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[This bulletin is available online at www.scholarsatrisk.org and www.nearinternational.org]

The Accidental Film to Support Academic Freedom in Malawi By Michael O'Connor & Celia Rumann [i]

"Every person has the right to freedom of conscience, religion, belief and thought, and to academic freedom." [ii] This right is specifically enshrined and non-derogable under the Constitution of Malawi. [iii] Little did we know when we traveled to Malawi in March 2011 that we would be in the country during one of Malawi's most profound challenges to this principle.

In March 2011, we had the good fortune to be in Malawi with a group from the human rights clinic at Northwestern University Law School. Twice a year, our good friend and fellow academic, Professor Sandra Babcock, takes a group of students to Malawi as part of their clinical legal training. While there, the students work on a number of human rights projects in the prisons, for example, helping to clear a backlog of pretrial remandees. This year, we were along to observe and assist, particularly by filming the work that Northwestern is doing.

While in Malawi, Professor Babcock, seeking ways to sustain her work there, was exploring connections that she could make with Chancellor College, one of the constituent colleges of the University of Malawi. However, Chancellor College was experiencing a great deal of turmoil. In late February, Professor Blessings Chinsinga, a lecturer at the college, had been called to the home of the head of Malawi's police force to discuss an example he had given in a political science class. The example addressed the root causes of recent events in Tunisia and Egypt and posited the question of whether there were similarities between those events and events in Malawi. The police chief warned Professor Chinsinga about discussing such matters in class. [iv] In response to this warning, the lecturers at the

college demanded an apology from the police and an assurance that their academic freedom would be safeguarded.

This led to an incredible series of events while we were in Malawi. The lecturers and professors refused to teach until the police chief apologized and the lecturers' academic freedom was safeguarded. The students, in support of their own constitutional guarantee of academic freedom staged a march to the local police station. This march was met by tear gas and arrests of students. [v] It was into this unexpected situation that we arrived at Chancellor College.

On March 18, 2011, we accompanied Professor Babcock and her students to Chancellor College to meet with Professor Edge Kanyongolo (who had been jailed as a student under the Banda regime in Malawi). The lecturers were striking at this time, though students were still milling about in the halls. After Professor Babcock discussed her clinic business with Professor Kanyongolo, talk turned to the situation facing Malawi in terms of academic freedom. As law professors and documentary film-makers whose work focuses on human rights, we were dismayed to learn the details of the challenge facing Malawi's students and professors. We asked how we might help. At Professor Kanyongolo's urging, we agreed to shoot a video interview of him discussing the circumstances at Chancellor College, to shine a light on the situation and hopefully garner support from academics worldwide.

We have posted that video on YouTube, so people around the world can learn about the situation. It is available at <http://www.youtube.com/watch?v=O2qtrXQ8DV0>. We are encouraged that this video has been viewed over 800 times, in places all around the globe. The situation remains precarious for academic freedom in Malawi. The government has closed the college. The president tried to fire all the professors, only to have the courts intercede. Though there have been suggestions that the college will reopen in July, this is far from clear.

As Professor Kanyongolo noted, a threat to academic freedom anywhere is a threat to academic freedom everywhere. As advocates who use both the law and film to fight for human rights, we are happy to have supported in some small way those who directly face this menacing threat to academic freedom.

[i] Michael O'Connor and Celia Rumann are law professors and documentary filmmakers. We can be reached at moccmr@cox.net.

[ii] Malawi Const. Ch. IV, Art. 33.

[iii] Malawi Const. Ch. IV, Art. 44.

[iv] See, NyasaTimes, Feb. 21, 2011, Lecturers Demand Police Chief Apology, available at <http://www.nyasatimes.com/national/lecturers-demand-police-chiefs-apology.html>.

[v] See, NyasaTime, March 8, 2011, Chanco Students in Teargas Battle with Police, available at <http://www.nyasatimes.com/national/chanco-students-in-teargas-battle-with-police.html>.

