

1940 Statement of Principles on Academic Freedom and Tenure

- Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

The Concept Of Academic Freedom Mellen Studies In Education V72

Kevin McGuinness



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The Concept of Academic Freedom Kevin McGuinness,2002 *Current Index to Journals in Education* ,1996

Library Literature ,1998 *Library Literature & Information Science* ,2007 An index to library and information science literature

Understanding Academic Freedom Henry Reichman,2025-03-25 In the evolving landscape of academic freedom in America this second edition addresses the latest challenges and developments in the field Since the publication of the first edition of *Understanding Academic Freedom* the never ending struggle to defend academic freedom has entered a demonstrably new phase Legislation determining what can and cannot be taught in schools in Florida Texas and other states has intensified governing board activism that impinges on widely accepted faculty prerogatives Major donors in research teaching and institutional governance have grown bold in their interference Highly polarizing controversies over antisemitism and the Israeli Palestinian conflict as well as debates over diversity equity and inclusion policies continue to broil Taken as a whole these developments indicate that we have entered a new period in the history of American academic freedom Academic freedom long heralded as a core value of American higher education may now be in as much danger as at any time since the 1950s But what is academic freedom Is it the right of faculty members to teach whatever they wish a value upheld for supporters but not opponents amid polarizing controversy or a narrow claim of privilege by a professorial elite immune from public accountability Henry Reichman who chaired the American Association of University Professors Committee A on Academic Freedom and Tenure for nearly a decade mounts a rigorous defense of academic freedom and its principal means of protection the system of academic tenure Probing academic freedom s role in multiple contexts Reichman draws on a wealth of historical and contemporary examples to offer a comprehensive introduction to the concept in all its manifestations This second edition addresses the most recent and pressing issues in academic freedom making it an indispensable resource for understanding the current controversial climate

Academic Freedom in an Age of Conformity Joanna Williams,2016-01-05 Academic freedom is increasingly being threatened by a stifling culture of conformity in higher education that is restricting individual academics the freedom of academic thought and the progress of knowledge the very foundations upon which academia and universities are built Once scholars demanded academic freedom to critique existing knowledge and to pursue new truths Today while fondness for the rhetoric of academic freedom remains it is increasingly criticised as an outdated and elitist concept by students and lecturers alike and called into question by a number of political and intellectual trends such as feminism critical theory and identity politics This provocative and compelling book traces the demise of academic freedom within the context of changing ideas about the purpose of the university and the nature of knowledge The book argues that a challenge to this culture of conformity and censorship and a defence of academic free speech are needed for critique to be possible and for the intellectual project of evaluating existing knowledge and proposing new knowledge to be meaningful This book is that challenge and a passionate

call to arms for the power of academic thought today **What is Academic Freedom?** Daniel Gordon, 2022-07-26 This book explores the history of the debate from 1915 to the present about the meaning of academic freedom particularly as concerns political activism on the college campus The book introduces readers to the origins of the modern research university in the United States the professionalization of the role of the university teacher and the rise of alternative conceptions of academic freedom challenging the professional model and radicalizing the image of the university Leading thinkers on the subject of academic freedom Arthur Lovejoy Angela Davis Alexander Meiklejohn Edward W Said among others spring to life What is the relationship between freedom of speech and academic freedom Should communists be allowed to teach What constitutes unacceptable political indoctrination in the classroom What are the implications for academic freedom of creating Black Studies and Women s Studies departments Do academic boycotts such as those directed against Israel violate the spirit of academic freedom The book provides the context for these debates Instead of opining as a judge the author discloses the legal philosophical political and semantic disagreements in each controversy The book will appeal to readers across the social sciences and humanities with interests in scholarly freedom and academic life The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

The Future of Academic Freedom Louis Menand, 1996-12-15 But academic freedom is almost never mentioned in these debates Now nine leading academics consider the problems confronting the American university in terms of their effect on the future of academic freedom Whom and what does academic freedom protect Are restrictions on hate speech compatible with the academic freedom of inquiry Must academic freedom have epistemological foundations or should it be reconceived as an ethical practice *Academic Freedom in the European Context* Ivo De Gennaro, Hannes Hofmeister, Ralf Lüfter, 2022-02-12 This book explores the concept of academic freedom from a European vantage point Drawing on both philosophical and legal perspectives the editors and contributors analyse the concept of academic freedom within the present institutional setting Academic freedom has long been considered a natural part of higher education but as the world enters the digital age a renewed understanding of its role and the threats it must face is required The authors question the purpose of science without freedom and subsequently the purpose of political communities without free science Although the book uses European case studies to answer these questions it undoubtedly has global relevance what would be left of the present notion of the global world were we to conceive of its character without modern science This book calls for a critical re examination of the academic community and its own understanding of the sources conditions and aims of scientific practice **Knowledge in the Making** Joan DelFattore, 2010-10-26 How free are students and teachers to

