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Omniwar 4: Captured Academia

HOW & WHY CORRUPTION & PROPAGANDA
INFILTRATES TEACHER-EDUCATION
(AND WHAT WE CAN DO ABOUT IT)

Institutional Constraints Upon Truth

- ▶ Next generation of indoctrinated citizens?
The kids' classroom.

- ▶ Root Cause Analysis = How do universities' teacher-education programmes suppress 'uncomfortable knowledge' ?

- ▶ General strategies:

- ▶ Low-level admission
- ▶ limited/skewed reading
- ▶ biased lecture content,
- ▶ seminars run by unqualified staff,
- ▶ dumbed-down curriculum... and more.

But how

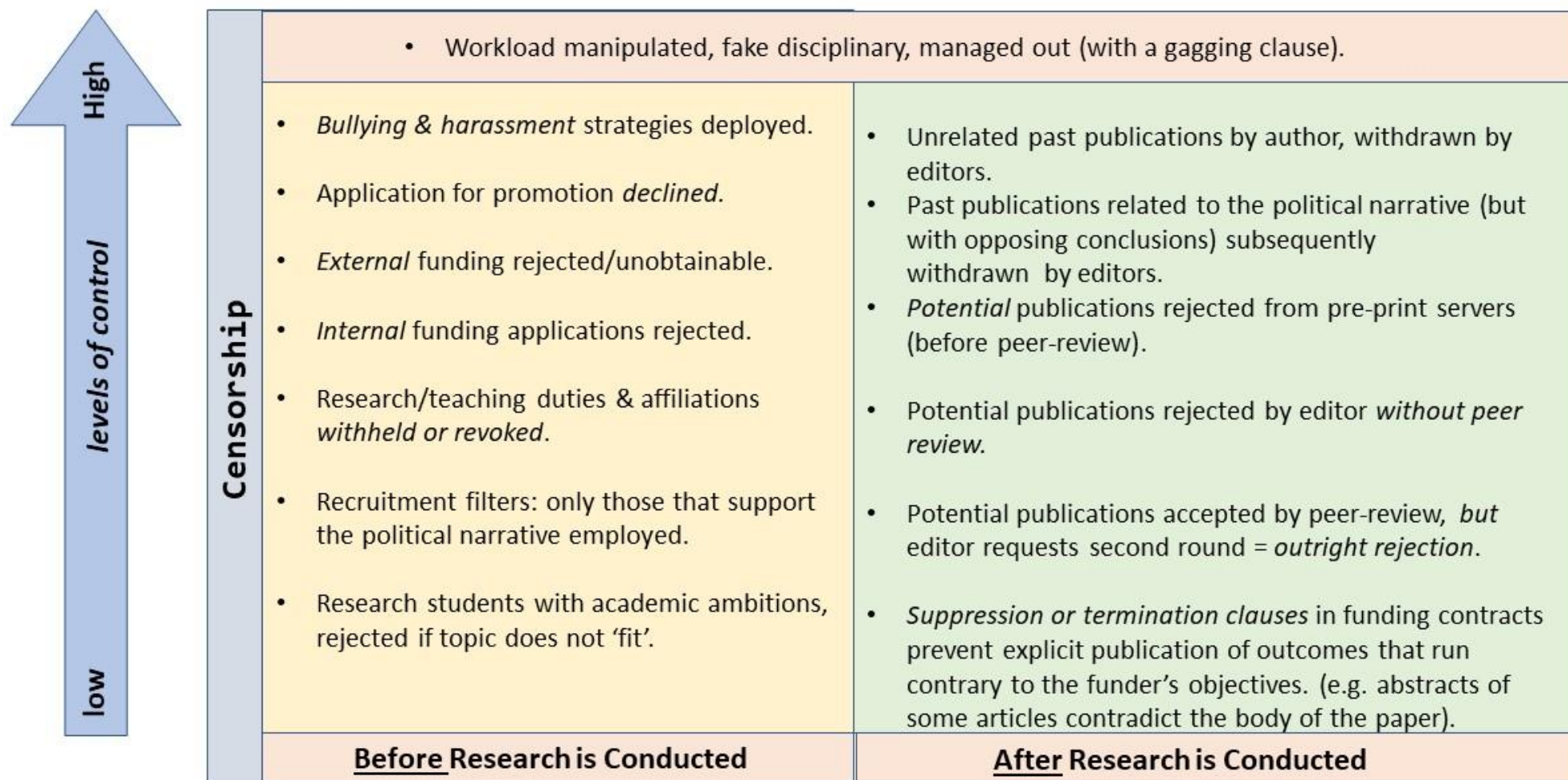
exactly?