The SADC Tribunal and the protection of academic freedom in Southern Africa

By Solomon T. Ebobrah

The Southern Africa Development Community (SADC) which was established in 1992 from the remains of the Southern Africa Development Coordination Conference (SADCC) is generally considered to be one of the most active regional economic communities in Africa. With fourteen member states spread across Central, East and Southern Africa, SADC is a strategic component in Africa's march towards a continental government that boasts of a single economic community.

An outstanding feature of SADC is that it takes the concept of new regionalism seriously. Accordingly, in addition to its economic objectives, SADC commits to the pursuit of several socio-political objectives

in its founding treaty. As is the case with most regional economic communities in Africa, SADC employs the instrumentality of subject-specific protocols to operationalize economic and socio-political objectives. One such protocol is the Protocol on Education and Training, which was adopted in 1997 and entered into force in 2000. [i] The main objective of the Protocol is to encourage cooperation in education and training by developing, coordinating and implementing policies and strategies in the educational sector. [ii]

The Protocol is significant in many respects, including the fact that it provides a platform for SADC member states to collectively pursue development of human resources. It is in this protocol that SADC member states recognise the need to guarantee "academic freedom in institutions of learning and research" as a "sine qua non for high quality education". The Protocol also records member states' commitment to harmonise policies to promote academic freedom.

The importance of the collective recognition, and by extension, guarantee of academic freedom is amplified by the fact that many of the constitutions of SADC member states do not expressly provide for academic freedom. In a region where the democratic culture is still nascent and personal rule of a strong and overbearing leader still prevails over the rule of law, transnational protection of rights remains the main bulwark for those brave enough to challenge the worldviews preferred by establishments.

As the Protocol does not provide for any internal mechanism to ensure compliance with obligations undertaken by member states, the SADC Tribunal which is the judicial organ of SADC was the most likely forum for individuals to demand that states live up to the expectations raised in that Protocol. In fact, citizens of SADC member states have successfully invoked the Tribunal in the past in relation to obligations under the SADC Treaty. For instance, in the celebrated case of *Campbell and Others v Zimbabwe*, [iii] Treaty provisions prohibiting discrimination were invoked before the Tribunal. Other rights invoked before the Tribunal include the right of access to justice and the right to fair hearing. [iv]

One academic who could have explored the potentials for judicial protection of academic freedom by the SADC Tribunal is University of Malawi Lecturer and Associate Professor of Political Science, Blessing Chinsinga. Initially invited by the Chief of the Malawi Police for remarks he made in the course of a class lecture, Chinsinga was dismissed unceremoniously while undertaking an official assignment in Ethiopia. His dismissal was effected despite the express constitutional right to academic freedom guaranteed in section 33 of the Malawi Constitution. Although it is reported that local lawyers have gained some relief in local courts on behalf of Chinsinga and three other lecturers faced with dismissals, it remains to be seen if their reinstatements will be upheld at the appellate levels.

Generally, national jurisdictions are believed to be more careful in their decisions in areas where the threat of external review by a supranational court exists as a bulwark against undue political influence on the judicial process. In this case, pronouncements by the SADC Tribunal in its capacity as the regional court might have compelled influential states like South Africa to bring pressure to bear on the regime in Malawi if national appellate courts denied reinstatements.

Against the foregoing, the 2009 decision of the SADC authorities to suspend the functioning of the Tribunal in order to review the Tribunal's mandate may have inadvertently extinguished this flicker of hope that academics might have had to invoke judicial protection of Protocol's guarantee of academic freedom. Arguably, the suspension of the Tribunal effectively closes off a potentially promising avenue for academics to challenge illegal or unjustifiable restrictions on their academic freedom. Considering that few avenues currently exist for the judicial protection of academic freedom beyond national boundaries, the suspension of the Tribunal deals a heavy blow to the protection of academic freedom in the region.

