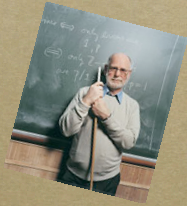




The Role of Faculty

UVSELF
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Topics

- *The Function of Academic Institutions*
- *Academic Freedom and Tenure*
- *Academic Responsibility*
- *Evaluating The Faculty Contribution*

The Function of Academic Institutions



Functions Three

Source: 1915 Declaration of Principles on Academic Freedom and Tenure (AAUP)

- *To promote inquiry and advance the sum of human knowledge*
- *To provide general instruction to the students*
- *To develop experts for various branches of the public service*

1. There are three fields of human inquiry in which the race is only at the beginning: natural science, social science, and philosophy and religion, dealing with the relations of man to outer nature, to his fellow men, and to ultimate realities and values. In natural science all that we have learned but serves to make us realize more deeply how much more remains to be discovered. In social science in its largest sense, which is concerned with the relations of men in society and with the conditions of social order and well-being, we have learned only an adumbration of the laws which govern these vastly complex phenomena. Finally, in the spirit life, and in the interpretation of the general meaning and ends of human existence and its relation to the universe, we are still far from a comprehension of the final truths, and from a universal agreement among all sincere and earnest men. In all of these domains of knowledge, the first condition of progress is complete and unlimited freedom to pursue inquiry and publish its results. Such freedom is the breath in the nostrils of all scientific activity.

2. The second function—which for a long time was the only function—of the American college or university is to provide instruction for students... No man can be a successful teacher unless he enjoys the respect of his students, and their confidence in his intellectual integrity. It is clear, however, that this confidence will be impaired if there is suspicion on the part of the student that the teacher is not expressing himself fully or frankly, or that college and university teachers in general are a repressed and intimidated class who dare not speak with that candor and courage which youth always demands in those whom it is to esteem... There must be in the mind of the teacher no mental reservation. He must give the student the best of what he has and what he is.

3. The third function of the modern university is to develop experts for the use of the community... The training of such experts has, accordingly, in recent years, become an important part of the work of the universities; and in almost every one of our higher institutions of learning the professors of the economic, social, and political sciences have been drafted to an increasing extent into more or less unofficial participation in the public service. It is obvious that here again the scholar must be absolutely free not only to pursue his investigations but to declare the results of his researches, no matter where they may lead him or to what extent they may come into conflict with accepted opinion.

Conclusion in 1915

- “It is clear, then, that the university cannot perform its threefold function without accepting and enforcing to the fullest extent the principle of *academic freedom*. The responsibility of the university as a whole is to the community at large, and *any restriction* upon the freedom of the instructor is bound to react injuriously upon the efficiency and the morale of the institution, and therefore ultimately upon the interests of the community.”

Academic Freedom

- *The ability to pursue legitimate academic interests without threat to status or job security*
- *Includes an expectation of institutional support for academic work*
- *“Academic freedom in colleges and universities is essential to the common good of a free society”* (Contingent Appointments and the Academic Profession, AAUP, 2003)

Supporting Faculty Work

- *Resources are critical*
- “What universities and professors really need is ... adequate financial support for professors' salaries, and adequate financial support for scientific equipment and research expenses, libraries, buildings, etc. Academic freedom means nothing if professors can not afford to do the research that they are supposedly free to do.” (Standler, *Academic Freedom in the USA*, 2000)

Tenure: Guarantor of Freedom

"Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society." (Academic Freedom and Tenure, AAUP)

Different Disciplines; Different Freedoms

- *The concept of Truth in science and mathematics is quite different from the concept of Truth in the humanities.*
- *Professors in different disciplines express academic freedom differently*

4. Public outrage about an opinion of a professor is much more likely for subjects of social, political, or economic policy than for science, mathematics, or engineering. For example, a psychologist, sociologist, historian, economist, or professor of civics might say something in the course of his/her scholarly work that would upset citizens outside the university. In contrast, can you imagine the public getting upset over a dispute among physicists concerning the mass of an electron? (Standler, *Academic Freedom in the USA*, 2000)
5. Prohibiting a professor of physics, chemistry, mathematics, or engineering from commenting in the classroom on politics would have no effect on the quality of education in those subjects. However, the same prohibition would seriously inhibit a professor of history, civics, sociology, law (Ibid)

