

Selective annotated bibliography

Academic Freedom and University Autonomy under Threat

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2017

Monographs

Free to think 2017 / Scholars at risk . - New York: Scholars at Risk, 2017. - 41 p.
ISBN 978-0-6929-4985-6

Abstract : This publication, by Scholars at Risk, details attacks on higher education communities, analysing 257 reported attacks on higher education communities in 35 countries, from September 2016 to August 2017. It summarises 12 months of data collected by SAR's Academic Freedom Monitoring Project. The report demonstrates the extent to which higher education is often a focal point for violent and coercive attacks and is dangerously exposed under authoritarian regimes and in conflict settings. The report calls on responsible states, higher education leaders, and civil society to reaffirm publicly their commitment to academic freedom.

URL : <https://www.scholarsatrisk.org/wp-content/uploads/2017/09/Free-to-Think-2017.pdf>

OECD Reviews of integrity in education: Ukraine 2017 / Organisation for Economic Cooperation and Development [OECD]. - Paris: OECD Publishing, 2017. - 186 p.
ISBN 978-9-2642-7065-7 . - Online ISBN 978-9-2642-7067-1

Abstract : The report examines systemic integrity violations in Ukraine at all levels of education. In higher education this includes corrupt access, academic dishonesty, and unwarranted recognition of academic work. The report is based on a review of the legal and regularity framework of Ukraine; site visits to educational institutions; and focus groups with students, teachers and administrators in five regions of Ukraine. The report identifies how policy shortcomings create incentives for misconduct and provide opportunities for educators and students to act on these incentives. Targeted at policy makers and educators in Ukraine, it presents recommendations to address these weaknesses and strengthen public trust in a merit-based education system.

URL : http://www.keepeek.com/Digital-Asset-Management/oecd/education/oecd-reviews-of-integrity-in-education-ukraine_9789264270664-en#page1

Periodical articles

Academic freedom and the critical task of the university / Judith Butler. - In: Globalizations, Published online 16 May 2017

Abstract : The author examines the concept of academic freedom as both a right and an obligation to preserving the institution as a site where freedom of inquiry can take place free of intervention and censorship. She provides an analysis of the 1950 Unesco conference in Nice which established principles for global higher education with academic freedom having a central place within the university. The paper ends with an examination of current breaches of academic freedom in Turkey.

URL : <http://www.tandfonline.com/doi/pdf/10.1080/14747731.2017.1325168?needAccess=true>

Ethical issues in transnational higher education: the case of international branch campuses / Stephen Wilkins / Society for Research into Higher Education [SRHE][UK]. - In: Studies in higher education, v. 42, no. 8, pp. 1385-1400

ISSN 0307-5079. - Online ISSN 1470-174X

Abstract : The purpose of this article is to identify the ethical issues that higher education managers should recognise and address when considering the establishment of an international branch campus. Many of the arguments against international branch campuses are based on ethical issues, such as the lack of academic freedom and civil liberties in host countries. Ignoring ethical issues may deny institutions the achievement of legitimacy, which can result in financial losses and reputational damage. A framework based on analysing how home and host country stakeholders might be impacted by the establishment of an international branch campus is proposed. It was found that institutions which are flexible, quick to learn, and possess the dynamic capabilities necessary to drive organisational change might be the institutions that have the greatest chance of success in foreign markets. Given the increasing rate of new branch campuses, it is concluded that higher education institutions will have to continue treading the thin line between trying to fit in with their host cultures while simultaneously trying to achieve academic freedom and improve local social, political, and legal conditions.

