

## Chapter 1 : Inside Higher Ed's News

*'Academic Freedom in the Wired World'* He has been a university president (University of Virginia, University of Wisconsin System), a legal scholar (law professor at [blog.quintoapp.com](http://blog.quintoapp.com)), and First Amendment advocate (director of the Thomas Jefferson Center for the Protection of Free Expression).

University World News or Higher Education Web Publishing does not necessarily endorse, support, sanction, encourage, verify or agree with any comments, opinions or statements or other content provided by readers. One way to address the question of what academic freedom is, is to begin with an idealisation, in light of which one addresses successive complications going from idealisation to actual application. We shall ask three questions. What is academic freedom for an idealised community of scholars? How is academic freedom to be preserved once the community of scholars is housed, as it were, in the institution of a university? And how is academic freedom preserved, once the university is situated within the society that supports it? We take a community of scholars to be a community of thinkers engaged in the search for truth and understanding and in the dissemination of the results of the search. We take it that these thinkers are pursuing the search regardless of where it may lead them. The freedom required to undertake such a pursuit is the freedom of scholarship. Dissemination does not require teaching. Of course, teaching can be brought within the purview of the dissemination of results, but in practice teaching comprises more than mere dissemination, it includes imparting the skills where one conducts research. It is not unreasonable, then, to see a community of scholars engaged in teaching of its scholarship. Thus scholars, as teachers, enjoy the freedom to teach *lehrfreiheit*. In other words, such students enjoy the freedom to learn *lernfreiheit*. Academic freedom includes, but is not limited to, the freedom of scholars to engage in scholarship, the freedom of teachers to teach and the freedom of students to learn. A university is the publicly recognisable institutional form of such a scholarly community and it exists to serve its community. Because the institution serves the scholarly community, the institution has the obligation to protect the freedom of its scholars to do research and to teach and the freedom of its students to learn. The institution does not, however, enjoy any prerogatives with regard to the scholarly and pedagogical directions of the scholarly community. Such prerogatives belong to the community. The university is also an institution within a society. In modern societies, the livelihoods of individuals are cast in terms of employment relations. So it is with the members of scholarly communities housed within universities; they are employees of the university. As such, they have certain obligations to their employer that they must discharge. How to harmonise the freedom scholars have by dint of being members of a scholarly community and the obligations they incur by dint of being employees of the university is a complex matter. In addition, universities depend on the societies that house them for the funds to operate them. It is not unreasonable, therefore, that the society that houses a university receives something in return from the university. This risk is especially acute when powerful institutions within society, such as governments, corporations and professional bodies, seek to reorient the university towards their own ends. Universities have traditionally provided services to the societies in which they reside. The earliest universities were centred on the training of doctors, lawyers and theologians. Today, they train accountants, agronomists, dentists, engineers, musicians, nurses, pharmacists, physical therapists and teachers. The corresponding professional associations and accreditation bodies seek to impose requirements on the professional curricula of universities, thereby curtailing the freedom of members of scholarly communities to teach and the freedom to learn. In addition, in a jurisdiction such as the province of Quebec, the government issues directives to professional programmes specifying which areas are to be expanded and which contracted, impinging not only directly on the freedom to learn and to teach but also indirectly on the freedom to do research. Since the industrial revolution, and at a terrifically accelerated pace since World War II, governments have come to see universities as the incubators of technological innovation, which governments view as a prime mover of economic development and prosperity. Governments, by funding certain areas of research in universities but not others, reshape, curtail or even eliminate areas of research. Corporations can have a similar impact. The institutional autonomy of the university is the independence required to ensure that the demands societies place on universities are not

acceded to, to the point where only a ghost of academic freedom remains for the communities of scholars universities house. Any society that supports a community of scholars and teachers has every right to expect something in return from the community, but as the demands grow, the degree of freedom diminishes. We risk, in the end, having very powerful universities in which the degree of freedom has been reduced to zero. The committee was set up to look into the fact that McGill does not have a statement of academic freedom.

**Chapter 2 : Academic Freedom in the Wired World â€™ Robert O'Neil | Harvard University Press**

*Even if you are an academic freedom work like me, the promised "wired world" revelations really comprise only one of the ten chapters, and, as might be expected with emerging issues, their discussion remains limited, hypothetical, and speculative.*