[i] <http://www.sadc.int/index/browse/page/146>.

[ii] See art 3 of the of the Protocol.

[iii] (2008) AHRLR 199.

[iv] See *Gondo and Others v Zimbabwe*, Case No. SADC (T) 5/2008.

Toward a Unified Approach to Academic Freedom Advocacy

By Jesse Levine

Over the past eight months, Scholars at Risk has brought together a team of international experts in human rights and higher education to develop pilot projects aimed at strengthening protections for academic freedom and university values.

This initiative -- the **SAR Academic Freedom Advocacy Team ("AFAT")** -- builds on Scholars at Risk's experiences with thousands of attacks on scholars in over 100 countries, as well as five years of workshops and trainings by Scholars at Risk, together with global partners, aimed at increasing capacity to respond to attacks on higher education communities. In the process, Scholars at Risk and its partners have worked to develop a broad understanding of the scope and dimensions of attacks on academic freedom overall. The AFAT initiative focuses on four of the most widespread types of attacks:

-- **Abusive Defamation Actions:** Civil and criminal defamation actions and other actions for so-called "reputational harms" are an increasingly common means of chilling speech, including academic speech. Heads of state or other senior officials often seek substantial monetary fines or imprisonment of scholars for alleged harm to their reputation, or the reputation of a country, resulting from academic publications, talks or other academic activities. This is especially threatening in states lacking highly developed legal systems which respect principles of due process and judicial independence. All of this sends a chilling message to other academics and members of society who witness the consequences outspoken scholars are made to suffer.

-- **Retaliatory Discharge of Academic Personnel:** Freedom from penalty for expressing academic opinions or for other professional activity is a central element of academic freedom and academic life. Scholars also enjoy the same human rights as all individuals in society, including free expression. Yet too often scholars suffer discharge, demotion, loss of promotion or other penalties for their work or for exercising their rights. These penalties may be imposed by state authorities, higher education institutions, or sometimes other academics in positions of authority.

-- **Wrongful Detention and False Prosecution:** Some of the gravest threats to scholars and academic freedom involve the arrest, interrogation, detention and/or prosecution of scholars on false charges in retaliation for expressing academic opinions or other professional activity. Wrongful detention and false prosecution cases may also raise concerns about the conditions and treatment of scholars in detention, including denial of access to counsel, family or medical treatment, as well as physical neglect or abuse and torture.

-- **Restrictions on Freedom of Movement:** The ability to travel for the purpose of meeting and exchanging information with professional colleagues is one of the central elements of academic life. Restrictions on academic travel can seriously impede the research, education and community functions of higher education, and may also be a major impediment on a scholar's individual freedom. This is especially true when the restrictions are imposed to obstruct or retaliate against expression of specific content or for specific activities.

These attacks directly impact thousands of scholars each year, while indirectly impacting hundreds of thousands or more whose academic expression and activities are limited by understandable fear of loss of reputation, career, liberty and physical well-being.

More than this, these attacks impose on society a loss that remains largely unaddressed by both the international human rights and higher education communities. A professor who has been falsely imprisoned, tortured or killed has experienced an obvious human rights violation, actionable under established human rights law principles. But society has suffered an additional, systemic harm: erosion of the right of free inquiry. In a less violent but perhaps more pervasive example, a professor seeking to attend an international conference to present a paper, who is denied travel authorization because of the content her work, undoubtedly suffers an academic freedom violation and an interruption in her career. But society also suffers a violation of the right to receive the information she would present. Indeed, the very purpose of such attacks is often to deny access to information, and to send a message of intimidation to the academic community and the public -- a message that certain areas of inquiry and discourse are "too sensitive" or "off limits," that dissenting ideas will be punished, regardless of their academic rigor or the merit of the evidence supporting them. As such, these kinds of attacks go directly to the heart of human rights culture and democratic life.

