

must maintain its own balance between its obligations to students, to the world of learning and research, and its obligations to society for professional and other forms of high-level manpower training.

The university's social outlook also includes:

(1) A belief of freedom of enquiry and speech for individuals. This belief, however, assumes that individuals will not use their freedom to restrict the freedom of others, or disrupt the university's freedom to perform its functions.

(2) A belief in the widest range of dissident opinion. There are, however, limits to the forms of expression which are acceptable. Beyond such limits are, for example, disruptive acts and extreme denigration.

(3) A belief that individuals should be judged on their merit as individuals, without respect to race, sex, creed or color.

(4) A belief that the university should serve all sections of the community, and should not be the instrument of any one section.

(5) A belief in a world-wide community of learning, to the development of which individual institutions have a measure of obligation.

It follows that teaching members of the university community must feel free to discuss the widest range of relevant fact and opinion with their colleagues or students, in the form of lectures, seminars or tutorials. This includes the right for both faculty and students to review critically the purposes and functions of the university itself. Equally, students must, as they attempt to develop a body of knowledge for personal and professional reasons, have the freedom to explore, to probe and to test the range of ideas which is represented in their own and other cultural heritages. Competing values need to be discussed, assessed and evaluated. If the analysis of other systems reveals validity in their challenge to us, our own values should be altered or amended. This, we believe, is what faculty and students, young and old, can and should do together. But they must do it with continuing respect for alternative points of view which are worthy of academic respect, and without attempted suppression of other points of view...

Academic disputes should be settled by the equitable formal procedures available to the academic community. Resort should not normally be had to the courts except when these procedures have failed. But when rational discourse is disrupted, recourse to the law may well be the only way to protect the rights of the individual and of the university. The president is the responsible officer of the university in this context.

#### UNIVERSITY GOVERNMENT

Since the publication of the Duff-Berdahl report on university government, most universities and colleges in Canada have been re-examining their administrative structures and the composition and powers of their governing bodies. Normally, this re-examination

has involved boards of governors, senates, faculty and students. In this re-examination, the traditional statement that the university is a community of faculty and students has usually been reaffirmed by faculty and student groups, with new and contemporary emphasis on participation at all levels of university government.

If such re-examination has not taken place, we urge that it be undertaken without delay in order to ensure that the university governing body (if a "one-tier" system is agreed upon) or university governing bodies (if the "two-tier" system is retained) will represent appropriately the component elements of the academic community and the larger community.

The work of government should be undertaken by full-time administrators, whenever such part-time services as faculty and students are willing and able to spare from research, teaching and learning, become inadequate to support the teaching and research programs of the institution....

#### THE SENATE, OR COMPARABLE BODY

In a "two-tier" system of university government, the senate should be the senior academic governing body, with particular responsibility (among others) for: academic planning; curriculum; policies and procedures respecting appointments, promotions and tenure for teaching staff; regulations considered necessary for the pursuit of the university's objectives.

It should have appropriate instruments (committees or panels) for the exercise of its functions. In addition, it should have advisory powers in relation to the physical and budgetary implications of academic planning.

There should also be a judicial committee, or panel, appointed by senate to deal with cases brought before it involving alleged breaches of approved regulations.

Some institutions may wish to consider appointing an individual whose responsibility it would be to draw to the attention of the judicial committee, or panel, alleged breaches of regulations which do not require immediate action.

Senate should consist predominantly of *ex-officio* and elected faculty. Some institutions will wish to continue to have representatives of the board of governors and alumni and the public, where that experience has proven useful. The exact composition will depend on the judgment of each academic community.

#### THE BOARD

The board is the final authority with respect to the preparation of the budget, its submission to the public authorities and its on-going review.

Membership of the board of governors of each institution should include academic and possibly other representation from senate, together with substantial representation of the broad cross-section of