

Best Practices and Principles:

Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



MAY 2024

Best Practices and Principles

Colleges and universities across the United States currently are facing serious challenges to bedrock goals and values of higher education: the discovery and dissemination of knowledge, and respect for free inquiry and diversity of viewpoints. Hillel International and the Academic Engagement Network have partnered to create this statement of Best Practices and Principles to assist higher education leaders and administrators in protecting and advancing these goals and values.

Fundamental Values and Principles

- Colleges and universities have a moral and contractual responsibility to deliver quality education to their students; they are not institutions of political indoctrination. They are also responsible for ensuring public confidence that this solemn responsibility is carried out. (See e.g., *University of California: Regents Policy 2301: Policy on Course Content (1970, 2005)*)
- University leaders must ensure that policies and procedures regulating the time, place, and manner of protests, demonstrations, postings, and other speech activity are both clearly conveyed to the campus community and rigorously and neutrally enforced. Such speech activity must not impede the university's academic mission or interfere with the rights of any members of the campus community to speak, listen, teach, research, and learn. (See e.g., *Stanford University: Campus Disruptions: Policy Statement (1967)* and *Columbia University: Task Force on Antisemitism, Rules on Demonstrations (Report No. 1, March 2024)*)
- The inherent and unequal power differential between faculty and students heightens the vulnerability of students to faculty coercion and political indoctrination. Students must be protected from these dangers which interfere with learning. Students should be respected as individuals with the capacity for critical judgment with which to engage in an independent search for truth. (See e.g., *University of California: Faculty Code of Conduct, Academic Personnel*

Manual 015: General University Policy Regarding Academic Appointees (1971, 2020) and American Association of University Professors, AAUP: *Joint Statement on Rights and Freedoms of Students (1967, 1992)*

- Faculty members are citizens and members of learned professions. When a faculty member speaks or writes as a citizen, the faculty member should be free from institutional censorship or discipline. But a faculty member's special position in the university also imposes special obligations. As educators, faculty should always be accurate, exercise appropriate restraint, show respect for the opinions of others, and make an effort to indicate that they are not speaking on behalf of the university. (See e.g., *Pennsylvania State University: Academic Policies, Academic Freedom (1950, 2011)*; *University of Florida: Academic Freedom and Responsibility, Regulation No. 7.018* and American Association of University Professors, AAUP: *1940 Statement of Principles on Academic Freedom and Tenure (with 1970 Interpretive Comments)*)

Specific Guidance: Students

- Students share the responsibility of maintaining a campus atmosphere conducive to scholarly pursuits and a respectful exchange of ideas. For this reason, students' rights to free expression are accompanied by a responsibility to follow university rules and policies regarding the time, place, and manner for protests, demonstrations, postings, and other speech activities. See Select Presidential Statements Regarding Student Encampments (links at end of this document). These rules and policies typically provide:
 1. Building entrances and exits must not be obstructed and learning spaces, e.g., lecture halls, auditoriums, classrooms, and other meeting spaces, must not be disrupted. (See e.g., *University of Chicago: Student Life and Conduct, Protests and Demonstrations Policy* and *Barnard College: Policy for Safe Campus Demonstrations (February 2024)*)

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

2. Disorderly conduct, endangering the safety of others, and harassing any member of the university community will not be tolerated. (See e.g., *Columbia University: Task Force on Antisemitism, Rules on Demonstrations (Report No. 1, March 2024)* and *Stanford University: Campus Disruptions: Policy Statement (1967)*)
 3. Students may not deface or materially change the meaning of another community member's previous expression of speech. (See e.g., *Emory University: Posting Guidelines and Practices (May 2016)*)
 4. Students may not prevent other members of the university community from hearing a speaker by means of shouts, interruptions, or chants. The university must safeguard the rights of students, faculty, and staff to learn from guest speakers who are invited to campus through the proper procedures and policies. (See e.g., *Stanford University: Campus Disruptions: Policy Statement (1967)*)
- Faculty have no authority to subject students to their particular views and opinions concerning matters extraneous to the course of instruction itself, or to significantly insert material unrelated to the course. (See e.g., *Purdue University: Academic Freedom (Faculty Policies, Faculty and Staff Handbook)*)
 - Faculty are in breach of professional ethics if they hold a student up to obloquy or ridicule for advancing an idea grounded in, for instance, religion or politics, or to coerce the judgment or conscience of a student or to cause harm to a student for arbitrary or personal reasons. (See e.g., *University of California: Faculty Code of Conduct, Academic Personnel Manual 015: General University Policy Regarding Academic Appointees (1971, 2020)* and *American Association of University Professors, AAUP: Freedom in the Classroom (2007)*)