The AFAT initiative addresses both the personal and societal harms that flow from these types of attacks on academic freedom. Over the next several months, AFAT members will be developing model statements, case examples, complaints and other legal documents designed to respond to the four types of attacks on academic freedom described above. In the next phase, Scholars at Risk and AFAT members will identify target areas for deploying these tools to achieve maximum impact, including test cases, targets for lobbying, and academic and governmental partners interested in adopting model principles, statements and guidelines. Over time, as deployments increase and precedents are established, momentum will grow and policies and practices will change. Ultimately, this work is designed to establish a working set of international protections for academic freedom and a deep-rooted, global and institutional recognition of its importance.

The AFAT initiative will be a topic of major discussion at the Scholars at Risk Network's [10th Anniversary 'Courage to Think' conference](#) occurring in New York on October 3-4, 2011. Scholars at Risk invites interested academics and other partners to attend the conference, or to contact Scholars at Risk at scholarsatrisk@nyu.edu to learn more.

The Doctrinal Place of the Right to Academic Freedom Under the UN Covenants on Human Rights **By Klaus Dieter Beiter**

"The right to academic freedom" -- formulated as such -- cannot be found in the UN Covenants on Human Rights. Neither the International Covenant on Civil and Political Rights (ICCPR) (1966) nor the International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966) explicitly protects the right to academic freedom. Instead, this right may be considered protected under a patchwork of provisions within both Covenants: ICCPR Article 18 on freedom of religion, ICCPR Article 19 on freedom of expression, ICCPR Article 21 on the right of assembly, ICCPR Article 22 on freedom of association, ICCPR Article 9 on liberty and security of the person, ICCPR Article 12 on liberty of movement, and ICESCR Article 15(3) on freedom of scientific research and creative activity.

Against this backdrop, this article offers that a single and complete locus for the right to academic freedom exists within the UN Covenants: Article 13 of the ICESCR on the right to education.

This is, in fact, also the view of the Committee on Economic, Social and Cultural Rights, the body of independent legal experts supervising implementation of the ICESCR. The Committee takes the position that academic freedom is an absolute requirement for the enjoyment of the right to education. In its General Comment No. 13 on the Right to Education in Article 13, the Committee states that it "has formed the view that the right to education can only be enjoyed if accompanied by the academic freedom of staff and students". [i] Similarly, in its Concluding Observations (formulated following the review of state reports submitted under the ICESCR), the Committee has in the past, when commenting on state compliance with Article 13, "expressed its concern" in cases where a state party did not

guarantee the right to academic freedom. [ii]

Article 13 may be said to operate as follows: it commences with the statement, in paragraph 1, that "[t]he States Parties to the present Covenant recognize the right of everyone to education". This sentence gives expression to a general right to education, i.e. an open-ended fundamental norm in the field of education, which permits the recognition of specific normative elements not explicitly mentioned, to the extent that the text of Article 13 provides a contextual basis for doing so. The general right thus having been established, it is, on the one hand, for the Committee to identify the normative elements involved, through its various interpretive activities. [iii]

On the other hand, UNESCO -- the UN agency accorded primary responsibility for international co-operation in the sphere of education -- plays an important role in this regard. ICESCR Articles 22 and 23, when read together, make clear that, as a UN Specialized Agency, UNESCO's responsibilities, in the context of its collaboration with the Committee, include clarifying the normative content of Covenant provisions through the conclusion of conventions and the adoption of recommendations. UNESCO thus adopted the Recommendation concerning the Status of Higher-Education Teaching Personnel in 1997. [iv] A fundamental concern of the Recommendation is guaranteeing academic freedom in higher education. To the extent that the Recommendation addresses academic freedom in higher education, it must be seen as giving content to Article 13(2)(c) of the ICESCR, which obliges states parties to realize an education system at the tertiary level.

