



Bulletin

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GUIDELINES ON UNIVERSITY ORGANIZATION

The board of directors of the Association of Universities and Colleges of Canada has approved a series of guidelines on university organization. These, while not attempting to suggest a standard pattern for Canada as a whole, reflect in many ways the changes in university organization that have been made since the publication of the Duff-Berdahl report.⁽¹⁾ They are presented as an aid to those universities and colleges that are revising their own documents and structures.

Part of the "guidelines" document follows:

Universities are teaching and research institutions, concerned with the accumulation, preservation and dissemination of knowledge and equally concerned to keep under critical review the systems of value which societies have inherited. They must, therefore, have regulations governing the relationships of their members, to both the research and learning activities. In addition to accepting such regulations as individual institutions think necessary for the discharge of their functions, members of the university community have an obligation to obey the laws of the larger community of which they are part.

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The university's regulations will of necessity reflect the conception of its functions and social outlook which its members hold.

Its members constitute an adult society who come together for the combined purposes of learning, teaching and research. Many undergraduate students are concerned to use their academic studies not primarily to lay the foundation for professional or vocational purposes but to enlarge their understanding of themselves, man and nature.

Professional and graduate students are more exclusively concerned with mastering a body of knowledge. Teachers have to divide their attention (depending on their interests) between teaching, research and administration. The amount of time and attention all members of the university community can – and are willing to – give to drafting, keeping under review and administering university regulations will depend upon their conception of their purposes in being there, their level of maturity, their mastery of a body of knowledge, and their degree of commitment to the institution itself.

SOCIAL PURVIEW

The social outlook of the university up to the present time has embraced a conception of service both to the world of learning and to the society within which it operates. Universities are normally sensitive to social need – if they are not, social needs for university services will be drawn to their attention by interested groups or individuals. But only the university (individually or within a system) can decide whether it should and can meet needs in the way in which they are presented, in some other way, or at all; or whether these needs would be better met by some other institution. That is to say, the university

(1) A study of the governing bodies of Canadian universities, sponsored by the AUCC and the Canadian Association of University Teachers (1966).