express unpopular ideas in public schools and universities Not free enough Joan DelFattore suggests Wading without hesitation into some of the most contentious issues of our times she investigates battles over a wide range of topics that have fractured school and university communities homosexuality themed children s books research on race based intelligence the

teaching of evolution the regulation of hate speech and more and with her usual evenhanded approach offers insights supported by theory and by practical expertise Two key questions arise What ideas should schools and universities teach And what rights do teachers and students have to disagree with those ideas The answers are not the same for K 12 schools as they are for public universities But far from drawing a bright line between them DeFattore suggests that we must consider public education as a whole to determine how and how successfully it deals with conflicting views When expert opinion clashes with popular belief which should prevail How much independence should K 12 teachers have How do we foster the cutting edge research that makes America a world leader in higher education What are the free speech rights of students This uniquely accessible and balanced discussion deserves the full attention of everyone concerned with academic goals and agendas in our schools

Freedom to Learn Bruce Macfarlane, 2016-08-12 The freedom of students to learn at university is being eroded by a performative culture that fails to respect their rights to engage and develop as autonomous adults Instead students are being restricted in how they learn when they learn and what they learn by the so called student engagement movement Compulsory attendance registers class contribution grading group project work and reflective learning exercises based on expectations of self disclosure and confession take little account of the rights of students or individual differences between them This new hidden university curriculum is intolerant of students who may prefer to learn informally are reticent shy or simply value their privacy Three forms of student performativity have arisen bodily participative and emotional which threaten the freedom to learn Key themes include A re imagining of student academic freedom The democratic student experience Challenging assumptions of the student engagement movement An examination of university policies and practices Freedom to Learn offers a radically new perspective on academic freedom from a student rights standpoint It analyzes the effects of performative expectations on students drawing on the distinction between negative and positive rights to re frame student academic freedom It argues that students need to be thought of as scholars with rights and that the phrase student centred learning needs to be reclaimed to reflect its original intention to allow students to develop as persons Student rights to non indoctrination reticence in choosing how to learn and in being treated like an adult ought to be central to this process in fostering a democratic rather authoritarian culture of learning and teaching at university Written for an international readership this book will be of great interest to anyone involved in higher education policy and practice drawing on a wide range of historical and contemporary literature related to sociology philosophy and higher education studies

Academic Freedom in American Higher Education Robert K. Poch, 1993-05-12 Presents the popular conceptions and historical progress of academic freedom Examines AAUP's 1940 Statement of Academic Freedom and discusses its legal aspects Addresses issues on artistic expression academic freedom in church related colleges and universities and political correctness

Academic Freedom and the Law E. M. Barendt, 2010 This is the first comparative study of a subject of fundamental importance to all academics and others working in universities

It emphasises the importance of academic freedom while pointing out that on occasion exaggerated claims have been made to its exercise

Book Jacket *Academic Freedom and the Law* Eric Barendt, 2010-11-19

Academic Freedom and the Law A Comparative Study provides a critical analysis of the law relating to academic freedom in three major jurisdictions the United Kingdom Germany and the United States The book outlines the various claims which may be made to academic freedom by individual university teachers and by universities and other higher education institutions and it examines the justifications which have been put forward for these claims Three separate chapters deal with the legal principles of academic freedom in the UK Germany and the USA A further chapter is devoted to the restrictions on freedom of research which may be imposed by the regulation of clinical trials by intellectual property laws and by the terms of contracts made between researchers and the companies sponsoring medical and other research The book also examines the impact of recent terrorism laws on the teaching and research freedom of academics and it discusses their freedom to speak about general political and social topics unrelated to their work This is the first comparative study of a subject of fundamental importance to all academics and others working in universities It emphasises the importance of academic freedom while pointing out that on occasion exaggerated claims have been made to its exercise

***Academic Freedom in Higher Education* Maria Slowey, Richard Taylor, 2024**

This timely book explores the challenges facing universities and individual scholars through an examination of the history and theory underlying the concept of academic freedom Freedom of speech is widely viewed as a central attribute of contemporary liberal democracies and within limits differing opinions can be articulated in public without fear of reprisal Academic freedom long regarded as central to the idea of the university is on the other hand a right which must be earned through the acquisition of expert knowledge and the application of intellectual rigor in teaching and research Both hard won freedoms are argued by many to be under serious threat The expert contributors to this book from different global regions examine both the importance of academic freedom and the severe threats universities face in this context in the twenty first century With its interdisciplinary perspective and cross national emphasis central issues in this text are illustrated through detailed examination of case studies and consideration of wider developments in the academy Adopting a *longue duree* approach rather than discussing the details of fast moving controversies the analyses offer insights for an educated public about an issue of pressing contemporary significance This book will be of interest to researchers policy makers staff and students across higher education and to members of the general public who are concerned about these important and contested matters

Book Review Index Cumulation, 1989 Neil E. Walker, Beverly Baer, 1990-04

The Index provides a broad coverage and access to book reviews in the general social sciences humanities sciences and fine arts as well as general interest magazines and includes journals from Great Britain Canada Switzerland Israel and Australia In addition it indexes several journals that while published in the US concentrate on reviewing foreign published or foreign language books These include *Hispania* *French Review* *German Quarterly* and *World Literature Today*