Interpreting Article 13 ICESCR to provide protection of the right to academic freedom is not a mere academic exercise. It is significant because it supplements the approach that had to be followed up to now of coming to the assistance of teachers whose academic freedom had been violated by relying on various Covenant provisions with a single, protective umbrella for victims of academic freedom violations. The proposed approach provides a sound basis for developing a coherent set of norms, all elements of which are thoroughly imbued with the normative values of the right to education, thus affording prominence to academic freedom as a full-fledged institution, as it were, of international human rights law, whose rules require scrupulous observation.

The Committee on Economic, Social and Cultural Rights is potentially the proper body to take first steps at actually formulating the applicable norms: it may organize a Day of General Discussion, inviting experts on human rights and higher education policy, as well as relevant NGOs, to submit background papers on and to discuss the implications of the right to academic freedom as part of the right to education. This may, in turn, form the basis (as Days of General Discussion often do) for formulating a General Comment on the right to academic freedom. At another level, UNESCO may develop a recommendation or convention on academic freedom, "giving content" to the right to education in Article 13, concretizing and, where necessary, updating, the provisions of UNESCO's Recommendation concerning the Status of Higher-Education Teaching Personnel on academic freedom. The General Comment and UNESCO's document would afford the blueprint for enacting suitable legislation at the national level and for bringing claims before national tribunals, or under the Optional Protocol to the ICESCR (once in force) or in the context of the UNESCO complaints procedure. NGOs like Scholars at Risk would be in a position to play a pivotal role in lobbying the Committee and/or UNESCO to take steps directed at producing the instruments alluded to and ensuring that these adequately reflect the gamut of entitlements entailed by the right to academic freedom. Similarly, such NGOs would play a critical role at a later stage, when these instruments need to be observed under/transformed into national law or where these or national law based thereon are relied upon to found a claim before the appropriate national/international tribunal.

[i] General Comment No. 13 (Twenty-First Session, 1999) [UN Doc. E/2000/22] The right to education (art. 13 ICESCR), para. 38.

[ii] For a number of examples, see Beiter, K.D., *The Protection of the Right to Education by*

International Law, Leiden/Boston: Martinus Nijhoff Publishers, 2006, pp. 599-600.

[iii] A likely challenge to this reading is that it is too broad: that Article 13 should not be interpreted to include aspects not covered at least very implicitly by its text. However, the Committee's interpretive practices, at any rate, lend support to the approach advocated here.

[iv] Recommendation concerning the Status of Higher-Education Teaching Personnel, adopted 11 November, 1997

http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html.

Quality as a Driving Value for Academic Freedom

By Olusola Oyewole

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One of the fundamental responsibilities of universities in the society is the production and impartation of knowledge. [i] In order to fully realize this responsibility, higher education systems, institutions and personnel must recognize both academic freedom and autonomy as components of quality.

In 1998, UNESCO recognized the central importance of academic freedom to the function of higher education institutions. [ii] UNESCO reported that higher education institutions and their lecturers and students:

-- should be able to speak out on ethical, cultural and social problems completely, independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act; and

-- enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society. [iii]

In discussing management of universities, UNESCO went on to recognize the autonomy of institutions -- within a framework of public accountability -- as equally important to the proper functioning of the higher education sector. UNESCO stated that "Higher Education Institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society." [iv]

Viewed in this light, that higher education institutions are granted academic freedom and autonomy to support the critical, functional role they play in societies. In exchange, higher education institutions should contribute to the development of society through the production of knowledge and the assurance of quality, excellence, and relevance of knowledge dissemination to both the students and the society. It is therefore imperative that academics should start to be concerned about how academic freedom and quality of education relates. As Hans van Ginkel observed, "in order to maintain their rightful claim on academic freedom, universities must improve their performance in many ways, especially as it relates to the quality of education". [v] Academic freedom, used well, gives higher education institutions and staff the space to produce quality, which in turn reinforces the sector's claim to being agents of positive development in the society.