Faculty Responsibility

- *Competence*
- *Good Pedagogy*
- *Stay on Subject*
- *Rigorous Scholarship*



6. The claim to freedom of teaching is made in the interest of the integrity and of the progress of scientific inquiry; it is, therefore, only those who carry on their work in the temper of the scientific inquirer who may justly assert this claim. The liberty of the scholar within the university to set forth his conclusions, be they what they may, is conditioned by their being conclusions gained by a scholar's method and held in a scholar's spirit; that is to say, they must be the fruits of competent and patient and sincere inquiry, and they should be set forth with dignity, courtesy, and temperateness of language. The university teacher, in giving instruction upon controversial matters, while he is under no obligation to hide his own opinion under a mountain of equivocal verbiage, should, if he is fit for his position, be a person of a fair and judicial mind; he should, in dealing with such subjects, set forth justly, without suppression or innuendo, the divergent opinions of other investigators; he should cause his students to become familiar with the best published expressions of the great historic types of doctrine upon the questions at issue; and he should, above all, remember that his business is not to provide his students with ready-made conclusions, but to train them to think for themselves, and to provide them access to those materials which they need if they are to think intelligently. (AAUP, 1915)
7. The AAUP has long maintained that instructors should avoid the persistent intrusion of matter, controversial or not, that has no bearing on the subject of instruction. Any such practice would be expected to be taken up as part of the regular evaluations of teaching routinely conducted in higher education, evaluations that commonly include surveys of student experience. [AAUP: Controversy in the Classroom (2004)]

Responsibility to Community

- *It is expected that academic work may stretch the vision and sensibilities of the citizenry*
 - *but responsibly, not gratuitously*
- *“Today’s heresy is tomorrow’s orthodoxy”*
 - Helen Keller

8. This brings us to the most serious difficulty... namely, the dangers connected with the existence in a democracy of an overwhelming and concentrated public opinion... Any departure from the conventional standards is apt to be regarded with suspicion. Public opinion is at once the chief safeguard of a democracy, and the chief menace to the real liberty of the individual. It almost seems as if the danger of despotism cannot be wholly averted under any form of government. In a political autocracy there is no effective public opinion, and all are subject to the tyranny of the ruler; in a democracy there is political freedom, but there is likely to be a tyranny of public opinion. An inviolable refuge from such tyranny should be found in the university. It should be an intellectual experiment station, where new ideas may germinate and where their fruit, though still distasteful to the community as a whole, may be allowed to ripen until finally, perchance, it may become a part of the accepted intellectual food of the nation or of the world...One of its most characteristic functions in a democratic society is to help make public opinion more self-critical and more circumspect, to check the more hasty and unconsidered impulses of popular feeling, to train the democracy to the habit of looking before and after. It is precisely this function of the university which is most injured by any restriction upon academic freedom; and it is precisely those who most value this aspect of the university's work who should most earnestly protest against any such restriction. (AAUP, 1915)

The Faculty Contribution

Source: USHE Regents Policy R481

- *Teaching*
- *Scholarship*
 - *including creative performance and/or research productivity*
- *Service*
 - *to Profession, School, and Community*

Evaluating Faculty Contribution

- *Faculty have primary responsibility for:*
 - *Curriculum*
 - *Criteria and evaluation of Faculty Status*
 - *Retention, Tenure and Promotion*
- *Peer Review*
 - *RTP Committees*



9. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty....The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved. Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal... Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. (Government in Colleges and Universities, AAUP, 1990)

10. There are large differences in assessing the quality of a professor's work. In physical science and mathematics, there is a unique correct answer to each question, although there are generally many ways to obtain this correct answer. In liberal arts, there is often no consensus about Truth, Beauty, This difference makes evaluations of professors in liberal arts more subjective than evaluations of professors of science or mathematics. There is nothing inherently wrong with subjective evaluations, but they are more difficult to prove correct. (Standler)

The Future of Higher Education

- *Changing because of:*

- *Technology*
- *Political Tension*
- *Fiscal Issues*
- *Civic expectations*

“Corporatization” of Academia

- *Collegiate vs. Management Models*
- *Pressures of finances and efficiencies combine to curtail academic work*
- *Corporate management model bypasses peer review, shared governance*
- *A threat to academic freedom*