Specific Guidance: Faculty

- Faculty may not refuse to teach students on the grounds of their beliefs or viewpoints or use their superior power and authority to influence students to make particular choices related to political activism. Nor may faculty evaluate students based on the content or degree of their political activism. (See e.g., *American Association of University Professors, AAUP: A Statement of the Association's Council: Freedom and Responsibility (1970, 1990)*)
- Faculty must protect students' own academic freedom and encourage the free pursuit of learning in their students. This entails teaching their students the various sides of controversial subjects within their fields of subject-matter competency. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. (See e.g., *George Mason University, Antonin Scalia Law School: Commitment to Open Dialogue & Debate (August 2020)* and *American Association of University Professors, AAUP: Statement on Professional Ethics (1966, 2009); Joint Statement on Rights and Freedoms of Students (1967, 1992)*)
- Faculty may not discriminate against any student on political grounds, or based on that student's legally protected status including that student's actual or perceived religion, ethnic characteristics, national origin, or shared ancestry. (See e.g., *NYU: Non-Discrimination and Anti-Harassment Policy and Complaint Procedures for Students (August 16, 2021)*)
- Faculty may not cancel a class session for the purpose of encouraging students to participate in a protest or rally. (See e.g., *University of California-Berkeley: Political advocacy, academic freedom, and instruction (October 25, 2023)*)
- Faculty may not refuse to grant a student an expected benefit, such as a letter of recommendation, based on the perception of a student's protected characteristics, including perceived ancestry, ethnic or national origin, or the faculty member's personal or political views. (See

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

e.g., Duke University: [Policy on Prohibited Discrimination, Harassment, and Related Misconduct \(May 13, 2019\)](#) and NYU: [Non-Discrimination and Anti-Harassment Policy and Complaint Procedures for Students \(August 16, 2021\)](#)

Discussion¹

Fundamental Values and Principles

Higher education in the United States is renowned for supporting open inquiry, academic freedom, intellectual global exchange, and free expression. The ability to articulate and disseminate a range of ideas, perspectives, and approaches is central to the American academy's distinguished history. Students and faculty should be able to freely express their viewpoints, perspectives, beliefs, and identities. Attempts to silence others, disrupt the normal operations of the campus, engage in vandalism, harass or intimidate, or threaten violence cannot be tolerated.

The university must ensure that all members of the community can pursue day-to-day activities protected from discrimination, physical injury, or property damage. It is the collective responsibility of the university and its stakeholders to foster safe and welcoming learning environments and workplaces while also promoting the principles of free expression and academic freedom.

Academic institutions exist to advance and transmit knowledge. Faculty must be able to engage in open and unfettered intellectual inquiry and free expression in order to attain these goals. As members of the academic community, students should also be encouraged to develop the necessary skill sets for critical judgment and to engage in a sustained search for truth. Universities and colleges have a moral and contractual responsibility to deliver quality education, not political

indoctrination. They are also responsible for ensuring public confidence that this solemn responsibility is carried out.

Reasonable university rules, procedures, and time, place, and manner regulations that protect the educational mission, should be clearly conveyed to both students and faculty. Universities need to enforce these reasonable policies in an even-handed and consistent manner and be prepared to take disciplinary and other actions to do so.²

Student Rights & Responsibilities: Specific Guidance

Free Thought and the Right to Criticize: The university should not censor speech or violate the expressive rights of students as long as they comply with university policy and federal and state laws. Students should be free to think for themselves and to reach their own conclusions regarding contentious topics. Received wisdoms, controversial, and even offensive ideas should not be exempt from study and debate.

Members of the campus community, including university leaders, can criticize, condemn, and actively challenge hateful and divisive speech as antithetical to the values of civility and respect. Such criticism is a teachable moment and should not be misconstrued as silencing speech.

While debate and dissent are fundamental to learning and to the advancement of knowledge, all students have a right to feel safe on their campus and to be treated with respect. Harassment and discrimination cannot be tolerated, nor are students free to engage in violence or to incite violence against members of the campus community.

Columbia University Task Force on Antisemitism, Rules on Demonstrations, Report No. 1

We all have the right to take controversial positions, and rightly so. We even have the

¹ This section is co-authored by Miriam F. Elman, Executive Director, Academic Engagement Network and Mark G. Yudof, Chair of the Advisory Board, Academic Engagement Network.