But what is quality? As a concept, quality has a number of different meanings, ranging from "fitness for purpose", "fitness of purpose", "excellence" and "conformity to generally acceptable standards as defined by a competent professional or regulatory body." [vi] What these definitions have in common is the need to ensure that higher education institutions deliver on their promises and meet the needs of their stakeholders, while being relevant to their society. In this regard, academics should not restrict issues of quality to the classroom and curriculum -- they should also be concerned with issues of leadership and governance, funding and financing, research outputs and student services, among others. And the autonomy of our institutions and freedom within them should involve the freedom of academics to take part in and critique these issues as well, including the freedom of academics to

ensure that quality education is delivered in the classroom or that appropriate infrastructures and facilities are made available.

Universities all over the world are distinguished by their commitment to excellence and quality. Quality therefore is one of the values that universities and academics must hold in great respect. Unfortunately, there have been cases of academics jettisoning quality in their practices and thus becoming victims of the enemies of academic freedom. To prevent this from happening, all academics must regard quality as one of the values of the profession.

The World Bank, in its publication titled "Accelerating Catch-Up: Tertiary Education for Growth in Sub-Saharan Africa" described the reasons why institutions should prioritize educational quality. Among other things, the bank concluded that:

(a) Quality is closely correlated with growth of the economy and society. Workers with higher quality cognitive, technical, communications, and team skills are better able to assimilate technology, push the knowledge frontiers, work in groups, and make efficient decisions that build the technological capacity for competitiveness and are the basis for innovation in applied research; and

(b) Better quality education can lead to lower graduate unemployment and enable graduates to effectively participate in lifelong learning. [vii]

I would also submit that institutions that are committed to quality leadership are less likely to truncate academic freedom in their domain. In other words, not only is academic freedom reinforcing of quality, quality is reinforcing of academic freedom. A commitment to quality leadership will ensure the freedom of academics to be concerned with some societal engagement issues including, freedom to choose research focus, freedom to analyze and criticize policies freedom of expression and association. Quality leadership will not be afraid of alternative views in the society but will rather be open to gain from them. Such quality leadership will be less likely to curb academic freedom. In this way, academic freedom has significant implications for the quality of education delivery and the societal engagement of higher education institutions and personnel.

Universities all over the world are competing for distinction based on their commitment to excellence and quality. A reputation for quality is one of the values that universities and academics most desire. By ensuring academic freedom and autonomy, and by leadership and academics exercising their freedom and autonomy not just for the individual homo sapiens called academics, but for the system and nation, quality -- and the positive reputation that goes with it -- can be more easily achieved, and maintained.

[i] Rajaoson, F (2002) Academic freedom and social responsibility reflection from the African experience. Higher Education Policy. 15, 375-379.

[ii] UNESCO (1998) The World Declaration on Higher Education for the 21st century: Visions and Actions. Paris, France.

[iii] Article 2, UNESCO World Declaration on Higher Education for the 21st century: Visions and Actions. Paris, France. (1998)

[iv] id. at Article 13.

[v] Hans van Ginkel (2002) Academic freedom and social responsibility -- the role of university organizations. Higher Education Policy. 15, 347-351.

[vi] Peter Materu (2007) Higher Education Quality Assurance in Sub-Saharan Africa (Status, Challenges, Opportunities and Promising Practices). The World Bank. ISBN -13 978-0-8213-7272-2. Pg. 3.

[vii] Accelerating Catch-Up: Tertiary Education for Growth in Sub-Saharan Africa at xxii-xxiii. (2008)

IAU undertakes a study on Academic Freedom for UNESCO

By Ross Hudson

The International Association of Universities (IAU) [i] was asked by UNESCO to undertake a study on the status of Academic Freedom around the world. Article 75 of the UNESCO 1997 Recommendation Concerning the Status of Higher-Education Teaching Personnel [ii] states that "The Director-General will prepare a comprehensive report on the world situation with regard to academic freedom [...] of higher-education teaching personnel on the basis of the information supplied by Member States and of any other information supported by reliable evidence [...]". IAU was commissioned by UNESCO to survey its members and collect information from Member States in order to help the Organization fulfill its reporting requirements on the implementation of the 1997 Recommendation. The study will also help to raise the visibility of the UNESCO Recommendation, which was adopted almost simultaneously as the IAU 1998 Policy Statement on Academic Freedom, University Autonomy and Social Responsibility. [iii]