Government research evaluations and academic freedom: a UK and Australian comparison / Helen Irvine, Stuart Tooley, James Guthrie, Ann Martin-Sardesai . - In: Higher Education Research and Development, v. 36, no. 2, pp. 372-385, March 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper tracks the development of Government research evaluations (GREs) over the past 25 years, by critically evaluating their adoption in the UK and Australian higher education sector and their contribution to the commodification of academic labour, and to highlight the resultant tensions between GREs and academic freedom. The paper employs a literature-based analysis, relying on publicly available policy documents and academic studies over the period 1985–2010. GREs are a global phenomenon emanating from new public management reforms and while assessments of university research have been welcomed, they have attracted critique based on their design, the manner in which they have been applied, and the unintended consequences of their implementation on academic freedom in particular. Consistent with international research on the impact of GREs, Australian research assessments appear to be undoing the academic freedom that is central to successful research. Further empirical research on the impact of GREs on academics is urgently needed. [Abstract adapted from publisher]

How to liquidate a people? Academic freedom in Turkey and beyond / Umut Özkirimli. - In: Globalization, Published online 22 May 2017

ISSN 1474-7731 . - Online ISSN 1474-774X

Abstract : This article discusses the context of the suppression of freedom of academics in Turkey, particularly subsequent to a 'Academics for Peace' declaration signed by over 1000 academics in Turkey in January 2016 and after the July 2016 attempted coup. Subsequent to the coup, a total of 48111 academics lost their jobs and were subjected to a number of rights violations. The author describes this 'war on academe' as neither unique nor new, contextualising it as part of a global attack on academic freedom.

URL : <http://www.tandfonline.com/doi/pdf/10.1080/14747731.2017.1325171?needAccess=true>

Les libertés académiques comme vecteurs de l'enseignement supérieur et de la paix / Oleg Curbatov . - In: Regards dynamiques et critiques de la gouvernance des universités . - Marrakech, Paris : IAUPL, 2017 . - pp. 157-170

ISBN 978-2-9557439-0-4

Abstract : This article examines academic freedom in the French university context. Three aspects are examined: Freedom of expression; freedom of research and publication; and freedom of teaching. The article also discusses the results of a survey of 1932 university lecturers and lecturers undertaken by the French section of the International Association of University Professors and Lecturers.

Classmark : FR-42 IAUPL

URL : <https://hal.archives-ouvertes.fr/hal-01485738/document>

Politics and the universities in postrevolutionary Iran / Saeid Golkar. - In: International Higher Education, no. 90, pp. 29-31, 2017

ISSN 1084-0613

Abstract : In the Islamic Republic of Iran, universities are meant to not only produce and distribute knowledge, but also to act as agents of political socialization. Since the establishment of the Islamic regime in 1979, the state has tried to control and Islamize universities in order to “purify” them from nonconformist students and scholars and train a new generation of devout Muslims for the state bureaucracy. Although these efforts have ultimately failed to create an Islamic university, they have led to massive brain drain and reduced the quality of Iranian higher education. [Abstract from publisher]

URL : <https://ejournals.bc.edu/ojs/index.php/ihe/article/view/10010/8692>

Requiem for a dream: Academic Freedom under threat in democracies / Craciun, Daniela; Mihut, Georgiana. - In: International Higher Education, no. 90, pp. 15-16, 2017

ISSN 1084-0613

Abstract : The authors examine recent actions against academic freedom taken by governments in Turkey, Poland, Hungary and Russia toward academics and higher education institutions.

URL : <https://ejournals.bc.edu/ojs/index.php/ihe/article/view/9999/8682>

2016

Monographs

Handbook of academic integrity / Tracey Bretag, Ed. - Springer, 2016 . - XXXV, 1097 p.
ISBN 978-981-287-097-1

Abstract : The book brings together contributions from around the world on academic integrity. Beginning with international definitions of academic integrity, the contributors explore commonalities and differences between regions and examine perspectives on academic and research integrity in Australia, the United States, the UK, Indonesia, Malaysia, India, China, Japan, the Gulf region, Egypt, Nigeria, Colombia and Latin America. In examining how to create the ethical academy, the book details some of the debates in the field and recent factors contributing to academic integrity breaches. In combination with the massification and commercialisation of higher education, new technologies have made it easier for students to plagiarise or use custom essay writers. Going beyond plagiarism, the book also examines implications for academic integrity in strategic internationalization. The final section of the book details practices to support academic integrity, and on developing and implementing an academic integrity policy.