Political Extremism, Corporate Power, and the University. Harvard University Press, The first chapter examines contemporary cases in which the protections associated with academic freedom have been invoked and uses those cases as entry points to a discussion of the history of academic freedom as a concept. The chapter traces the development of academic freedom, introducing some finer points on which later chapters will elaborate and noting the fragility of the concept of academic freedom. He uses historical examples, such as the dismissal of tenured professors during the McCarthy era in the s, as well as contemporary ones, such as the treatment of dismissed University of Colorado professor Ward Churchill, to highlight key issues. The third chapter is devoted to the academic freedom protections derived from the U. Constitution, most of which pertain only to those teaching in public or state-supported institutions. Key cases and decisions are discussed in an engaging and accessible fashion. He attributes this stronger positioning of academic freedom to several factors: Research activities can also raise academic freedom issues. Other worries involve attempts to impose confidentiality requirements in government- sponsored research, to restrict collaboration with foreign scholars, and to influence the conduct and dissemination of corporate-sponsored research. The chapter begins with an account of the development of Academic Freedom and Artistic Expression, a statement endorsed by the AAUP in following a three-day conference at the Wolf Trap center in Northern Virginia. The statement asserts that academic freedom protections for artistic work, including classroom use of such work, are equal to those of more traditional scholarly products and teaching materials. Like other sectors of society, institutions of higher education and their faculties are subject to the new forces connected with advances in computing and communications technologies. The implications of these developments for academic freedom are the subject of the seventh chapter. New technologies have delivered diverse and powerful opportunities for academic communications. Somewhat unexpectedly, the academic work relying on new media, from Web pages to e-mail messages to data gathered online, has been accorded lower levels of academic freedom protections than work that relies on more traditional media. For example, cases involving faculty members using university Web pages to disseminate controversial views at Indiana University, Northwestern University, and Washington University in St. Louis have tested the resolve of university administrators to support faculty free speech. Other cases, involving the privacy of faculty e-mail messages and faculty access to controversial online content, have highlighted both the positive role of institutions of higher education in supporting academic freedom and the weak support or lack of support afforded by state and federal law. Although many of the issues of academic freedom discussed in the volume arise in cases in which the interests of the individual faculty member are aligned with those of the institution, increasingly cases are arising in which there is not such a convergence of interests. The final chapter addresses three major questions: Does academic freedom really matter? How secure is academic freedom? And how might academic freedom be made more secure? The answers are not surprising. Yes, academic freedom does matter if we want to protect independent thought and inquiry. Academic freedom has grown more secure, but it faces an emerging set of threats. We can make academic freedom still more secure by becoming more vigilant when it is under attack and more assertive about its value both within and beyond the academic community. I might begin the last task by purchasing this volume as a gift for my graduating doctoral students. His research focuses on the organization of learning and schooling in the postindustrial era. His e-mail address is gjn6@columbia.edu.

**Chapter 3 : On Trigger Warnings | AAUP**

*A longtime activist-scholar takes readers through the changing landscape of academic freedom. From the aftermath of September 11th to the new frontier of blogging, O'Neil examines the tension between institutional and individual interests.*

I found much to admire in their universities. Staff conduct research in campuses endowed with world-class facilities that arouse awe and jealousy from visiting academics. Highly motivated students make teaching rewarding. These benefits, however, come at a price – academic freedom. Academics are often banned from entering the country because they are classified as security threats. Academics find themselves arbitrarily imprisoned for human rights activism. Censorship is regularly applied to academics and scholarly events. During my time in the UAE, restrictions were placed unannounced on internet and Skype use. No to Mandatory Attendance: The state is unnerved by the chaos unleashed by the protests and demonstrations of the Arab Spring, and will do anything to stop this being exported to its shores. Any hint of dissent directed at the Emirati elites, or demand for greater liberties, predictably results in a security crackdown. The potentially democracy-promoting spaces of the internet – and especially social media – are of particular suspicion. In the law on cyber crimes made imprisonment acceptable for any speech seen as damaging the state. The UAE accuses Qatar of sponsoring terrorists to destabilise the region. These claims are currently elevated to a full-blown diplomatic crisis involving sanctions and a major blockade against Qatar – with Saudi Arabia, Bahrain, Egypt, the UAE, and the internationally recognised Yemeni government severing diplomatic relations. The broadcaster represents a thorn in the side of the Gulf monarchies by broadcasting embarrassing stories about them. And in pursuit of taking down its rival, the UAE courts help from allies. His arrest additionally acts as a powerful message that the state is willing to curtail the free speech of academics. The limits to academic freedom As an academic working in the social sciences, I have been brought up to think perhaps optimistically of universities as bastions of free speech and critical thinking. Rather than encouraging critical thinking, education in the UAE rests on a technocratic logic. Education is supposed to help its society resolve tricky social problems and maintain the status quo. By studying at university, women are supposed to gain practical skills that help them integrate into the labour force without losing their traditional roles as mothers and wives. Women outnumber men at university in the UAE. Shutterstock But the state may be fighting a losing battle. Marriage rates are decreasing and the UAE has the highest divorce rate in the region, as women demand more independence. In teaching, I found the female students to be incredibly hardworking, engaging and ambitious driven by increasing openings in employment. The issue of free speech may well come next from students. The lure of the UAE Given that there are many wealthy students keen on gaining qualifications from world-ranking institutions, the UAE is an attractive destination for cash-strapped UK universities. In September, for example, the University of Birmingham opened a campus in Dubai. But academic freedom is an inescapable issue confronting these institutions. But I very quickly learned the limits of academic freedom. I would love to return, but I fear that even writing this piece could see me fall foul of the UAE authorities. Read the original article.

