

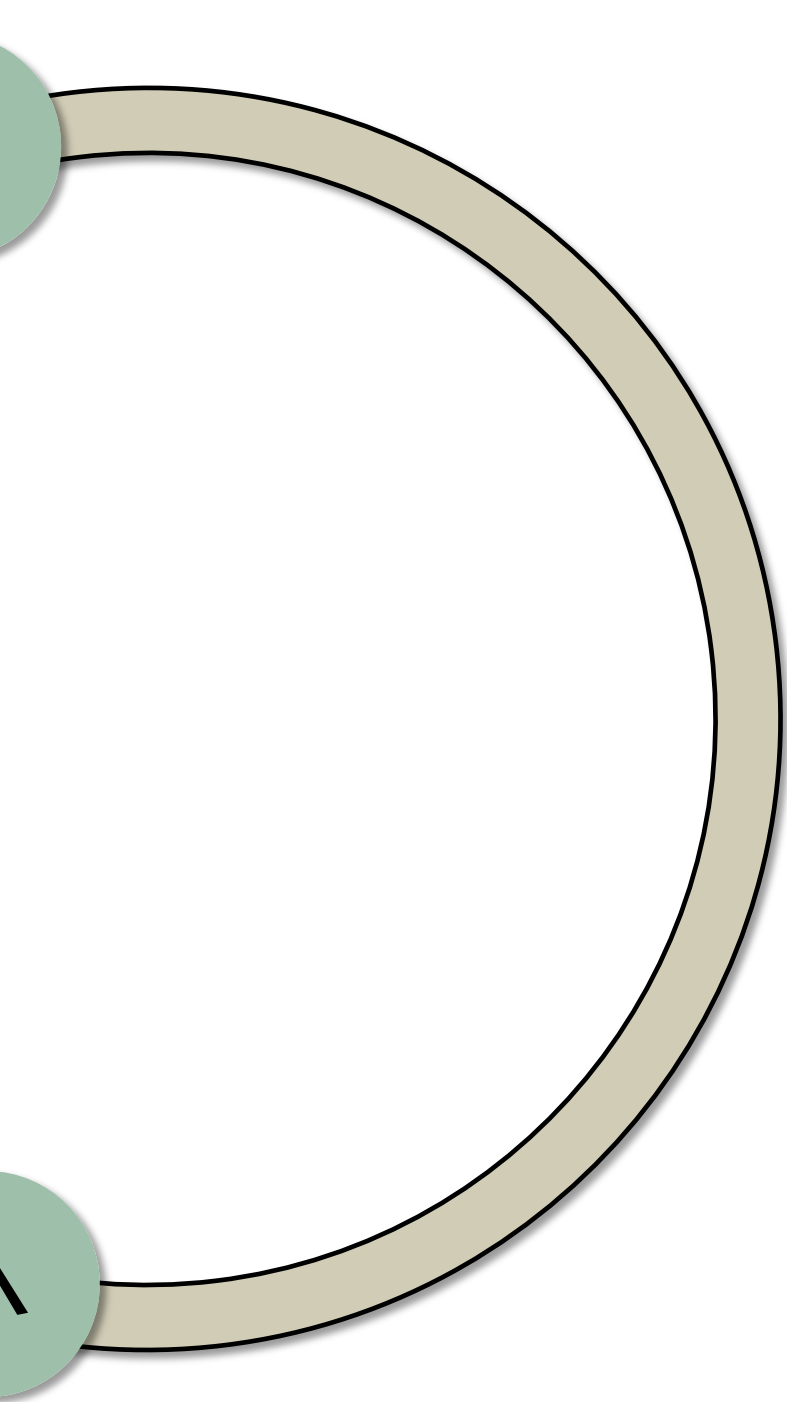


LUNDS UNIVERSITET

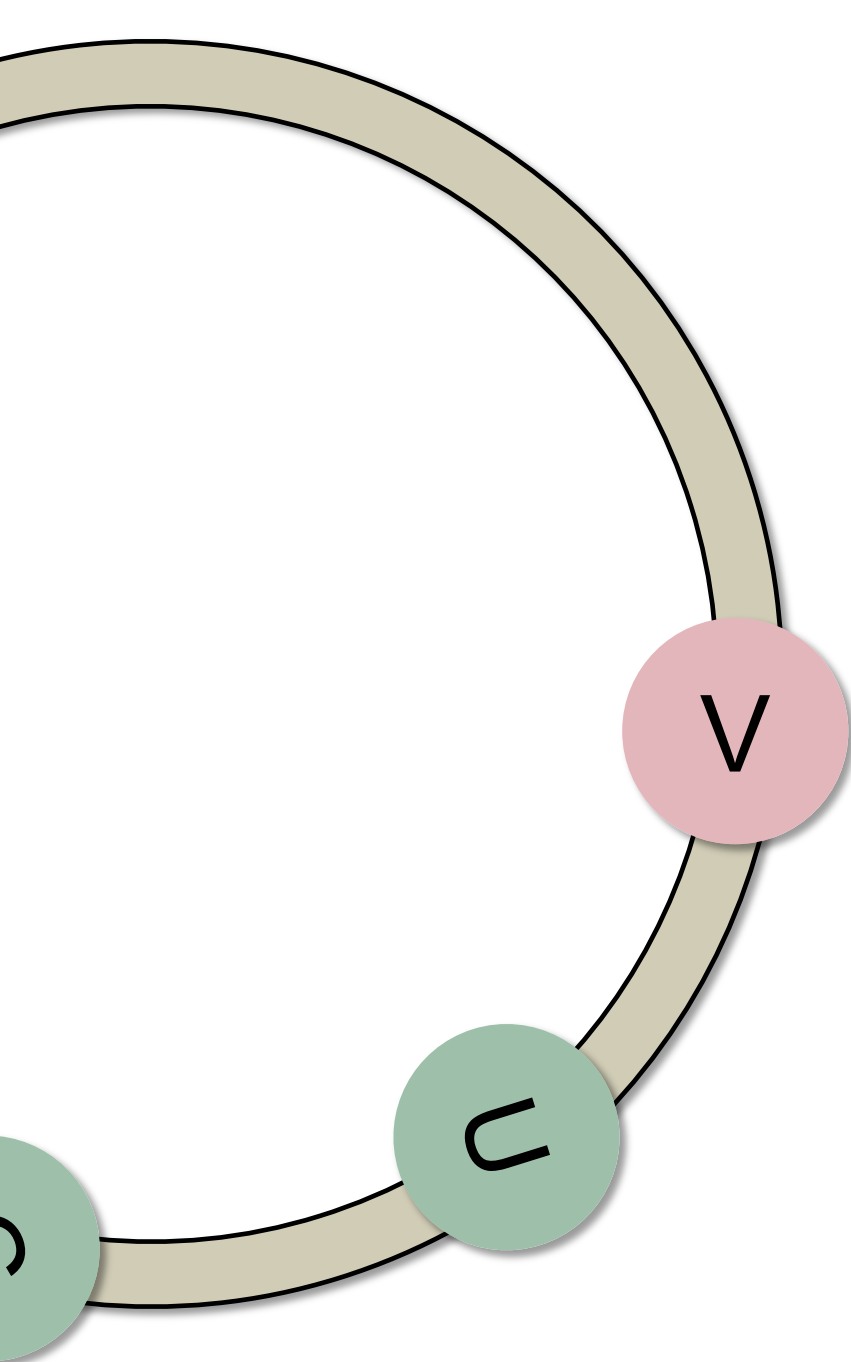
Academic freedom