Denial of academic freedom exposed: the case of academics for peace in Turkey / Mehmet Ugur. - Greenwich: University of Greenwich Political Economy Research Centre, 2016 . - 7 p. (Policy Brief, PB07 - 2016)

Abstract : This paper details how successive governments in Turkey since 2003 have maintained the long-standing state tutelage over Turkey's higher education. In particular, the author details the government, and subsequently Turkey's Higher Education Council (YÖK), reaction to the "Petition for Peace" which was signed by 1,128 academics in Turkey in 2016. Numerous suspensions, dismissals and imprisonments of academic staff followed. The author notes that universities that have "toed the government line" have remained poor performers, whereas those where staff and students showed resistance to state intrusion have done better in terms of research quality, graduate employability and international recognition.

URL : http://gala.gre.ac.uk/15526/1/Ugur_academic_freedom_turkey_GPERC_PB07.pdf

Free to Think 2016 / Scholars at risk . - New York : Scholars at Risk, 2016 . - 26 p.

Abstract : This report from Scholars at Risk, an international network of higher education institutions and individuals. It documents and analyses attacks on higher education communities in 35 countries occurring between May 2015 and September 2016. The report is based on results of SAR's Academic Freedom Monitoring Project MONITOR which aims to identify, assess and track incidents which may constitute violations of academic freedom and/or the human rights of members of higher education communities.

URL : https://www.scholarsatrisk.org/wp-content/uploads/2016/11/Free_to_Think_2016.pdf

Keeping schtum? What students think of free speech (Wave 2 of the HEPI / YouthSight Monitor) / Nick Hillman / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2016 . - 66 p. (HEPI Report, 85)
ISBN 978-1-908240-15-6

Abstract : This report focuses on free speech in UK higher education institutions. The results of a survey of UK students show strong support for the principle of free speech, but also considerable support for mechanisms that limit free speech. The report concludes that higher education institutions need to do more to debate and discuss these issues with their students.

URL: http://www.hepi.ac.uk/wp-content/uploads/2016/05/Hepi_Keeping-Schtum-Report-85-Web.pdf

Power, discourse, ethics: a policy study of academic freedom / Kenneth D. Gariepy. - Rotterdam: Sense Publishers, 2016. - 164 p. (New Research, New Voices, 5)
ISBN 978-94-6300-368-1

Abstract : This book analyses the construction and practice of academic freedom in Canadian higher education. The first part of the book reviews research on academic freedom in Canada and the United States, detailing policy research, institutional case studies, and surveys of professors and students. In the second part of the book, the author analyses, from a Foucauldian perspective, three key recent events marking academic

freedom in Canada: the Olivieri affair, a case in the 1990s involving a professor of medicine undertaking pharmaceutical research who became a 'whistleblower'; the controversy surrounding the organisation of a 2009 academic conference on 'Israel-Palestine' at a Canadian university; and the dispute at a Canadian university when a professor publicly opposed the dissolution of a college.

Rapport sur l'accueil en France des scientifiques en danger: preconisations pour la creation d'un dispositif national = Report on the reception in France of researchers in danger: recommendations for the creation of a national framework / Liora Israël. - 2016. - 47 p.

Abstract : This report, commissioned by the French Ministry of Education, Higher Education and Research, details recommendations for the government, in partnership with higher education institutions, to receive academic and research staff from other countries who are at risk, or who cannot continue their research in acceptable conditions. The recommendations were officially introduced into a programme by the French Government in October 2016.

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/17/8/161006-Rapport_sur_l_Rapport_accueil_des_scientifiques_en_danger_643178.pdf

Report on the monitoring of Belarus Roadmap for Higher Education Reform Implementation / Eastern Partnership Civil Society Forum [EaP CSF]. - Eastern Partnership Civil Society Forum [EaP CSF], 2016. - 5 p.

Abstract : This report comprises recommendations on student and Faculty academic freedom and institutional autonomy. It was prepared by the Ad hoc Commission of Belarusian National EaP CSF Platform.

URL : <http://bolognaby.org/wp-content/uploads/2016/01/AHC-NP-CSF-monit-eng.pdf>

Threats to the independence of student media / American Association of University Professors [AAUP] . - Washington, DC: AAUP, 2016 . - 9 p.

