

Codifying Academic Freedom

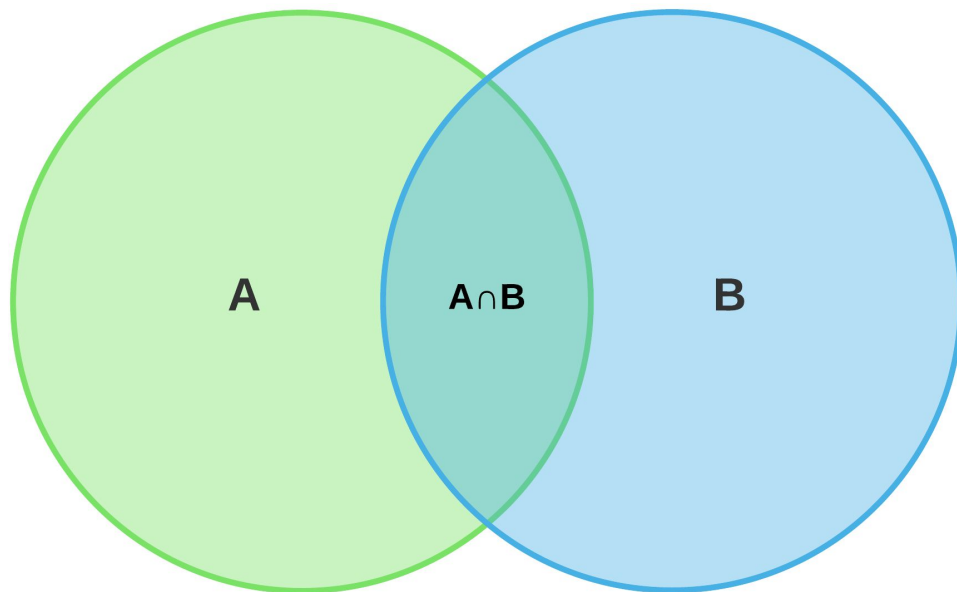
An Examination of Collective Agreements for Librarian Specific Language

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Caveats, caveats, caveats

- We are venn diagrams all the way down here people
- Historical and geographic factors how apples to oranges this type of comparison is
- Usually the case with CA text



Rationale

- From the experience on the negotiating team for our CA. (2014)
- First step is to find language from other institutions that you use/modify for your own negotiations
- End goal of: Is the language grievable?
- CAUTION: This will be CAUT heavy

Methodology

- Data Collection on March 28, 2018
- All school with an entry in the CAPAL members directory
- All Canadian Schools, with Librarians covered by CA
- One exception: added in McMaster*
- Retrieved relevant CAs from CAUT Database

(* You'll see later that this didn't matter)

Schools Considered

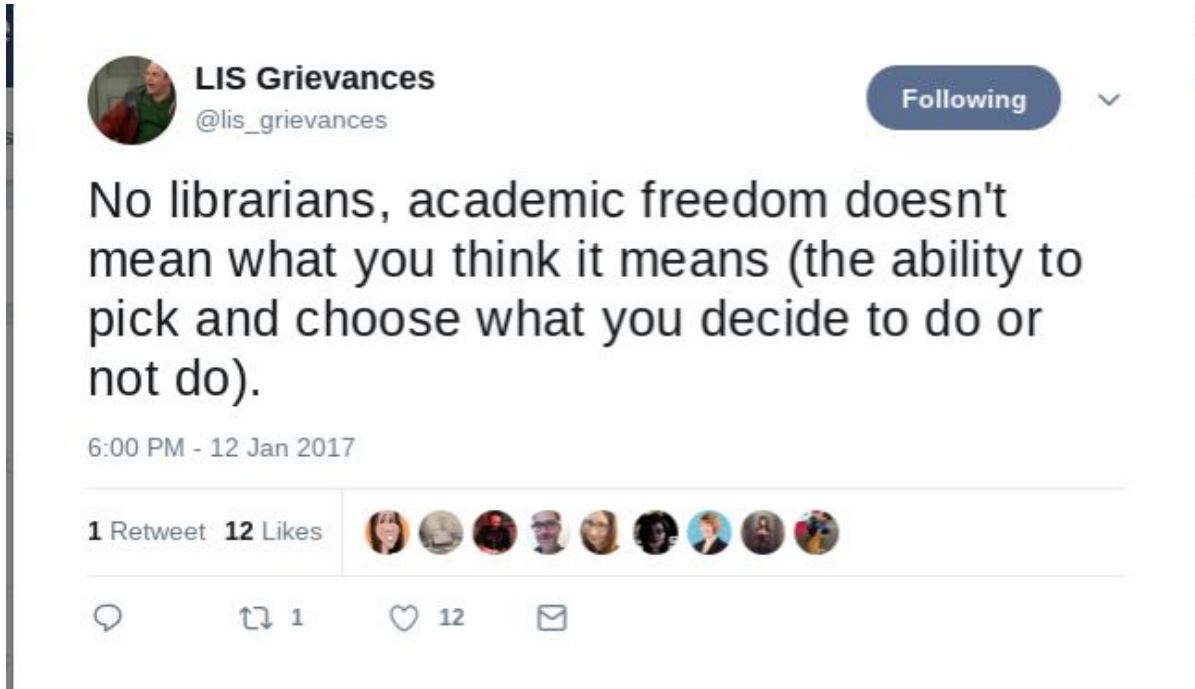
Athabasca University
Atlantic School of Theology
Library
Brandon University
Brescia University College
Brock University
Concordia University
Dalhousie University
Emily Carr University of Art
and Design
Grant MacEwan University
Keyano College