For the Common Good

Matthew W. Finkin, Robert C. Post, 2009-04-21 This book offers a concise explanation of the history and meaning of American academic freedom and it attempts to intervene in contemporary debates by clarifying the fundamental functions and purposes of academic freedom in America From publisher description *The Concept of Academic Freedom* Edmund L. Pincoffs, 1975-02-01 Most professors and administrators are aware that academic freedom is in danger of being brushed aside by a public that has little understanding of what is at stake They may be only marginally aware that the defense of academic freedom is endangered by certain confusions concerning the nature of academic freedom the criteria for its violation and the structure of an adequate justification for claims to it These confusions were enshrined in some of the central documents on the subject including the 1940 Statement on Academic Freedom and Tenure agreed upon by the American Association of University Professors and the Association of American Colleges and endorsed by many professional organizations Careful analysis of them will not do away with debate it will bring the debate into focus so that attacks on academic freedom can be appraised as near or far away from the center of the target and can then be appropriately answered Nearly all the contemporary writing on academic freedom consists of attack or defense *The Concept of Academic Freedom* is the first book to deal exclusively with fundamental conceptual issues underlying the battle In the discussion of these issues certain philosophical positions crystallize radical versus liberal conceptions of the status and function of university teachers specific versus general theories of academic freedom consequential versus nonconsequential theories of justification Partisans and enemies of academic freedom would do well to decide on which side of these divisions they stand or how they would mediate between sides Otherwise many questions will remain unclear What is under discussion a special right peculiar to academics or a general right that is especially important to academics Is justification of that right possible Can the right be derived from other rights or from the theory of justice or of democratic society Or is the argument for academic freedom one that more properly turns on the consequences for society as a whole if that freedom is not protected The essays in this book explore these and other problems concerning the defense of academic freedom by radicals the justification for disruption on campus and the control of research Contributors to the volume include Hugo Adam Bedau Bertram H Davis Milton Fisk Graham Hughes Alan Pasch Hardy E Jones Alexander Ritchie Amelie Oksenberg Rorty Rolf Sartorius T M Scanlon Richard Schmitt John R Searle Judith Jarvis Thomson and William Van Alstyne All are outstanding in their fields Many have had practical experience in the legal profession or with the American Association of University Professors on the issue of academic freedom **Challenges to Academic Freedom** Joseph C. Hermanowicz, 2021-11-23 A must read collection on contemporary threats to academic freedom Academic freedom may be threatened like never before Yet confusion endures about what professors have a defensible right to say or publish particularly in extramural forums like social media At least one source of the confusion in the United States is the way in which academic freedom is often intertwined with a constitutional freedom of speech Though related the freedoms are distinct In *Challenges to Academic*

Freedom Joseph C Hermanowicz argues that contrary to many historical views academic freedom is not static Rather we may view academic freedom as a set of relational practices that change over time and place Bringing together scholars from a wide range of fields this volume examines the current conditions as well as recent developments of academic freedom in the United States the sources of recurring threat to academic freedom administrative interference and overreach the effects of administrative law on academic work carried out under the auspices of Title IX legislation diversity and inclusion offices research misconduct tribunals and institutional review boards the tenuous tie between academic freedom and the law and what to do about it the highly contested arena of extramural speech and social media and academic freedom in a contingent academy Adopting varied epistemological bases to engage their subject matter the contributors demonstrate perspectives that are by turn case study analyses historical legal analytic formal empirical and policy oriented Traversing such conceptual range Challenges to Academic Freedom demonstrates the imperative of academic freedom to producing outstanding scholarly work amid the concept s entanglements in the twenty first century Contributors Patricia A Adler Peter Adler Timothy Reese Cain Dan Clawson Joseph C Hermanowicz Philip Lee Gary Rhoades Laura Stark John R Thelin Hans Joerg Tiede Gaye Tuchman Stephen Turner Eve Weinbaum **Academic Freedom** Stephen H. Aby,James Kuhn,2000-02-28 The freedom of academics to pursue knowledge and truth in their research writing and teaching is a fundamental principle of contemporary higher education in the United States But this freedom has been hard won and regularly abridged reinterpreted and violated Academic freedom has been central to many issues and controversies in higher education and has thus generated literature in a variety of disciplines This book provides access to that literature Included are entries for nearly 500 books chapters articles reports web sites and other sources of information about academic freedom Each entry includes a descriptive annotation and the entries are grouped in topical chapters While most of the works cited were published since the 1940 American Association of University Professors Statement of Principles on Academic Freedom and Tenure some older studies have also been included Though the volume focuses primarily on higher education in the U S it also includes a chapter on academic freedom in other countries

The Enigmatic Realm of **The Concept Of Academic Freedom Mellen Studies In Education V72**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **The Concept Of Academic Freedom Mellen Studies In Education V72** a literary masterpiece penned by a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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