

GENERAL UNIVERSITY POLICY REGARDING
ACADEMIC APPOINTEES
Privileges and Duties of Members of the Faculty

APM - 005

005-0 **Policy**

University of California Regulation No. 3, set forth in the following pages, is the official statement of privileges and duties of members of the faculty.

University of California

**Orders of the President
No. 3**

Privileges and Duties of Members of the Faculty

The following statement concerning the privileges and duties of members of the faculty has been prepared by the Special Committee on Educational Policy after consultation with several committees of the Academic Senate and its component sections, including especially the Committee on Privilege and Tenure. This statement has my approval and is here published for the information and guidance of all officers of administration and instruction in the University.

The problem of the relation between individual freedom and a "planned economy" is present in educational planning no less than in the domain of industry.

It would appear useful to attempt a formulation of certain general principles which may serve to clarify the meaning of "academic freedom" in its relation to such educational planning.

1. The university exists for the sake of carrying on certain functions. The committee has already defined the aims and ends to be served by the fundamental activities of the university. It follows that the individual members of the faculty and the individual departments of the university are the instruments and servants of those ideal ends for the sake of which the university exists, such as the advancement of learning, the spread of knowledge, and the cultivation of capacities for intelligent and significant living.
2. The nature of these ends is such that they can be furthered only through the free, willing and enthusiastic devotion to them of the individuals, comprising the university. At the same time, the individual, whether faculty member or individual department, is cooperating with other individuals (or departments) in the service of these ideal ends. An intelligent ("planned") educational economy, which formulates plans essential for the realization of the ends for which the university exists, will necessarily define and limit the activities of individuals and departments. Such definition and limitation is no infringement of academic freedom provided (a) the plan or idea is itself reasonable, i.e., if it sets forth the conditions essential for the realization of significant aims, and if (b) the plan has come into being through the democratic means of discussion and mutual give and take, within the Faculty, rather than arbitrarily imposed from without.

Another way of stating the matter would be to say that the rights of individual members of the faculty and of individual departments are never absolute, but are always to be defined in

terms of functions performed, and these in turn are defined in terms of the ends for the sake of which the functions are carried on.

This general principle may be applied to certain specific matters:

1. No individual or department has any absolute right to give any course he or the department may wish to give. Courses are integral parts of curricula and are, as such, means to certain ends. A Standing Order of the Board of Regents requires the Senate to “authorize and supervise all courses of instruction in the academic and professional colleges and schools.” In practice, the Senate delegates this duty to its Committee on Courses of Instruction. Authorization and supervision of curricula are entrusted to the various colleges. The courses which constitute these curricula are, then, of interest of the Faculties of the Colleges, as well as to the Senate.
2. It follows that it is not an infringement upon academic freedom for the Committee on Courses or for the Colleges to ask each instructor to disclose the content of the courses which he is offering, i.e., to supply a syllabus or outline of the ground covered by the course.
- 3a. The Senate assumes that each of its members is devoting all his time and energies (his full “working” time) to the University. Such service to the University includes varied types of activities, such as classroom teaching, conference with students, studying and writing, research, committee work, administration, and public service. Members of the Senate who are not engaged in certain of these activities will naturally have more time for others.
- 3b. It is the function of the Senate Committee on Budget and Interdepartmental Relations of each Section of the Senate to make recommendations to the President of the University “respecting promotions, salaries, equipment, and related matters. This committee is instructed to represent the Senate in all matters relating to appointments and promotions.” In performing this function the committee is continually confronted by the question of the relation of personnel to teaching load: in some departments an increase in the staff may seem necessary; in others, it may seem that the problem can be solved by an increase in individual teaching-loads. In certain cases it may appear that members of departments might be asked to assume responsibility for additional courses without requiring an undue expenditure of time and energy—as where men are engaged wholly or almost wholly in classroom teaching giving little or no time to activities of other types.
- 3c. It is no infringement upon academic freedom for the Budget Committee (or for a special committee nominated by the Budget Committee and appointed by the President of the University) to ask any instructor to give a full account of the University activities (as

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listed in 3a, above), in which he is engaged. And if, after due consideration, such action seems to the Budget Committee to be just and proper, it is no infringement upon academic freedom, to recommend to the President that such instructor be asked to assume responsibility for additional courses.

For the President of the University

F. C. Stevens
Executive Secretary

Approved:

Robert G. Sproul
Berkeley, February 15, 1935