Laurentian University
McGill University
McMaster University
Mount Allison University
Mount Royal University
Mount Saint Vincent University
Okanagan College
Portage College
Queen's University

Ryerson University
Saint Mary's University
Simon Fraser University
Southern Alberta Institute of
Technology
Trent University
University of Alberta
University of British Columbia
University of Calgary
University of Guelph

University of Lethbridge
University of Manitoba
University of New
Brunswick
University of Ottawa
University of Regina
University of
Saskatchewan
University of Toronto
University of Waterloo
University of Windsor
University of Winnipeg
Victoria University
Western University
Wilfrid Laurier University

Academic Freedom? How does that work?



CAUT Model Clause

- Passed by CAUT Council, April 2016
- Members only area
- 360 'words' long
- Comprised of 6 sections

Section 1: Lofty Statement

Section 2: Enumeration & 'doctrine'

Section 3: 'Does not require neutrality'

Section 4: 'Institutional penalties'

Section 5: Comprise the committees that develop policy

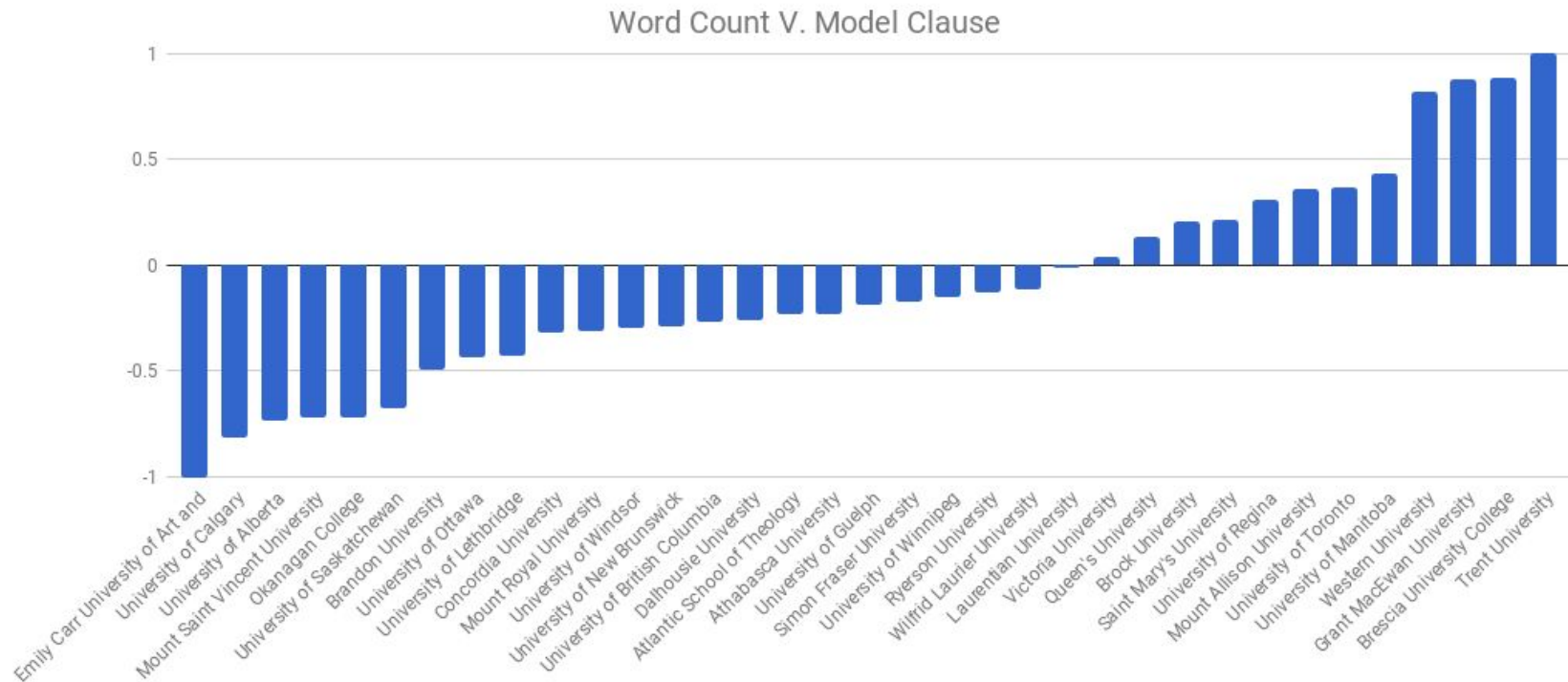
Section 6: Right of Individuals, cannot abridge