IAU is collecting information for this study by means of questionnaires on the topic of Academic Freedom. First, in June, IAU sent an electronic questionnaire to the head of all IAU Member institutions (over 600) around the world. In parallel, IAU also sent a series of question to the representatives of all UNESCO Member States, and has invited Education International (EI) to assist in reaching faculty associations to obtain information from as many sources as possible.

The questionnaires were developed taking as their starting point the 1997 UNESCO Recommendation. They address a number of issues related to the protection of Academic Freedom while also checking the level of familiarity with the UNESCO 1997 Recommendation among Member States and among Institutions. Other issues covered include, for example, questions regarding national and institutional monitoring mechanisms, grievance procedures and reasons for which grievances have been lodged, and faculty member employment contracts and hiring procedures, to name just a few.

A number of profiling questions have also been included in the questionnaires, which will enable IAU to undertake other analyses, such as a comparison of the results by geographic region and size of institution. IAU will also cross-tabulate some of the results in order to investigate other patterns in responses. It is hoped that such analysis will help to provide UNESCO with a snapshot picture of the current global situation regarding Academic Freedom of higher education personnel and the extent to which the 1997 Recommendation is known in the academic community. The IAU report will be presented to UNESCO in September 2011.

Throughout the questionnaires, IAU has been careful to acknowledge related concepts such as Institutional Autonomy, which though strongly connected to Academic Freedom, was outside the scope of this limited study.

Though the institutional questionnaires were circulated only to IAU Members, additional requests to take part in the study by completing the questionnaire will be welcome from any other Higher Education Institution as well. So, if your institution is an IAU Member, please check that the questionnaire has been completed. If you are unsure about whether your university has completed the questionnaire, whether or not it is a Member of the Association or if simply you would like to take part in the survey, please contact Mr. Ross Hudson, IAU Programme Officer who is coordinating the study at r.hudson@iau-aiu.net.

[i] www.iau-aiu.net.

[ii] http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html.

[iii] www.iau-aiu.net/sites/all/files/Academic_Freedom_Policy_Statement.pdf.

Job Announcement

The Council of the Magna Charta Observatory decided in its January 2011 meeting to start a search process for the permanent long term job of the Secretary General. In the same meeting the Council also invited Professor Oktem Vardar to serve as an interim Secretary General until December 31, 2011 to which he kindly agreed. In accordance with its January decision the Council decided on May 20, 2011 to initiate the search process for the job of Secretary General.

The Magna Charta Observatory Council believes in the importance of this post and expects from the candidate to have the vision and enthusiasm to lead this important and successful initiative into its next stage of development. The Observatory has already achieved recognition in Europe and beyond in promoting and monitoring the values and principles of the Magna Charta Universitatum, which has now been signed by more than 700 universities.

The appointed candidate will have knowledge and experience of the university world with European or other international experience. The Secretary General will have leadership skills and be comfortable working with senior academics and leaders of international organisations. He or she must be fluent in English and will hopefully have a working knowledge of Italian and other major European languages. Good communication skills, both orally and in written form, are essential.

The Observatory is based in Bologna. The post is part-time; the Observatory expects the proportion to be 50%, but this is open to negotiation. It will involve a certain amount of travelling.

Information about the Observatory is available on the website (www.magna-charta.org) Potential candidates who wish to discuss the post are invited to contact the Secretariat of The Observatory, at magnacharta@unibo.it. Applications, including a CV and a supporting statement should be sent electronically and should reach the office not later than 31st August 2011.

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