² Different university administrative offices will be responsible for establishing, conveying, and enforcing rules and regulations for student and faculty conduct. Time, place, and manner restrictions for student protests, rallies, and demonstrations on campus typically fall under the jurisdiction of Student Affairs, campus law enforcement officials, and those administrators charged with the proper functioning of facilities and operations. By contrast, policies and norms associated with appropriate faculty conduct are commonly the responsibility of the Provost, Academic Affairs, as well as mid-level administrators such as Deans and Department Chairs. In addition, faculty bodies, including Academic Senates and standing committees (such as curricular review committees), will also address best practices for the faculty.

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

right to say offensive things. But with rights of free expression come responsibilities, including to consider the effects of our expression on others. We should never be indifferent to the pain and discomfort our words cause, regardless of the ideas we seek to advance. Indeed, whether we are passionate in defending the rights of Israelis, Palestinians, or anyone else, we should recognize that others have convictions that are just as heartfelt. Even as we disagree, we should still respect each other's feelings. An institution of higher learning is an appropriate place to learn these responsibilities.

Peaceful Assembly and Activism: Students have the right to assemble and demonstrate peaceably. All students and registered student organizations should be required to observe university rules and policies regarding time, place, and manner restrictions for protests. For example, building entrances must not be blocked and classrooms and other communal learning spaces (such as libraries) should not be disrupted or commandeered for protests.

Universities must take steps to ensure that campus protests do not interfere with educational activities on campus and the rights of others to teach and to learn. For example, reasonable rules would require that protests and demonstrations take place outside of academic buildings and that the noise generated (via megaphones and sound amplification systems) not disturb other members of the campus community in nearby classrooms, dormitories, or libraries.

Universities should enforce campus rules and policies in response to violations as they occur. University personnel should also be permitted to create official recordings of protests, via videos or photos, for future investigation and disciplinary proceedings, if necessary. When violations of the rules and policies on protests and demonstrations occur, the university should move swiftly to open an investigation and disciplinary proceedings and to impose penalties.

The Right for Speakers to Be Heard: The right to speak does not include a right to silence others. Universities must take action when members of the campus community suppress the speech of other campus stakeholders. The university must also safeguard the rights of students, faculty, and staff to learn from and engage with guest speakers who are invited to campus through the proper procedures and policies for such extramural events.

Universities should enforce reasonable policies and rules, including time, place, and manner restrictions and regulations, in order to ensure that speech does not interfere with or disrupt the school's routine functions and activities. When there is the potential for material disruption of a speaker, administrators need to be prepared to stop violations as they occur. There should be a standard oral warning to the disruptors. The warning should be delivered from the podium and say that protestors may not impede the speaker from speaking, that those disagreeing with the speaker may take their demonstration outside, that, if they persist, they may be escorted outside of the auditorium, and that they may be subject to disciplinary measures. The statement should be read two or three times if needed. An adequate number of administrators and campus police officers should be on the scene and empowered to remove the protestors.

The right to speak does not guarantee approval, nor does it grant invited guests the right to be free of criticism, including from university leaders who should unequivocally condemn antisemitic remarks and distance the campus from them.

Faculty Rights & Responsibilities: Specific Guidance

Professional and Ethical Instruction: Academic freedom affords faculty the right to decide how to approach a subject, including how best to explore materials and what materials to assign. Faculty should be free to present and discuss controversial ideas in their classes. Universities should not impose punishments or sanctions on faculty members when their research or public statements are unpopular or spark controversy. However, faculty must also protect students' own

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

academic freedom and encourage the free pursuit of learning in their students. While faculty establish the curriculum and decide what will be studied in their courses, students have the right to express their opinions and to challenge views with which they disagree. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion.

University of California, Faculty Code of Conduct

The integrity of the faculty-student relationship is the foundation of the University's educational mission. This relationship vests considerable trust in the faculty member, who, in turn, bears authority and accountability as mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between faculty member and student must be protected from influences or activities that can interfere with learning consistent with the goals and ideals of the University.

Academic freedom is accompanied by the corresponding responsibility to respect students as individuals. It is a breach of professional ethics for faculty to demean, intimidate, or ridicule students who express perspectives that differ from their own, nor should they encourage such behavior from classmates. Faculty may not refuse to teach students because of their beliefs or viewpoints or use their superior power and authority to influence students to make particular choices related to political activism. Nor may faculty evaluate students based on the content or degree of their political activism.