CAUT Model Clause

"freedom to acquire, preserve, and provide
access to documentary material in all formats"

Section 2

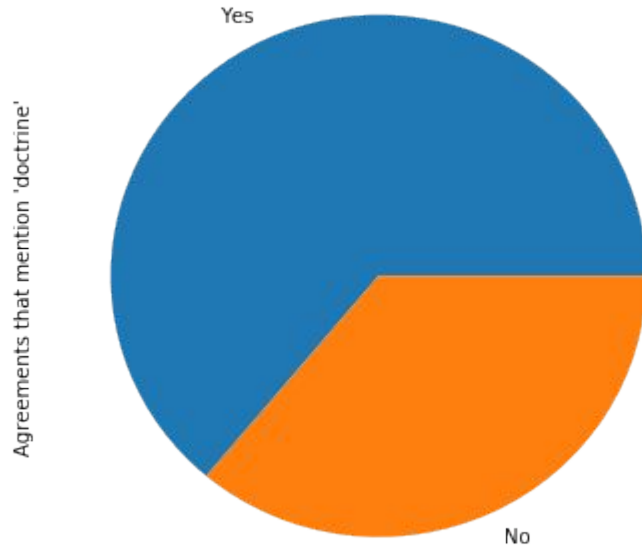
Word Count



Word Count

- Only included if part of the CA is focused on Academic Freedom
- IE. not shoehorned into another section

'Prescribed Doctrine'



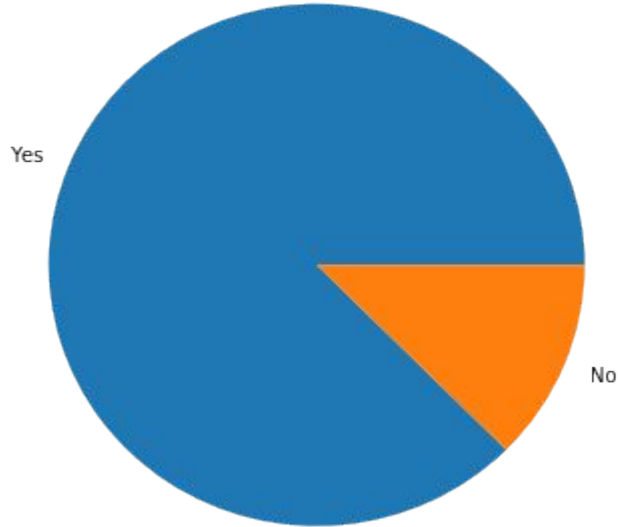
63.89%

- "Academic freedom includes the right, without restriction by prescribed doctrine"
- Section 2 of model clause

Specifically Mention 'Academic Freedom'

