



Webinar Series

THE FUTURE OF VALUE-BASED HIGHER EDUCATION AND QUALITY ASSURANCE – THE FUTURE OF ACADEMIC FREEDOM



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CHEA/CIQG – IAU: Future of Higher Ed/Academic Freedom

- **Point 1:** Academic freedom is **central to quality** because it requires that decisions about the scope and content of research and teaching are determined *by qualified persons with the knowledge, skills, and training* to make such determinations.
- Quality assurance measures that *do not* take account of academic freedom are incomplete.
- Determinations of the scope of academic freedom *must be made within the higher education sector* (because intrusions by outside the sector *erode the quality-promoting function* of academic freedom).
- Members of sector must exercise academic freedom **consistent with other core values of higher education**, and are accountable to good faith examinations by the state, public and others outside, *reinforcing the quality-promoting function* of academic freedom.
 - When the quality assurance and accreditation community fails to take account of academic freedom, does so superficially, or does so with only limited understanding of academic freedom, such examinations can contribute to the erosion of academic freedom *and quality*.

Robert Quinn, Executive Director

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CHEA/CIQG – IAU: Future of Higher Ed/Academic Freedom

- **Point 2:** We need to **increase *understanding*** about the nature and scope of academic freedom (but we don't need to redefine it).
- Academic freedom has **legal and nonlegal dimensions**.
- Academic freedom has **expressive and non-expressive dimensions** (meaning that academic freedom overlaps with, but is not the same as, freedom of expression or free speech).
- The expressive dimensions of academic freedom include: (1) protection for expressive activity or conduct of members of the higher education sector, (2) acting as such, (3) **within or related to the individual's expertise, field of study, or institution**, (4) regardless of whether it takes place within the higher education sector (known as 'intramural expression') or (5) in venues or with persons outside the higher education sector (known as 'extramural expression'), (6) including with members of the public.

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- **Point 3: The quality assurance and accreditation community has a vital role** in promoting academic freedom and building understanding of the link between academic freedom and quality.
- The legal/nonlegal and expressive/non-expressive dimensions are **amenable to study and examination** as part of any quality assurance or accreditation process.
- Specifically, the quality assurance community can:
 - Develop literature and trainings on academic freedom as a guarantor of quality
 - Insist on meaningful examination of academic freedom in quality assurance processes
 - This requires moving beyond statements to implementation and accountability
 - Encourage dialogue with the rankings community about the need to include meaningful examination of academic freedom and values in ranking systems
 - Encourage dialogue with the academic freedom/scholar protection community to ensure full information on known threats to academic communities
- More resources exist today to assist in recognizing academic freedom within quality assurance and accreditation processes. These include: SAR [Free to Think](#) reports (incident data); [Academic Freedom Index](#) (AFi) (time-series data); survey of self-censorship (under development); [Promoting Higher Education Values](#) handbook (training); and [‘Dangerous Questions’](#) online course (training).



Updates and Insights From the Brazilian Higher Education Context



#15M #30M

(May 2019)

2018-2019

The Fragility of Democracy and Public Education

A dismissal of humanities and social sciences that reflects the president's ideological position and his hostility towards universities and academics.

Threats to the operation and administrative autonomy of federal HEIs.

Fake News regarding public universities. Science negationism.

Threats to academic freedom.



Updates and Insights From the Brazilian Higher Education Context

Latest developments

The Fragility of Democracy and Public Education

2020 - Public higher education institutions targeted

February 2020 – Federal agency Capes announces a new model for granting graduate scholarships, possibly resulting in the cut of around 20,000 scholarships, mostly from ‘Humanities’.

March 2020 – The Ministry of Science, Technology, Innovation and Communication excludes ‘Humanities’ as a priority of research projects from 2020 to 2023.

May 2020 – The Project of Law that implements “Future-se” (new governance system of public universities) goes to National Congress for voting.

THE CONVERSATION
Academic rigor, journalistic flair

COVID-19 Arts + Culture Economy + Business Education Environment + Energy Ethics + Religion Health Politics + Society Science + Technology

Brazilian universities fear Bolsonaro plan to eliminate humanities and slash public education budgets

June 5, 2019 8:43am EDT

Students at the Parana Federal University in Curitiba, Brazil, protest planned cuts to federal spending on higher education planned by President Jair Bolsonaro's right-wing government, May 30, 2019. The banner reads 'In defense of education.' Frederico Foddele/Duarte

June 2020 – The President publishes a provisional measure that determines that in cases that 4-year mandates of rectors at federal universities finish during the Covid-19 pandemic, he will designate temporary rectors of his trust. This was seen as an excuse to interfere in the autonomy of HEIs and advance his will to weaken their social function.



Updates and Insights From the Brazilian Higher Education Context

University World News
THE GLOBAL WINDOW ON HIGHER EDUCATION

Global Edition Africa Edition Asia Hub Transformative Leadership Special Reports Events

BRAZIL
A looming disaster for HE and Brazil's development
Marcelo Knobel and Fernanda Leal 28 September 2019

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In Brazil, decisions made by the federal government have historically determined the development of higher education, science, technology and innovation, given its central role in terms of policy, funding and regulation.

Since the 1930s, when the first federal and state universities were created, there has been a prevailing and general understanding among national authorities that the development of a sovereign nation depends on progressive investments in the education of human resources and the promotion of science.

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"If we can take a positive side of this crisis, it is that, at least in Brazil, we can now show to society that public universities are really important to the future of the country and the future of the world." My interview with @marceloknobel



V-c: coronavirus shifting public perception of science in Brazil
Universities are steering the country's response to Covid-19 in the absence of political leadership, which is helping citizens value higher ...
timeshighereducation.com

Latest developments

The role of Brazilian public universities in the fight against coronavirus

Brazilian public universities have been playing an important role in the fight against coronavirus. The current moment has contributed to the conversion of their 'legitimacy crisis' and to enhancing the trust of the Brazilian society. These institutions are responsible for the vast majority of research in the country. In addition, their voices are essential counterpoints to the denial of the seriousness of the virus and the idea of 'science as verbal fiction' propagated by the Federal government.

In addition to research, they have been promoting outreach (third mission) projects that impact different fields of the societal life during the pandemic, ratifying both the importance of these institutions for the Country.

<https://www.timeshighereducation.com/news/v-c-coronavirus-shifting-public-perception-science-brazil>



Academic Freedom: A View From Europe



CONCEPTS

➤ Academic freedom

- the freedom of individual members of the academic community to pursue their research, teaching, and learning.

➤ Institutional autonomy

- ability of higher education institutions to set and implement their own policies and priorities for teaching and research, perhaps also other aspects of their mission, such as community service.

➤ Quality

- Institutions and programs
- Systems

MAJOR ISSUES 1

- Exist in all countries but in some more than others
- Academic quality depends on the freedom to research, learn, and teach
- Some issues are genuinely not clear cut: a question of balance more than a straight yes or no
- But some *are* clear cut:
 - Political pressure and attacks on the fundamental values of higher education
 - EHEA: Belarus Roadmap
 - EHEA Implementation report 2018: Hungary, Russia, Turkey

MAJOR ISSUES 2

- Legislation
- Funding
 - Restrictions on publication required for funding
- Governance models
- Multiplicity of actors with different agendas
- Balance public authorities/institutions
- Performance reviews/QA
- When do faculty speak on the basis of their research and when as public intellectuals?



**Thank you for joining us.
The Webinar will be posted
on the CHEA/CIQG
Website.**

www.chea.org