

TEACHING AND LEARNING PRACTICES FOR ACADEMIC FREEDOM

Edited by Enakshi Sengupta,
and Patrick Blessinger

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 34

TEACHING AND LEARNING
PRACTICES FOR ACADEMIC
FREEDOM

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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LEARNING VOLUME 34

**TEACHING AND LEARNING
PRACTICES FOR 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/>



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

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

First edition 2021

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British Library Cataloguing in Publication Data

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

ISBN: 978-1-80043-481-3 (Print)

ISBN: 978-1-80043-480-6 (Online)

ISBN: 978-1-80043-482-0 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified
Management System,
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for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



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CONTENTS

List of Contributors vii

Series Editors' Introduction ix

PART I PRACTICING ACADEMIC FREEDOM

Chapter 1 Introduction to Teaching and Learning Practices for Academic Freedom
Enakshi Sengupta and Patrick Blessinger 3

Chapter 2 From a Century of Defeats: The Slow Emergence of Academic Freedom from the Courts in the Early 20th Century
Daniel J. Perrone 13

Chapter 3 Robbed of Academic Freedom – Imposition of a Coercive Attendance Policy on Students
Enakshi Sengupta 27

Chapter 4 Balancing the Freedom to Teach with the Freedom to Learn: The Critical Role of Assessment Professionals in Ensuring Educational Equity
Karen Singer-Freeman, Christine Robinson and Linda Bastone 39

Chapter 5 Sustaining Academic Freedom in the Transition to Online Degrees
Melora Sundt 53

Chapter 6 Academic Freedom and Freedom of Speech: The Assault of Vulnerability
Stuart Waiton 71

Chapter 7 The Iron Cage University
Timothy J. Fogarty 93

Chapter 8 Universities as Institutions of Higher Education between Formation and Research <i>Verena Risse</i>	107
---	-----

**PART II
ACADEMIC FREEDOM IN RESEARCH**

Chapter 9 With Swinish Phrase Soiling Their Addition: Epistemic Injustice, Academic Freedom, and the Shakespeare Authorship Question <i>Michael Q. Dudley</i>	123
---	-----

Chapter 10 A University beyond Aid: The Challenge to the Academic Freedom and Success of Ghanaian Universities of Over-Reliance on Donor Funding <i>Joshua Sarpong, Sean Sturm and Cathy Gunn</i>	145
---	-----

Chapter 11 Research Ethics Committees and the Quest for Academic Freedom: An Example of Faculty Voices, Issues of Ownership of Personal Beliefs and Pedagogical Practices within Higher Education <i>Marleah Blom and Miranda D'Amico</i>	163
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<i>About the Authors</i>	179
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<i>Name Index</i>	185
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<i>Subject Index</i>	193
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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 are 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 a 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.

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