Students should be evaluated based on academic standards that are applied equally to all students regardless of their political commitments. They should be shielded from prejudicial or capricious evaluation by their professors. For example, when faculty are asked by a student to write a letter of recommendation, their primary considerations ought to be academic merit and the student's qualifications. The decision

to express or to withhold support for students in the forms of recommendation letters should not be influenced by a faculty member's political considerations.

Refraining from Political Indoctrination in the Classroom:

The inherent and unequal power differential between faculty and students heightens the vulnerability of students to faculty coercion and political indoctrination. Students must be protected from these dangers and respected as individuals with the capacity for critical judgment and able to engage in an independent search for truth. Professors should not exploit their privileged position in the classroom by introducing ideas or materials that are not germane to the subject matter of the class or by attempting to indoctrinate students or to subject them to political or ideological litmus tests. They should not shortchange students from a robust education by advancing only their own preferred perspectives or favored political causes.

Faculty should not subject students to their particular views and opinions concerning matters extraneous to the course of instruction itself, or to significantly insert material unrelated to the course. Within their fields of subject-matter competency, what perspectives and materials professors choose to bring into the classroom is subject to their discretion. However, good pedagogical practice is to expose students to the diversity of thought in a subject matter that professional standards would require to be presented. Evaluating multiple viewpoints and perspectives is essential to critical thinking, a fundamental component of higher education. Political indoctrination occurs when faculty dogmatically refuse to allow students to contest controversial assertions, propositions, and viewpoints.

Purdue University, Faculty Policies, Academic Freedom

It is the established and firm policy of the university to provide, protect and promote an environment of academic and intellectual freedom of scientific inquiry and publication and the freedom and responsibility of teachers to acquaint their students with the various sides of controversial subjects within their fields of subject-matter competency. In

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

formally organized classes, lectures, seminars, etc., dealing with specific phases of academic instruction, members of the teaching staff may not subject students to their particular views and opinions concerning matters not related to the course of instruction itself. Faculty members are presumed to be competent authorities in the subject matter of their formally organized courses of instruction; in other matters they are merely citizens and within the organized classrooms of the university have no right to inflict their views and opinions on issues extraneous to the course of instruction.

Using Classes for Proper Educational Purposes: Faculty should not disrupt the proper functioning of the university and its activities. They should not abuse their classrooms or official university communication channels as vehicles for advocating on behalf of their personal political positions and viewpoints.

Faculty should not distort the instructional process by using the classroom as an instrument for advancing partisan interest. Allowing the classroom to be used for political indoctrination, or more generally for purposes other than those for which the course was designed, constitutes a misuse of the university as an institution. For example, students have a right to a regular schedule of classes; faculty should not cancel a class session for the purpose of encouraging students to participate in a protest, demonstration, or rally.

Fostering a Learning Atmosphere of Civility and Tolerance: Faculty should be guided by a deep commitment to open inquiry and the advancement of knowledge. Toward this end, they should at all times strive to exercise good judgement and critical self-discipline in creating and disseminating knowledge. They should be aware that their institution, discipline, and profession may be judged by the public on the basis of their activities and communications. Accordingly, they should practice intellectual honesty and academic integrity.

Faculty have an obligation to support and to model a respectful learning environment for students. Students should be challenged to make well-reasoned arguments and should be

exposed to different perspectives and viewpoints, including those to which they strongly disagree. A robust education requires that faculty maintain a commitment to respectful debate and discussion around a full and open exchange of ideas. Faculty may not discriminate against any student on political grounds, or based on that student's legally protected status including that student's actual or perceived religion, ethnic characteristics, national origin, or shared ancestry. Faculty may not harass or intimidate a student in class or elsewhere.

The IHRA Working Definition of Antisemitism

The International Holocaust Remembrance Alliance non-legally binding working definition of antisemitism is a useful educational tool. It offers helpful guidance for university leaders, students, faculty and others to better understand the multifaceted nature of contemporary antisemitism. While the definition should not be adopted as a formal hate speech code for university disciplinary proceedings, it can be useful in determining whether antisemitic intent motivated a discriminatory act. The definition can also be relied upon to determine whether a campus, given all the circumstances, has become a hostile climate for Jewish students and faculty, for example if it is determined they are subjected to pervasive and persistent harassment which goes unaddressed and is tolerated by the university's leadership. The adoption of the IHRA definition is not a quick fix that replaces the long-term antisemitism awareness training and educational programming necessary to foster a learning environment that is inclusive and welcoming to Jewish students.