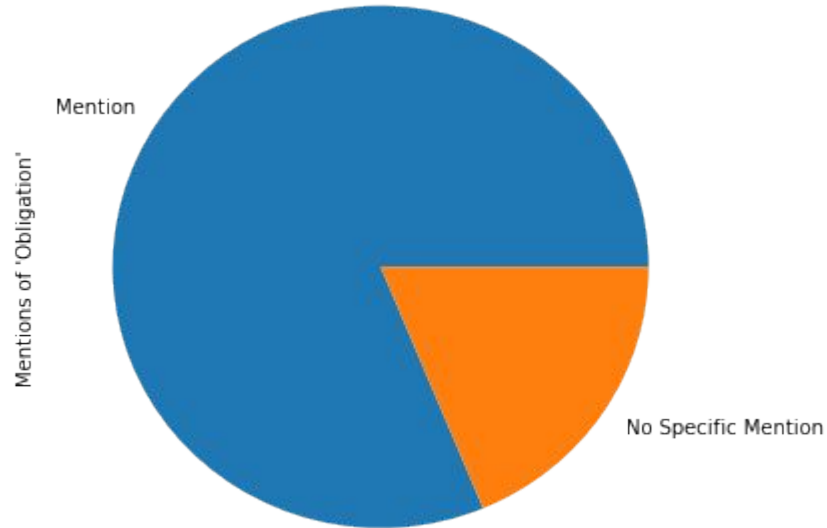
87.50%

Agreements that Mention Academic Freedom



- Shows up in weird places (as we shall see)
- Missing from college CA's mostly

'Obligation to Uphold'

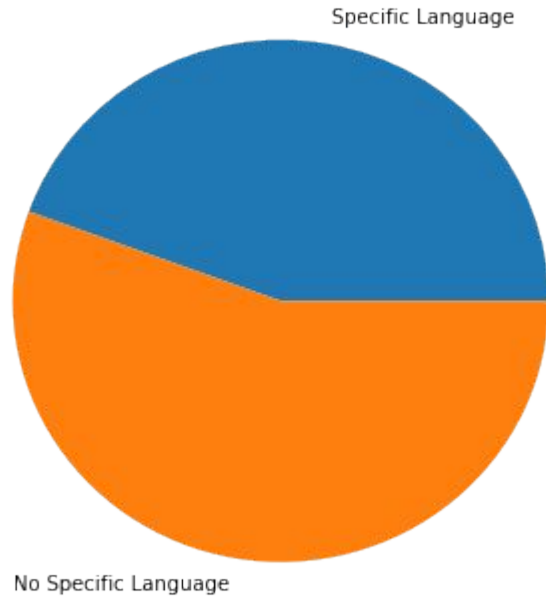


81.25%

- Use of the phrase 'obligation' in model clause
- "With great power comes great responsibility" - Uncle Ben Parker

Librarian specific* language

Librarian Specific Language on Academic Freedom



42.86%

- * What I've deemed 'librarian specific'
- Might be a tad subjective

Librarian specific* language

Brock		University of Guelph	
Laurentian		University of Manitoba	
Mount Allison	Saint Mary's University	University of New Brunswick	University of Windsor
Queen's University	Simon Fraser University		University of Winnipeg
Ryerson University	Trent University	University of Saskatchewan	
	University of Alberta	University of Toronto	Victoria University
	University of Calgary		Western University
			Wilfrid Laurier University

Librarian specific* language - Defacto

Brock		University of Guelph	
Laurentian		University of Manitoba	
Mount Allison	Saint Mary's University	University of New Brunswick	University of Windsor
Queen's University	Simon Fraser University		University of Winnipeg
Ryerson University	Trent University	University of Saskatchewan	
	University of Alberta	University of Toronto	Victoria University
	University of Calgary		Western University
			Wilfrid Laurier University

Qualitative Analysis

- There seems to be a spectrum of language on the selection/addition of material to the collection
- Some mention it mechanically, others with philosophical fervor

Qualitative Analysis - 'Concise' language

Mount Allison

9.02 Employees have the custody and control of their professional materials, including but not limited to materials connected to teaching, research, creative activity, **librarianship**, and service.

- Sure there is a shout-out... but I suppose that's ok.

Qualitative Analysis - Well stated & comprehensive

Ryerson

A. Faculty members and Professional Librarians have the right to academic freedom.

...

D. Furthermore, faculty members and Professional Librarians are entitled, regardless of prescribed doctrine, to freedom:

...

3. to select, acquire, disseminate, or use documents in the exercise of their professional responsibilities;



Qualitative Analysis - Heavy Handed?

Mount Royal

23.4 Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible. **Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation** to base research and teaching on an honest search for knowledge.

23.5 In exercising the freedom to comment and criticize, **academic staff members have a corresponding obligation to use academic freedom in a responsible manner**. This implies a recognition of the rights of other members of the academic community and a tolerance of differing points of view.