Abstract : This report reaffirms and expands upon the basic principles of a free student press. It cites cases in which college and university administrations have intervened in efforts to edit or censor student journalistic content. This pressure has been reported in every segment of higher education and every institutional type.

URL : https://www.aaup.org/file/StudentMediaReport_0.pdf

Universities in a dangerous world: defending higher education communities and values / Scholars at risk . - New York: Scholars at Risk, 2016 . - 17 p.

Abstract : This report discusses issues facing higher education, including threats to physical security and core values on university campuses, supporting higher education in the refugee crisis, and promoting values in international partnerships. It is the report of Scholars at Risk eighth Global Congress held in June 2016 in Montreal in partnership with the McGill Centre for Human Rights and Legal Pluralism.

URL : <https://www.scholarsatrisk.org/wp-content/uploads/2016/10/SAR-2016-Global-Congress-Report.pdf>

University priorities and constraints / Luc E. Weber, James J. Duderstadt, Eds. - Glion Colloquium, Glion-above-Montreux, Switzerland, June 2015. - London, Paris, Geneva: Economica, 2016 . - 346 p. ISBN 978-2-7178-6857-9

Abstract : This book explores the changing role and responsibilities of universities, specifically research universities, in the context of globalisation and transition in higher education. It is developed from topics discussed at the 10th Glion Colloquium, held in 2015. Rectors and Presidents from universities around the world examine a wide range of issues which are at the forefront of the contemporary academic landscape. These include academic freedom and the autonomy of universities; the role of the university in regional economic development; the social and political responsibilities of research-intensive universities; innovation and industry-university collaboration; institutional research strategies; financial and business models; and the impact of MOOCs and technology on learning and knowledge dissemination.

Unsafe space: the crisis of free speech on campus / Tom Slater, Ed. - Basingstoke: Palgrave Macmillan, 2016 . - 134 p.

ISBN 978-1-137-58785-5

Abstract : This book makes the case for free speech in higher education. The contributors - academics, journalists, lawyers, campaigners and activists from the United States and the United Kingdom - discuss recent debates on free speech at universities such as safe spaces in universities and "trigger warnings" to avert students of sensitive subjects; the Boycott, Divestment and Sanctions (BDS) movement; and university responses to student groups perceived to hold extremist opinions. The book concludes that rather than creating 'safe spaces' within universities, students and academics should turn their universities into 'unsafe spaces', where open debate is both necessary to make universities welcoming and stimulating environments, but also essential to intellectual and scientific progress.

Periodical articles

Academic freedom in the world's largest democracy / William G. Tierney, Nidhi S. Sabharwal . - In:

International Higher Education, no. 86, pp. 15-16, Summer 2016

ISSN 1084-0613

Abstract : India is the world's largest democracy, but does democratic governance ensure that academic freedom is the same regardless of geographic location? The authors review recent developments pertaining to academic freedom in India and consider the limitations being placed on faculty in the classroom, in their research, and with regard to extramural speech and actions.

URL : <https://ejournals.bc.edu/ojs/index.php/ihe/article/view/9366>

2015

Monographs

Free to think: report of the Scholars at Risk Academic Freedom Monitoring Project / Scholars at risk. - New York : Scholars at Risk, 2015 . - 46 p.

ISBN 978-0-692-45867-9

Abstract : This report from Scholars at Risk, an international network of higher education institutions and individuals in over 37 countries is the culmination of four years of monitoring and analysis. The report analyses 333 attacks on higher education communities in 65 countries from January 2011 to May 2015. The report calls on all stakeholders, including the international community, states, the higher education sector, civil society and the public at large to undertake concrete actions to increase protection for higher education communities, including documenting and investigating attacks, and holding perpetrators accountable.

URL : <http://scholarsatrisk.nyu.edu/cmsfiles/File/File/SAR%20Free%20to%20Think.pdf>

The humanities, higher education, and academic freedom: three necessary arguments / Michael Bérubé, Jennifer Ruth . - Basingstoke, New York : Palgrave Macmillan, 2015 . - 163 p.