Extramural Speech: Like other members of the campus community, faculty are free to speak as citizens in the public domain and have the right to do so without fear of university sanction or punishment. When speaking in public, professors

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

may share controversial ideas and viewpoints that other members of the campus community may find offensive. Faculty should not be penalized for expressions of opinion in their private capacity.

Insofar as such extramural speech is a protected form of freedom of expression under the First Amendment, the university should support the right of the faculty to speak or write as citizens while reserving for itself the right to criticize or to condemn faculty speech that is deemed antithetical to university values of respect, inclusion, belonging, and civil discourse. Campus leaders must be free to assert and reinforce the institution's values. Condemning antisemitism is not a violation of the faculty's right to academic freedom or to constitutional protections.

American Association of University Professors (AAUP), Statement of Principles on Academic Freedom and Tenure

College and university instructors are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.

Department Statements: The university President, Chancellor, and its Board of Trustees speak on behalf of the university. Academic units, including departments, can speak in an official capacity only when the university leadership authorizes them to do so. Academic units, and especially degree-granting departments, should refrain from imposing any political or

ideological orthodoxy in their mission statements.

When departments issue politicized declarations, the academic freedom of those who may disagree is compromised. Students and faculty members who hold dissenting views are effectively silenced and marginalized when research and teaching programs adopt politicized stances. While individual professors have the freedom to adopt the political positions that they choose, it is grossly inappropriate for departments to issue positions on contested political issues and topics.

University Obligations Under Title VI of the Civil Rights Act

Title VI of the Civil Rights Act prohibits discrimination of the basis of "race, color, or national origin" in educational programs that receive federal funds. Accordingly, both public and private universities are required to take steps to promote an inclusive community and to create safe and welcoming learning environments for minority communities protected under the Civil Rights Act. Even protected speech can create an intolerant and hostile campus that may endanger the rights of students. In a successful OCR complaint, the defendant is the university and not individual speakers. It is the university that is held accountable for failing to remedy a hostile campus climate. University leadership must ensure that students are free from discrimination and severe, pervasive harassment that undermines and detracts from the educational experience and that denies equal access to the university's resources and educational opportunities. Schools that tolerate harassment and exhibit "deliberate indifference" to the plight of impacted students may be found in violation of Title VI responsibilities.

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

Select Presidential Statements Regarding Student Encampments

[University of Pennsylvania: A Message on Ending the Encampment](#), Interim President J. Larry Jameson, Provost John L. Jackson, Jr., and Senior Executive Vice President Craig R. Carnaroli (May 10, 2024)

[University of Chicago: Ending the Encampment](#), President Paul Alivisatos (May 7, 2024)

[Harvard University: Encampment in Harvard Yard](#), Interim President Alan M. Garber (May 6, 2024)

[UC San Diego: A New Update](#) from Chancellor Pradeep K. Khosla (May 6, 2024)

[University of Southern California: Campus Update](#), President Carol L. Folt (May 5, 2024)

[University of Florida: The Adults Are Still in Charge at the University of Florida](#), President Ben Sasse (May 3, 2024)

[NYU: The Greene St. Walkway Encampment](#), President Linda G. Mills (May 3, 2024)

[Tulane University: A Message to the Tulane Community](#), President Michael A. Fitts, Senior Vice President for Academic Affairs and Provost Robin Forman, and Senior Vice President/Chief Operating Officer/Treasurer Patrick Norton (May 3, 2024)

[Washington University in St. Louis: Our path forward](#), Chancellor Andrew D. Martin, Vice Chancellor for Student Affairs Anna "Dr. G." Gonzalez, Executive Vice Chancellor and Chief Administrative Officer Nichol L. Luoma, and Provost and Executive Vice Chancellor for Academic Affairs Beverly Wendland (May 3, 2024)

[Dartmouth College: Campus Protest](#), President Sian Leah Beilock (May 2, 2024)

[University of Texas at Austin: Our Shared Responsibility at UT Austin](#), President Jay Hartzell (May 2, 2024)

[University of Connecticut: Message Regarding Storrs Campus Protest](#), President Radenka Maric, Provost and Vice President

for Academic Affairs Anne D'Alleva, and Vice President for Student Life and Enrollment Nathan Fuerst (May 1, 2024)

