in the Academic Form of Life	109
	Peer Assessment	112
	The Character of University Administration	114
	Governance Structures	116
	Council and Senate as Collegial Governance	117
	The Responsibilities of the Board	120
	Transparency and Accountability	124
	How Accountable Are Universities?	126
	A Concluding Comment: The President and the Board Chair	128



## Part II: Three Questions

- 6 Is It Now All about Students? 133
  - Teaching Matters 135
  - Serving Students 138
  - What's Good for Students Is Good for the University 142
  - What's Good Is Not Unqualifiedly So 146
    - Unavailed Benefits 146
    - Inappropriate Expectations 149
      - Students Are Really *Students* 150
      - Obligations and Entitlements 152
  - The Social Burden of the University 153
    - In loco cuiuscumque?* 154
      - Responsibility Diffused 156
      - Diluted Mandate? 158
      - Order, Discipline, and Autonomy 160
  - Conclusion 162
- 7 What Knowledge Should Undergraduates Gain? 163
  - Skills? 165
  - Critical Thinking? 169
  - Liberal Education? 172
    - Liberal Education as Socratic Education 173
  - The Freedoms and Responsibilities of a University Education 174
  - Seven Epistemic Convictions: Knowledge about Successful Knowing 176
    - Convictions One and Two 176
    - Conviction Three 177
    - Conviction Four 178
    - Conviction Five 178
    - Conviction Six 182
    - Conviction Seven 183
  - Epistemic Attitudes for Successful Knowing 183
    - Epistemic Humility 184
    - The Courage to Persist 185
    - Respect for Truth 185

x Contents

Openness to Past Wisdom	187
Comfort with Ambiguity and Judgment	189
Character and Socratic Education	190
Professional Education and Socratic Education	192
How Is Socratic Knowledge to Be Realized in the Undergraduate Experience?	195
Education Is Interrogative Conversation	196
Education Is Personal	198
Education Is More than a Matter of Degrees	200
Curriculum and Socratic Education	202
8 What and Where Are Well-Placed Universities?	205
In What Place?	205
The Meanings of Place	209
Place and Belonging	210
Body as Elemental Place	211
Attitudes to Somatic Identity and Place	212
Technology and Somatic Place	213
Embodied Education	215
Universities and Particularities of Place	221
Temporal Place and Belonging	222
The Opportunities of Locative Place	224
Undistracted and Well-Placed Universities: In Conclusion	228
9 Epilogue: Apologia pro Vita Sua	231
Notes	243
Index	287