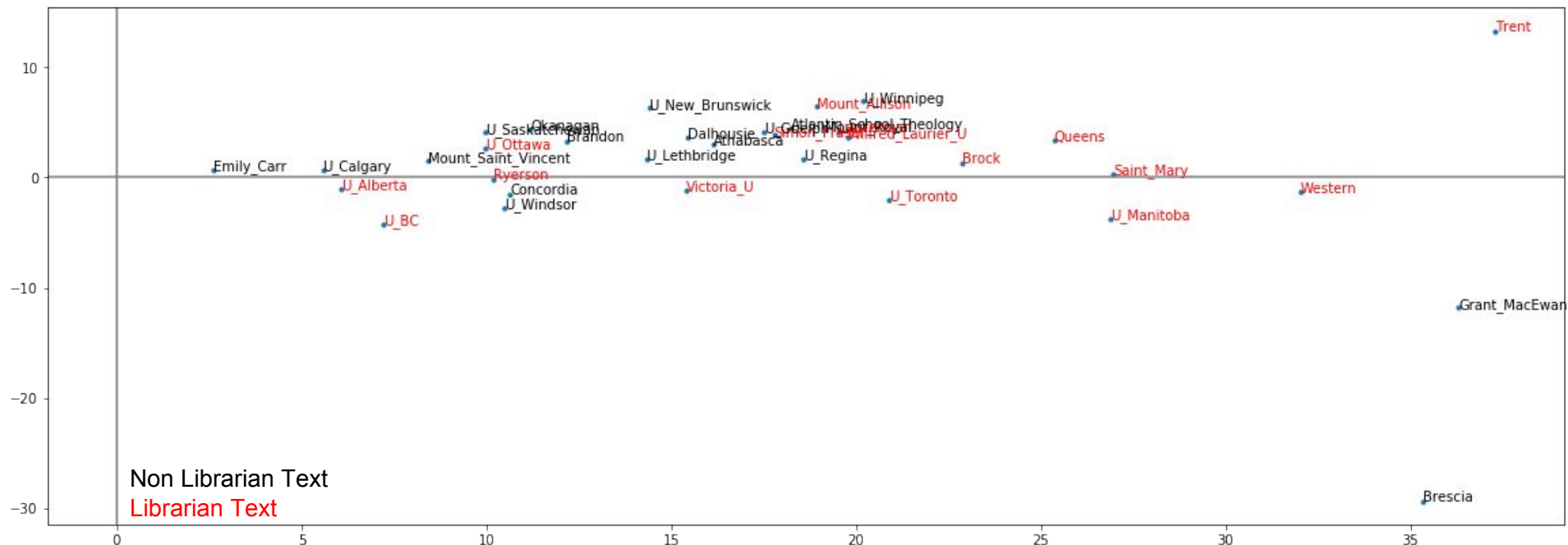
Qualitative Analysis

Brock

11.04 - Professional librarian members shall be free to state their professional views on matters relating to their discipline. They also have a responsibility not to practice or permit censorship in the selection or use of library materials and to strive to provide to members of the University community the fullest possible access to information sources regardless of how controversial those may be.

- I was on the team for this one. Dealers' privilege I'll say

Semantic Analysis of Texts



What is so Special Anyway?

- How does this mesh with your thoughts on parity? If we are struggling to move in that direction, why emphasize separate language
- We all participate in:
 - Teaching
 - Research
 - Disseminating our results how we see fit
- (The Holy Trinity)
- **What more do we need?**

What is so Special Anyway?

- Alas, there must be something beyond what would land in the 'Collective Development' bucket?
- I think about E*win M*llon Press

What was curious?

Emily Carr

The parties are committed to the responsibilities and rights established by Senate and as set out in the University's Academic Freedom **policy**, as amended from time to time by Senate. Any disciplinary action taken with respect to academic freedom is subject to the grievance procedure.

- How would that stack up in a grievance situation? Unclear to me.

What was curious?

McGill

Chapter 5 Regulations Concerning Complaints of Sexual Harassment

1.3 For the purposes of Section 1.1, **academic freedom** is understood to be a reciprocal freedom between parties in any academic relationship, and the exercise of one person's rights may not infringe upon another's. The right of academic freedom is conferred equally upon all members of the McGill community, including faculty, students, and administrative and support staff.

Final Thoughts

Data is available for re-use

http://github.com/elibtronic/capal_2018_paper

Will try again with a larger corpus (perhaps all CAUT records)

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