Marketisation of University Teacher-Education



Controlling the Narrative in Academia



Universities' Strategies that Control the Narrative: *After* Research Approved/completed

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- **Unrelated publications** by author withdrawn by editors
- **Past publications** related to the counter-narrative subsequently withdrawn by journal editors
- Publications rejected/censored from **pre-print servers** (before peer-review)
- Publication **rejected upon submission**, even before it reached Editor
- Publications rejected by editor **without peer-review**
- Potential publications accepted by peer-review, but editor requests 'second opinion' leading to **outright rejection**.
- **Suppression or termination clauses** in funding contracts prevent explicit publication of outcomes that run contrary to the funder's objectives. (eg abstracts may contradict content of paper).

Universities' Strategies that Control the Narrative: *Before* Research Begins

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- Workload manipulated, fake 'disciplinary', kangaroo hearing - managed out with gagging clause.
- Bullying & harassment strategies deployed
- Applications for promotion declined
- External funding rejected/unobtainable
- Internal funding applications rejected
- Research/teaching duties & affiliations withheld/revoked
- Student – Staff: Recruitment filters HR ensures only those supportive of political narrative are employed
- Research students with academic ambitions, rejected 'topic doesn't fit'.

The Dumbing-Down of *Ethical* Education

- ▶ Lecture content constrained (UN SDGs, DEIs, Stakeholders etc)
- ▶ Reduced Choice (Arts subjects replaced with STEM, consolidation of Uni depts, less multidisciplinary work)
- ▶ [fake] League Tables: KPIs based on 'outcomes' (ss feedback, work/salary etc).
- ▶ Seminars run by unqualified staff (Zero hours Contracts, Visa criteria China)
- ▶ Assessments – online [AI] and/or missing/ambiguous grading criteria...
- ▶ My Personal Expertise: reflective T&L peer observations (replaced by AI surveillance)?

UK Teacher-Education resources & Stakeholders/Funders

PERSPECTIVES ON EDUCATION Primary-secondary Transfer in Science

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wellcometrust

INVESTIGATION

Covid-19, trust, and Wellcome: how charity's pharma investments overlap with its research efforts

The major funder of health research stands to gain financially from the pandemic, raising questions about transparency and accountability

Tim Schwab *independent journalist*

An increasingly clear feature of the covid-19 pandemic is that the public health response is being driven not only by governments and multilateral institutions, such as the World Health Organisation, but also by a mix of public and private entities.



