

FACULTY AND STUDENT RESEARCH IN PRACTICING ACADEMIC FREEDOM

Edited by Enakshi Sengupta
and Patrick Blessinger

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 31

FACULTY AND STUDENT
RESEARCH IN PRACTICING
ACADEMIC FREEDOM

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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ACADEMIC FREEDOM**

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Created in partnership with the
International Higher Education Teaching and
Learning Association



**Higher Education
Teaching & Learning**

<https://www.hetl.org/>



**emerald
PUBLISHING**

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83982-701-3 (Print)

ISBN: 978-1-83982-700-6 (Online)

ISBN: 978-1-83982-702-0 (Epub)

ISSN: 2055-3641 (Series)



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standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



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SERIES EDITORS' INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, Innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that lead to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with

implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and life-wide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
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International HETL Association*

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FOREWORD

It is both a pleasure and an honor to provide the foreword for this book, *Faculty and Student Research in Practicing Academic Freedom*. The book covers a broad range of perspectives and will provide an invaluable resource to thought leaders everywhere as it presents insights into many of the challenging aspects of academic freedom relevant to modern higher education. As a Vice-Chancellor and Principal who has worked in higher education for several decades, I view resources such as this as critical to enabling debate and challenge to higher education and central to value and benefit institutions bring to wider society.

This book focuses on an important, and very current, issue – academic freedom – and explores topics, which are increasingly covered in global news, social media, and well publicized, and discussed across higher education. As an Associate Fellow of the British Psychological Society, former Chief Executive of the Higher Education Academy and a Vice-Chancellor and Principal, I know first-hand the importance of academic freedom and the necessity for this to be central to the value, mission, and purpose of all institutions around the world. So much of what we do in higher education relies on the work of our academics, especially as research is at the center of all that we do. This book also highlights associated issues faced across differing national boundaries: for example, international policies, gender inequality, administrative power, free speech, student research, and students rights. This gives the book added relevance for academics everywhere, providing a knowledgeable evidence-based resource and a body of knowledge to enable open, fruitful discussion within our precious higher education establishments.

What makes this book so interesting is the unique range of case studies that are presented. The consistent examination of academic freedom, explored in different contexts, challenged from the student and staff perspectives, highlighting the importance of civic engagement and democratic atmosphere, investigating students' engagement in activism, exercising rights, and interest in politics. An historic perspective of academic freedom is described using the experience of Turkish academics and students and by comparison with international policies and practices. Academic freedom of the Kurdistan Region of Iraq is explored through practice and perception and the book highlights academic freedom and gender inequality in Pakistani higher education, exploring the social barriers and cultural norms that affect academic freedom of female academics. It continues with a chapter focusing on the crisis that institutions, students, and practitioners face around academic freedom in Hungary and discussion on balancing freedom and discipline within military academies highlighting both the regulations and the realities that encourage and suppress academic freedom in these institutions.

These diverse case studies from higher education domains less commonly reported on in the research papers, highlight key issues and experiences that we can learn from, such as the examination of administrative power, labor law, and free speech that can often suppress academic freedom in a college. Safeguarding academic freedom during leadership transitions and organizational change in universities is also explored and a conceptual framework for shared leadership through proper governance is a wonderful resource for new leaders. Self-censorship in the social sciences is covered nicely and the book concludes with an exploration of the perspectives of Black/African American doctoral students and their experience of academic freedom.

Although the book focuses on very specific examples and case studies, the underlying issues are universal and affect many institutions, academics, and students worldwide. It is important for readers to reflect on how this may affect them and what they can do to be more aware of the impact this may have on their colleagues and the sector as a whole. The findings shared in this book, along with the knowledge that will be act as a catalyst for discussion and change, will be invaluable in ensuring that academic freedom can be discussed and hopefully protected in our institutions for the benefit of educators and students everywhere.

Professor Craig Mahoney
Principal and Vice-Chancellor