[The University of North Carolina at Chapel Hill: A message from University leaders on campus protests](#), Interim Chancellor Lee H. Roberts and Provost J. Christopher Clemens (April 30, 2024)

Select Statements of the American Association of University Professors (AAUP)

[A Statement of the Association's Council: Freedom and Responsibility \(1970, 1990\)](#)

[Freedom in the Classroom \(2007\)](#)

[Joint Statement on Rights and Freedoms of Students \(1967, 1992\)](#)

[1940 Statement of Principles on Academic Freedom and Tenure \(with 1970 Interpretive Comments\)](#)

[Statement on Professional Ethics \(1966, 2009\)](#)

Select University of California Policies

Faculty Code of Conduct, Academic Personnel Manual 015: [General University Policy Regarding Academic Appointees \(1971, 2020\)](#)

[Regents Policy 2301: Policy on Course Content \(1970, 2005\)](#)

[Regents Policy 4403: Statement of Principles Against Intolerance \(March 24, 2016\)](#)

Select Model University Policies and Statements

Barnard College: [Policy for Safe Campus Demonstrations \(February 20, 2024\)](#)

Columbia University: [Task Force on Antisemitism, Rules on Demonstrations \(Report No. 1, March 2024\)](#)

Duke University: [Policy on Prohibited Discrimination, Harassment, and Related Misconduct \(May 13, 2019\)](#)

Best Practices and Principles: Free Speech, Academic Freedom, and Responsibilities of Students and Faculty



Hillel
International

MAY 2024

Emory University: [*Posting Guidelines and Practices \(May 2016\)*](#)

George Mason University: [*Antonin Scalia Law School, Commitment to Open Dialogue & Debate \(August 2020\)*](#)

NYU: [*Non-Discrimination and Anti-Harassment Policy and Complaint Procedures for Students \(August 16, 2021\)*](#)

Pennsylvania State University: [*Academic Policies, Academic Freedom \(1950, 2011\)*](#)

Purdue University: [*Academic Freedom \(Faculty Policies, Faculty and Staff Handbook\)*](#)

Stanford University: [*Campus Disruptions: Policy Statement \(1967\)*](#)

University of California-Berkeley: [*Political advocacy, academic freedom, and instruction \(October 25, 2023\)*](#)

University of Chicago: [*Student Life and Conduct, Protests and Demonstrations Policy*](#)

University of Florida: [*Academic Freedom and Responsibility, Regulation No. 7.018*](#)

University of Illinois at Urbana Champaign: [*Senate Committee on General University Policy, Guidelines on Department Statements \(December 5, 2022\)*](#)

Additional Resources

Academic Engagement Network, Antisemitism, Jewish Identity, and Freedom of Expression on Campus: [*A Guide and Resource Book for Faculty & University Leaders \(January 2022\)*](#)

Academic Engagement Network and the Anti-Defamation League: [*Model Policy on Faculty Recommendations \(November 2018\)*](#)

American Council on Education and PEN America, Making the Case for Academic Freedom and Institutional Autonomy in a Challenging Political Environment: [*A Resource Guide for Campus Leaders \(2023\)*](#)

[*Anti-Defamation League, Not on My Campus, Student Codes of Conduct \(January 2024\)*](#)

[*Bipartisan Policy Center, Campus Free Expression: A New Roadmap \(November 2021\)*](#)

Hillel International, [*Confronting Antisemitism on Campus \(2023\)*](#)

Hillel International and Academic Engagement Network: [*Statement Regarding Political Declarations by Academic Departments \(September 2021\)*](#)

[*StandWithUs Urges Universities Nationwide to Adopt Best Practices for Anti-Israel Protests on Campus \(March 2024\)*](#)

University of Chicago, Kalven Committee: [*Report on the University's Role in Political and Social Action \(November 1967\)*](#)

About Hillel International

Since its founding in 1923, Hillel has become the world's largest, most inclusive Jewish campus organization, serving more than 140,000 students each year at 850 colleges and universities around the world. Hillel is a global community and a movement, but it's also more than that: It's a promise to empower every Jewish student along their Jewish journey, positively impacting the lives of generations of young Jews and ensuring the Jewish future, now and for years to come.

About The Academic Engagement Network (AEN)

AEN mobilizes networks of university faculty and administrators to counter antisemitism, oppose the denigration of Jewish and Zionist identities, promote academic freedom, and advance education about Israel.

Disclaimer: This document does not constitute legal advice or counsel nor is it meant to contravene existing university policies and procedures, including student and faculty codes of conduct.