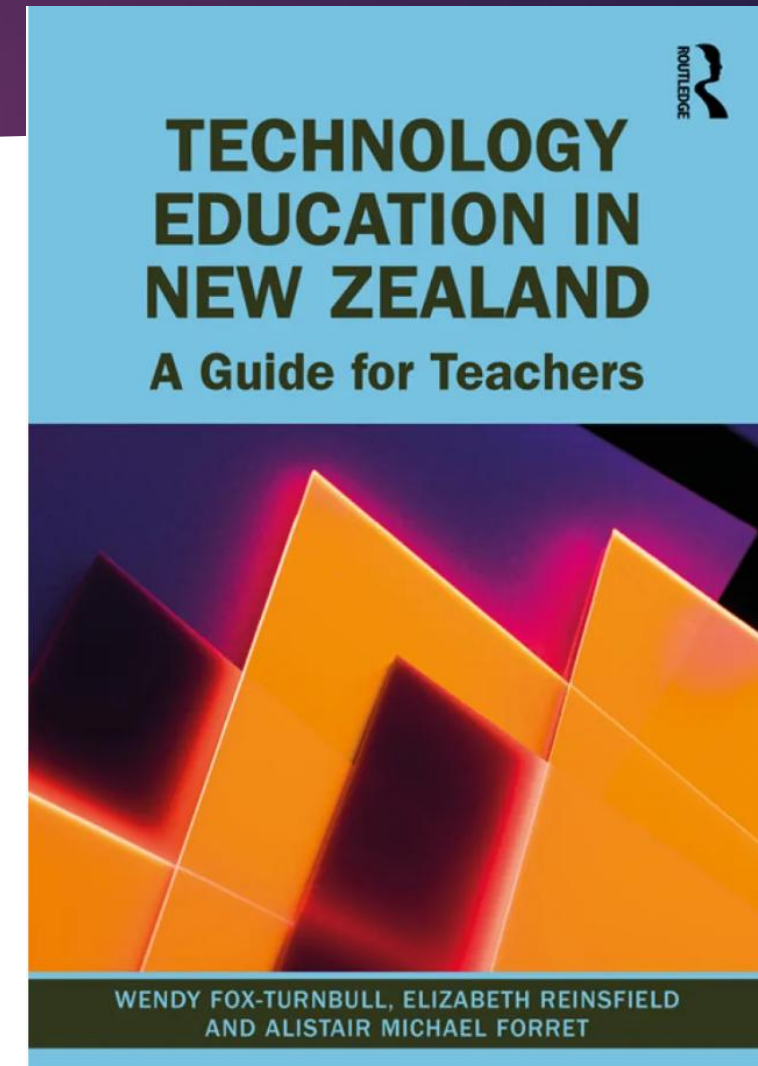
University of
Nottingham



ECU
EDITH COWAN
UNIVERSITY

Neoliberalism ➡ New Public Management \$\$\$

- ▶ **Corporate Funding**, Limited & skewed eg 'core' reading lists inc academics own (\$\$\$) textbooks, with 'positive reviews' from senior management. UN/Gov/PPP grants.
- ▶ **Admission Criteria**: personal statements [AI], interview [Committee], Networks [NZ] DEI Intake \$\$\$
- ▶ **"In response to student feedback..."** [assessments dumbed-down to multiple-choice, groupwork.
- ▶ **BigTech hijacked classrooms**: 'free' devices. Today, Research Ethics Guidelines outdated.



Creation of the Educational 'Expert'

- Professional training aimed at creating 'experts' in education.
- Knowledge seen as a 'business' skill
Reports (not peer-reviewed)
- Education driven by efficiency of society, policy changes, ideologies
- Promotion of **Google News Initiative**
– Wikipedia etc (Canberra Uni)



Michelle Johansson

Te Tumu | Academic Director

Michelle is committed to holding courageous spaces for our teachers to step up and change the world. She is particularly interested in the spaces where Education and Equity meet for Pasifika peoples.



Tony Patolo

Masters Kaihāpai

Tony is committed to fostering safe spaces for young people to thrive as their authentic selves within our education system. He has experience teaching in both the Secondary and Tertiary sectors.



Billy Revell

Pule Nu'u | Community Lead

A firm believer of servant leadership, strives in his journey to create safe & creative spaces for others to tell the whilst facilitating the growth of our v (community).

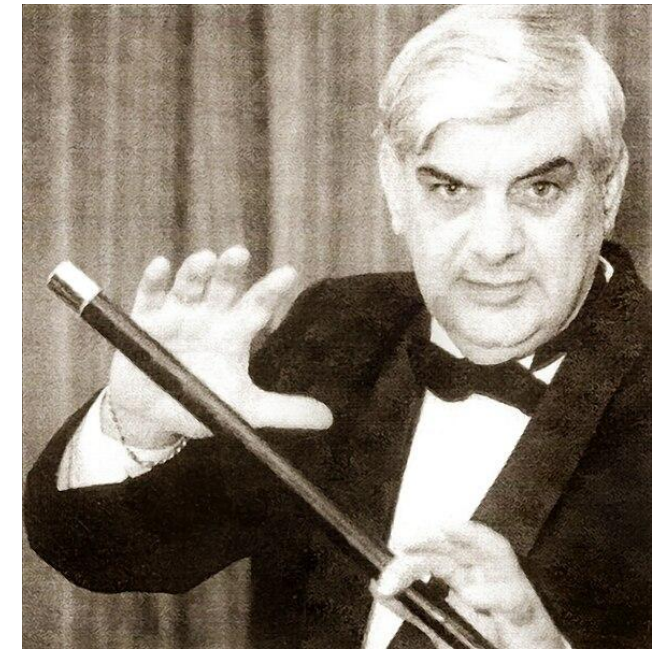


Academics of 'TeachFirst'

