

## CALL FOR CHAPTER PROPOSALS

Chapter Proposal Submission Deadline: **March 20<sup>th</sup>, 2019**

Final Full Chapters Due: **July 20, 2019**

Target Book Release: **July 20, 2020**

## Book Title: **ACADEMIC FREEDOM: INTERNATIONAL PERSPECTIVES**

### Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in *Academic Freedom and Higher Education* to publish more than one volume. At present, the editors are expecting to produce at least three potential volumes under the subheadings of:

- 1) Academic freedom: International perspectives in faculty and student research
- 2) Academic freedom: International perspectives in teaching and learning practices
- 3) Academic freedom: International perspectives in institutional policies and strategies

An edited volume by

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This book series is entitled:

Innovations in Higher Education Teaching and Learning.

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Associate Series Editor, Enakshi Sengupta.

Published by Emerald Group Publishing. <https://www.emeraldinsight.com/series/iHetl>

Submissions should be submitted electronically to:

<https://www.hetl.org/emerald-academic-freedom-submission-form/>

**Keywords:** *Freedom of Inquiry, Intellectual Integrity, Intellectual Diversity, Liberal Education, Competing Ideas, Debates, Critical Judgement, Difference of Opinion, Critical Inquiry, Indoctrination, Civility, Respect, Scholarly Criticism*

## **Introduction**

Academics over the decades have been writing and publishing about academic freedom from different points of view (for example, pedagogical, technological, cultural, and political lens). The issue of academic freedom pertains not only to the faculty members but also to students, administrators, and staff, as well as society at large. The concept of academic freedom continues to be re-examined in light of contemporary political, economic, and socio-cultural views as well as continuing globalization and calls for greater transparency and accountability in both private and public institutions. In addition, with the increased commercialization of higher education institutions as well as the growing influence and oversight of governmental and non-governmental organizations, educational leaders and faculty members must safeguard the principles and practice of academic freedom in all areas of higher education, such as institutional policies and programs, curriculum design, faculty hiring and promotion, and teaching-learning processes and assessment.

Academic freedom entails both rights and responsibilities. At times, academics may not be aware of their rights and responsibilities associated with academic freedom. Academic freedom means the freedom to engage in free intellectual inquiry and debate without the fear of censorship or retaliation and it means the right to remain true to intellectual honesty and academic integrity. Academic freedom means the right to express views in speech, writing and other forms of communication without fear of sanctions or reprisals.

The purview of research in the context of academic freedom allows both students and faculty the right to study and do research on the topics they choose and to draw conclusions consistent with their findings. Academic freedom enhances knowledge through research and creativity and it is most effective when free from institutional censorship or outside pressures. To be effective, researchers require freedom of thought and freedom of inquiry to pursue truth and the analysis of evidence that supports truth.

Academic freedom must work alongside institutional autonomy. However, notwithstanding an institution's mission and core values, faculty and researchers should not be coerced or intimidated to conform to ideological pressures and they should have the intellectual right to analyze different points of view and they should not be penalized for holding those views. For instance, academic freedom allows faculty professional discretion in using a pedagogical approach deemed most appropriate to the academic course being taught and, at the same time, it places on faculty professional responsibility in assigning grades to students as well as upholding academic standards. In cases of dispute, academic freedom affords faculty with the right to be heard before a committee of his/her peers and that due process be followed.

This volume will explore the concept of academic freedom from a human rights and social responsibility perspective. This volume will highlight the development of faculty and students and their rights to engage in free intellectual inquiry and their professional and social responsibilities to act with academic integrity and intellectual honesty. The volume will define the scope of academic freedom and highlight institutional and departmental policies, accreditation requirements, professional standards and responsibilities, intellectual diversity and the indispensable role of liberal education and scientific inquiry. The chapters will also explore the role of relevant official bodies to address many of these issues.

## **Goal**

Faculty may be intimidated by the presence of strict censorship policies and/or socio-political beliefs of the countries in which they work. They may fear that expressing one's ideas about divergent perspectives (for example, race, ethnicity, gender, religion, politics and culture) can be a frightening perspective. We have seen in recent years, in some countries, that academics have been censored, fired, jailed or persecuted for expressing their ideas about their government or for possessing books not considered legitimate by the ruling parties' ideology. Many academics have lost their jobs and have been denied from securing another academic position. Some of them have fled their countries seeking asylum in other countries.

Faculty members wish to work in an environment where they can express their professional views freely and engage in free intellectual inquiry. Academics are now demanding greater academic freedom and professional due process.

Academic freedom is closely related to the educational and governing policies of an institution and its instruments need to play a legitimate role delicately balancing it with the roles and responsibilities given to the academics. The meaning of freedom varies with context and can have different versions such as academic governance, freedom to teach, freedom to learn, freedom to read, faculty rights, student rights, freedom of research, freedom of publication, intellectual freedom, freedom of speech or freedom of expression.

There has been substantial amount of literature generated in this field. Apart from faculty members it also encompasses the students' right to intellectual freedoms both within and beyond the academic context.

This series intends to explore, through a set of case studies and other empirical research, the relevant issues of academic freedom, intellectual integrity, ethics and rights associated with research, teaching and learning and assessment. This series will discuss the different theoretical frameworks and models utilized, the benefits gained, and the challenges encountered. The information will benefit educators, decision-makers, policymakers as well as leaders in higher education practitioners, think tanks and researchers in this field.

## **Possible topic areas:**

- Role of Liberal Education
- Intellectual Diversity
- Freedom of Speech and Expression
- Freedom of Research
- Academic Roles and Contexts
- Redressal Systems and Peer Review
- Academic Integrity
- Teaching and Learning Inquiry

- Grading of Students
- Pedagogical Approaches
- Freedom from Religious, Political, etc. Coercion
- Freedom of Publication
- Professional or Disciplinary Ethics

**The above topic areas can also be grouped under the following categories (taxonomy):**

- Policies and Practices
- Research
- Ethics and Responsibility
- Accountability and Transparency

### **Audience**

This volume will benefit anyone involved directly in the following categories:

- Academic Library
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:
  - Independent researchers
  - Think tanks

### **Chapter Proposal Submissions**

Researchers and practitioners are invited to submit on or before **March 20<sup>th</sup>, 2019** a one (1) page chapter proposal that explains how the proposal fits into the book's goals and scope.

### **Tentative Important Dates**

- Acceptance Notices Sent: April 10<sup>th</sup>, 2019
- Volume One Complete Chapters Due to Editors: July 20, 2019
- Volume One Peer Reviews Due to Editors: August 30, 2019

Submissions should be submitted electronically to:

<https://www.hetl.org/emerald-academic-freedom-submission-form/>

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