**Chapter 4 : Academic Freedom in the Wired World, Robert M O'Neil - Shop Online for Books in Germany**

*Academic freedom now confronts new challenges with the rise of new technologies (web pages, etc.), national security concerns, the politicization of higher education, both inside and outside of the academy, and the growing penetration of corporate, business, and government interests.*

A current threat to academic freedom in the classroom comes from a demand that teachers provide warnings in advance if assigned material contains anything that might trigger difficult emotional responses for students. It makes comfort a higher priority than intellectual engagement and “as the Oberlin list demonstrates” it singles out politically controversial topics like sex, race, class, capitalism, and colonialism for attention. Indeed, if such topics are associated with triggers, correctly or not, they are likely to be marginalized if not avoided altogether by faculty who fear complaints for offending or discomfiting some of their students. Although all faculty are affected by potential charges of this kind, non-tenured and contingent faculty are particularly at risk. Our concern extends to academic libraries, the repositories of content spanning all cultures and types of expression. Faculty might feel pressured into notifying students about course content for fear that some students might find it disturbing. Of course there may be instances in which a teacher judges it necessary to alert students to potentially difficult material and that is his or her right. Administrative requirements are different from individual faculty decisions. Administration regulation constitutes interference with academic freedom; faculty judgment is a legitimate exercise of autonomy. There are reasons, however, for concern that even voluntary use of trigger warnings included on syllabi may be counterproductive to the educational experience. Such trigger warnings conflate exceptional individual experience of trauma with the anticipation of trauma for an entire group, and assume that individuals will respond negatively to certain content. A trigger warning might lead a student to simply not read an assignment or it might elicit a response from students they otherwise would not have had, focusing them on one aspect of a text and thus precluding other reactions. Trigger warnings thus run the risk of reducing complex literary, historical, sociological and political insights to a few negative characterizations. By calling attention to certain content in a given work, trigger warnings also signal an expected response to the content. Some discomfort is inevitable in classrooms if the goal is to expose students to new ideas, have them question beliefs they have taken for granted, grapple with ethical problems they have never considered, and, more generally, expand their horizons so as to become informed and responsible democratic citizens. Trigger warnings suggest that classrooms should offer protection and comfort rather than an intellectually challenging education. They reduce students to vulnerable victims rather than full participants in the intellectual process of education. Trigger warnings are an inadequate and diversionary response. Medical research suggests that triggers for individuals can be unpredictable, dependent on networks of association. So color, taste, smell, and sound may lead to flashbacks and panic attacks as often as the mention of actual forms of violence such as rape and war. But if trigger warnings are required or expected, anything in a classroom that elicits a traumatic response could potentially expose teachers to all manner of discipline and punishment. Instead of putting the onus for avoiding such responses on the teacher, cases of serious trauma should be referred to student health services. Faculty should, of course, be sensitive that such reactions may occur in their classrooms, but they should not be held responsible for them. Instead, as with other disabilities, a student diagnosed with PTSD should, in advance, agree on a plan for treatment with the relevant health advisors who, in some cases, may want to alert teachers to the presence of a trauma victim in their classroom. The Americans with Disabilities Act contains recommendations for reasonable accommodation to be made on an individual basis. It is probably not coincidental that the call for trigger warnings comes at a time of increased attention to campus violence, especially to sexual assault that is often associated with the widespread abuse of alcohol. Trigger warnings are a way of displacing the problem, however, locating its solution in the classroom rather than in administrative attention to social behaviors that permit sexual violence to take place. Trigger warnings will not solve this problem, but only misdirect attention from it and, in the process, threaten the academic freedom of teachers and students whose classrooms should be open to difficult discussions, whatever form they take. Owing to an editorial oversight an earlier version of

this statement failed to indicate the source of this paragraph.

### Chapter 5 : UCLA produces statement designed to protect faculty from inappropriate open records requests

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### Chapter 6 : What is academic freedom? - University World News

*Get this from a library! Academic freedom in the wired world: political extremism, corporate power, and the university. [Robert M O'Neil] -- "A longtime activist-scholar takes readers through the changing landscape of academic freedom.*

### Chapter 7 : Academic Freedom, the Big Picture | AAUP

*Author O'Neil, Robert M. Title Academic freedom in the wired world: political extremism, corporate power, and the university / Robert O'Neil. Format.*

### Chapter 8 : academic freedom in the wired world | Download eBook PDF/EPUB

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### Chapter 9 : Academic Freedom: I Spent Months at UAE's National University " Here's What I Found

*Robert O'Neil's fine volume Academic Freedom in the Wired World covers a landscape that is much broader than the title signals. Indeed, O'Neil provides up-to-date coverage of the full spectrum of issues attending the idea of academic freedom.*