ISBN 978-1-137-50611-5

Abstract : In this book, the authors provide a defence of contemporary work in the humanities in the United States and argue that the 'crisis' in the humanities is not a crisis of content but of deprofessionalisation of university teaching faculty and its consequences for academic freedom.

Who's afraid of academic freedom? / Akeel Bilgrami, Jonathan R. Cole, Eds. - New York: Columbia University Press, 2015 . - 448 p.

ISBN 9780231168809 . - Online ISBN 9780231538794

Abstract : The seventeen essays gathered in this collection offer a scholarly look at academic freedom in contemporary higher education institutions. The contributors, senior academics including Noam Chomsky and Judith Butler, demonstrate that there is no single accepted definition, and that in fact academic freedom is often used as an argument to support conflicting views. From a North American perspective, their discussion of threats to academic freedom traverse a wide disciplinary and institutional, political and economic range

covering specific restrictions linked to the interests of donors, political pressure groups and lobbies, and government policy, as well as more general issues, such as intellectual orthodoxy. From McCarthyism, through to current debates on boycotting Israeli universities, this collection provides a panorama of academic freedom in American universities over the past 60 years. The final essay details a survey of Columbia University academics' views of academic freedom and freedom of expression and shows how varied these opinions are.

Periodical articles

Academic freedom: a lawyer's perspective / Mark Davies. - In: Higher Education, v. 70, no. 6, p. 987-1002, December 2015

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article considers aspects of academic freedom in the United Kingdom from a lawyer's perspective. According to the author, the legal protections for academic freedom in the United Kingdom are minimal, and consideration of the intellectual property policies of a significant number of UK universities suggests that, in many, academic outputs, especially those relating to teaching, have become subject to more entrepreneurial models of higher education, becoming potentially saleable products to be owned and exploited by universities as they see fit. The position is exacerbated by increasing developments in the use of technology as part of the teaching process. Academics who lose ownership of aspects of their intellectual output risk the undermining of their position and academic freedom with a current employer and limiting their opportunities to change employer.

The capture of institutional autonomy by the political elite and its impact on academic freedom in African universities / Kwadwo Appiagyei-Atua, Klaus Beiter, Terence Karran . - In: Higher Education Review, v. 47, no. 3, pp. 48 - 74, Summer 2015

ISSN 0018-1609

Abstract : Although the cradle of university education is traced to Africa, modern university education in Africa emanated from European systems which set the tone for their replication on the continent through colonialism. For ideological and other reasons, African universities were subjected to significant violations of their institutional autonomy after independence, which trickled down to affect academics and students alike and thereby violated academic freedom generally. One major area where the abuses centred was the appointment of political leaders to occupy the high echelons of university management and to run the universities as political organs of the one-party systems in vogue at the time. Discussion of this subject has mainly centred on critiquing the excesses of immediate post-colonial governments, sometimes with no linkage to academic freedom. Where academic freedom is introduced into the discourse, the key components of the concept of academic freedom are not clearly delineated and discussed in a manner that links one component to the other. This paper aims to fill this gap. It does so by developing a theoretical framework for academic freedom which is used to analyse and categorise violations of academic freedom under its five pillars – institutional autonomy, self-governance, tenure, individual rights and freedoms for academics, and individual rights and freedoms for students. The paper also examines the factors responsible for the violations of academic freedom and their impact on the evolution of higher education in Africa. (Abstract from publisher)

2014

Monographs

Rescuing scholars: historical perspectives, contemporary challenges / Institute for International Education [IIE][USA] . - Rescuing scholars: historical perspectives, contemporary challenges, Bellagio, Italy, 11-15 November 2013. - New York: IIE, 2014. - 13 p.

Abstract : The result of an international conference in 2013, this paper features a nine-point plan of action, which aims to improve the mechanisms for helping scholars under direct threats and in need of immediate aid. It examines the prevention of crises through the creation of early warning systems and stronger international advocacy. Recommendations for protecting academics and higher education values of academic freedom and knowledge production and exchange are detailed.