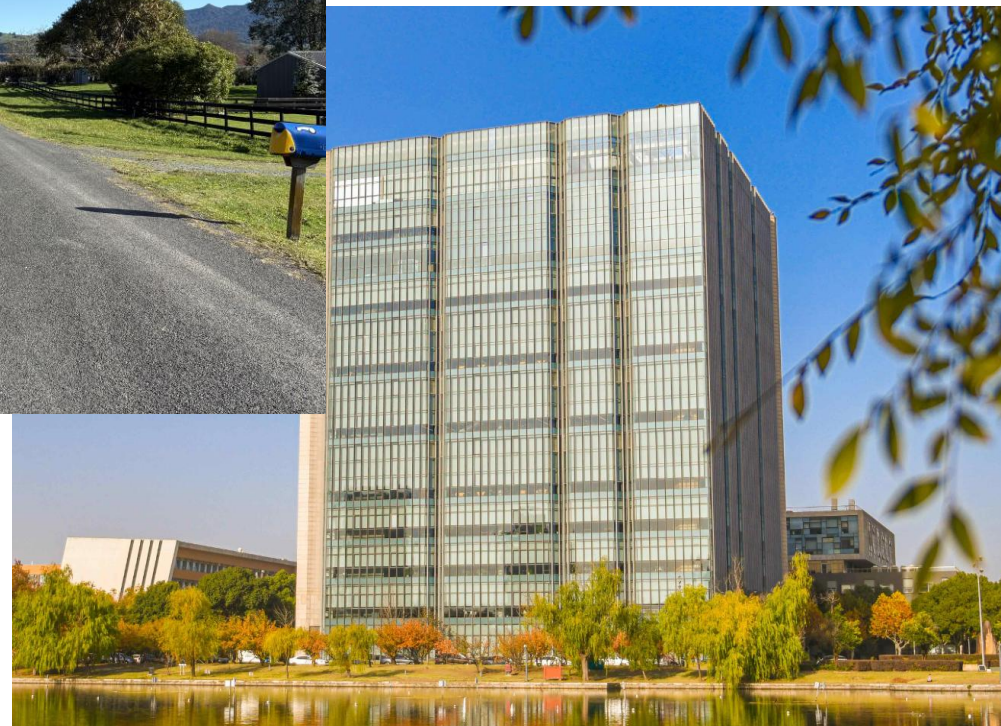
“As if by magic...!” Gagging Clauses and Disappearing Dissenters

Poor staff retention, wasted training, lost knowledge, student outcomes...

- ▶ Auckland University of Technology (AUT) **appointed 356 academic staff members: 58 left over the last 5 years.**
- ▶ Number of **NDA**s/**PG**s:
 - ▶ 2020 drastic increase to 22 p/a
 - ▶ 2021 15 p/a
 - ▶ 2022 levels return to ‘normal’ = 3
- ▶ Total costs undisclosed but extrapolated average of the payouts from NZ Universities = **\$2m** over 2 years.
- ▶ What are the **actual costs** of censorship?



Freedom University & Teacher-Education?



Freedom-Movement Academic Groups: discernment = disappointment?

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- **Academics For Academic Freedom (AFAF)** Denis Hayes (Derby, UK), Legatum. FSU partners
- **Heterodox (HxA)** Jonathan Haidt & Rosenkranz
– Lawfare, BigTech, Yale Uni etc
- **Academics for Science Freedom (ASF)** – Foster (UNSW) & Frijters (LSE) BIT



Freedom-Movement Academic Institutions: discernment = MORE disappointment?

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- **Hillsdale College:** Christian ethos, non-profit. Online, Free options.
- **University of Austin, Texas (UATX):** Bigtech, Israeli funded
- **Academia Libera Mentis** (previously Nova Academia) GBD, Brownstone, AFA, Nudge units, LSE.



HILLSDALE COLLEGE



University
of Austin



Academia
Libera Mentis
grow your own wings

What can we do?

- ▶ **Acquire hard copy, older (vintage/pre-covid) books/independent library resources, dictionaries, thesaurus, maps, encyclopaedia(s)**
- ▶ Learn/share how to find info from them quickly/effectively (index/chapters) Keep a record!
- ▶ Make a list of 'reputable authors' in your discipline – compare their worldview with yours/others.
- ▶ Bookmark useful 'fact-checking' websites: eg Charities Services, Companies Register, public library catalogue and online archive resources etc.
- ▶ Learn about Propaganda Theory
- ▶ Support **Homeschoolers/parents/guardians**
- ▶ Read & share research of independent academics **like us!**



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