URL : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Rescuing-Scholars>

Silenced, expelled, imprisoned: repression of students and academics in Iran / Amnesty International . – London: Amnesty International, 2014. - 117 p.

Abstract : The report is based on interviews with more than 50 individuals with direct knowledge of Iran's higher education system subsequent to 2005 and an analysis of publicly available documents and media reports. It provides specific information on the cases of student activists and academics who were imprisoned on national security-related charges. The report also traces efforts to further "Islamicize" Iranian higher education, by, for example, tightening rules on gender segregation and dress code, suspending and expelling student activists, cancelling or revising humanities courses deemed to be Western-influenced," and dismissing or forcing the retirement of faculty perceived as being "secular" or "reformist."

URL : <http://www.amnesty.org/en/library/asset/MDE13/015/2014/en/a44b334a-cbcb-468d-a2f8-e3e66ce9e939/mde130152014en.pdf>

Periodical articles

Democratic reform in Egyptian universities / Ahmed El-Obeidy. - In: International Higher Education, no. 74, pp. 25-27, Winter 2014

ISSN 1084-0613

Abstract : This article examines the changes in Egyptian universities concerning the appointment of university leaders and faculty after the 2011 uprising and the subsequent reaction of prodemocratic academics.

URL : <https://ejournals.bc.edu/ojs/index.php/ihe/article/view/5474/4894>

Ethics in international education [Special issue] / European Association for International Education [EAIE] . - In: Forum, pp. 3-63, Winter 2014

ISSN 1389-0808

Abstract: This issue of Forum explores a variety of important ethical considerations within international higher education. Contents: Ethics: a global focus (Eva Egron-Polak); Ethical partnerships in higher education (Patti McGill Peterson); Neo-racism and international students (Jenny J. Lee); Ethical reasoning education: an international responsibility (Lori K. Pyle); The ethical agent (Jacqueline Kassteen); Layers of defence: a new approach to combating fraud (Daniel Guhr and Nelson Furtado); Weaving ethics into academic freedom (Saulius Marcinkonis and Michael Fullen); Academic freedom and the threatened scholar (Sinead O'Gorman); Fighting corruption: an ethical education for all (Marcus Tannenbergh, Bo Rothstein and Lennart Levi).

Free to manage? A neo-liberal defence of academic freedom in British higher education / Brian Miller / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 143-154, April 2014

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper addresses managerialism from within a neo-liberal framework. The paper argues that there is no intrinsic reason why support for a neo-liberal philosophy should equate with a belief in the need for managerialism in higher education. In particular, the author argues that neo-liberalism values freedom above other principles and that managerialism curtails academic freedom through control, instrumentalism and ideology and that, in all of these respects, it is counter-liberal. The paper concludes by suggesting an alternative approach to higher education which would enhance the importance of academic freedom within a neo-liberal policy framework. (Abstract from publisher)

Institutional autonomy and academic freedom in the Nordic context: similarities and differences / Terhi Nokkala, Agneta Bladh / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 1, pp. 1-21, March 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Owing to their common history, similarities in language and culture, long traditions in political collaboration and the shared Nordic societal model, an assumption is often made that the operational and regulatory context of universities is similar in the five Nordic countries: Denmark, Finland, Iceland, Norway and Sweden. In this article, the authors examine the relationship between the Nordic higher education institutions and their specific governments. The interpretation of institutional autonomy and academic freedom in the

Nordic countries is discussed with support from recently collected empirical data, Nordic university legislation and the research literature. The authors describe the differences in legislation on academic freedom and the status of institutional autonomy, as assessed by a recent study by the European University Association and ask whether the autonomy frameworks of the universities in the Nordic countries are as congruous as their shared history and similar societal contexts suggest. The authors also ask whether the increase of institutional autonomy in the Nordic countries has contributed to a decline or rearticulation of academic freedom. They conclude that despite the differences between Nordic countries, the level of institutional autonomy is relatively high in comparison with their European counterparts, with most restrictions found in financial autonomy. Concerns about academic freedom are mainly centred on freedom of research, which has been restricted as a consequence of both increased institutional autonomy and new steering mechanisms.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n1/abs/hep20138a.html>