Academic leadership, collegiality and culture

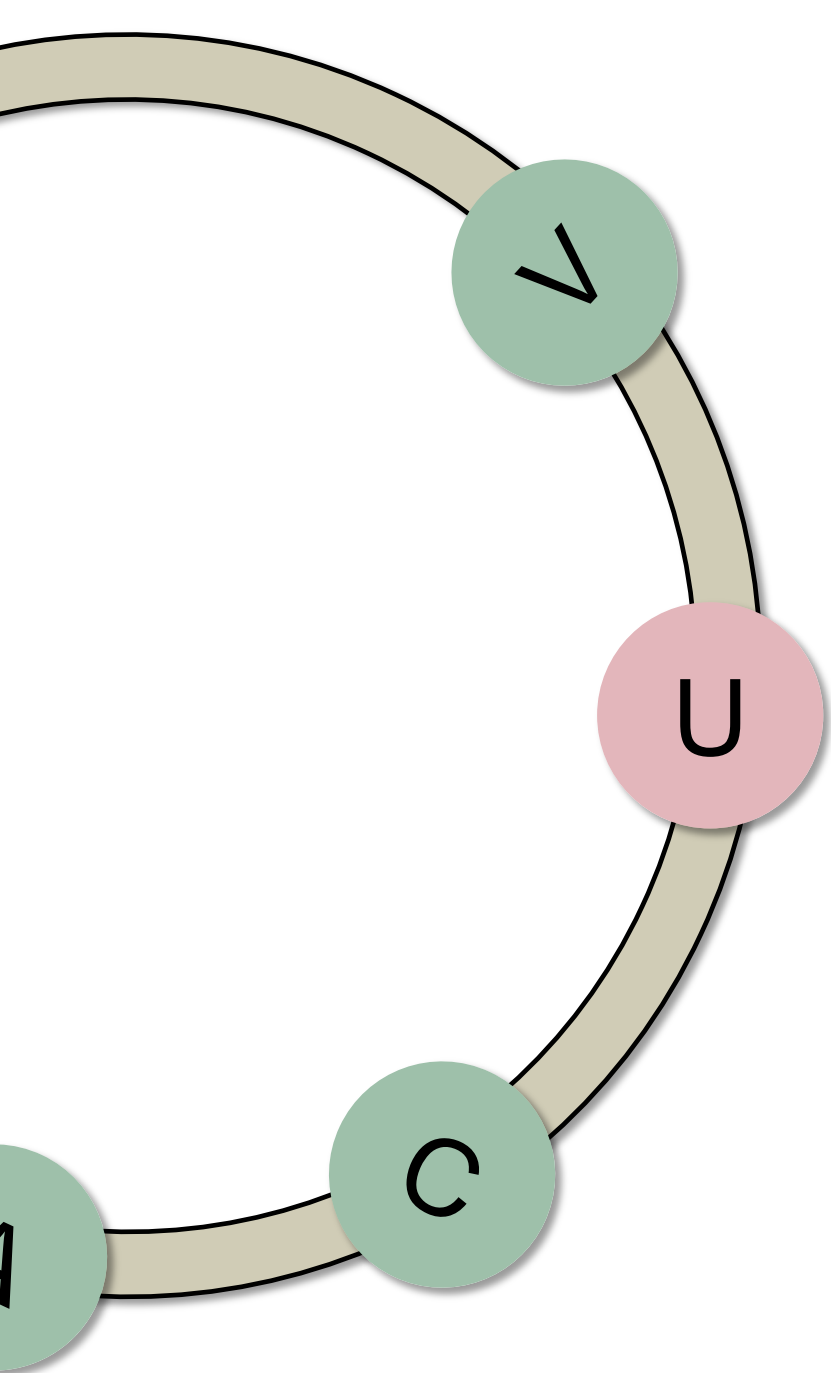




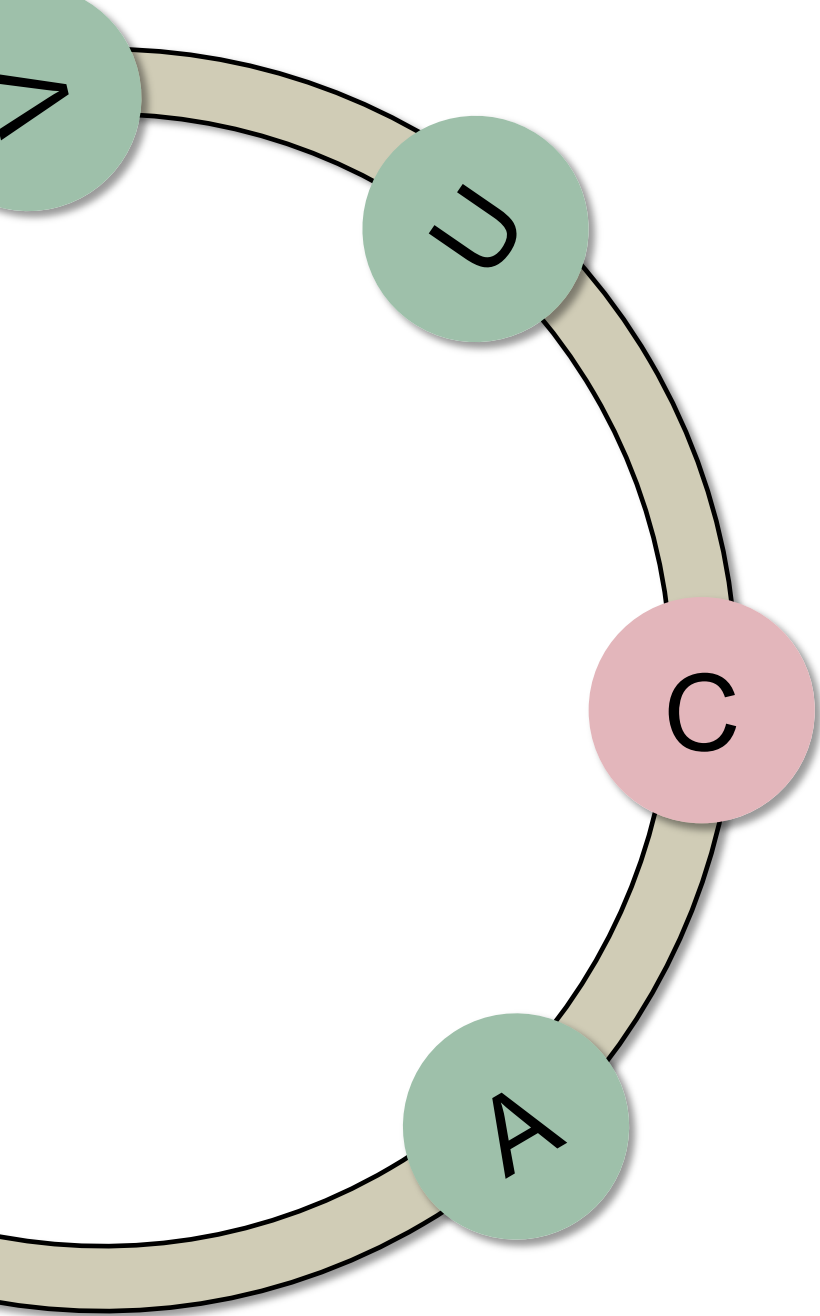
Academia exists in a changing
and uncertain world – and we
must relate to that



Volatile
Accelerating change –risks
changes quickly

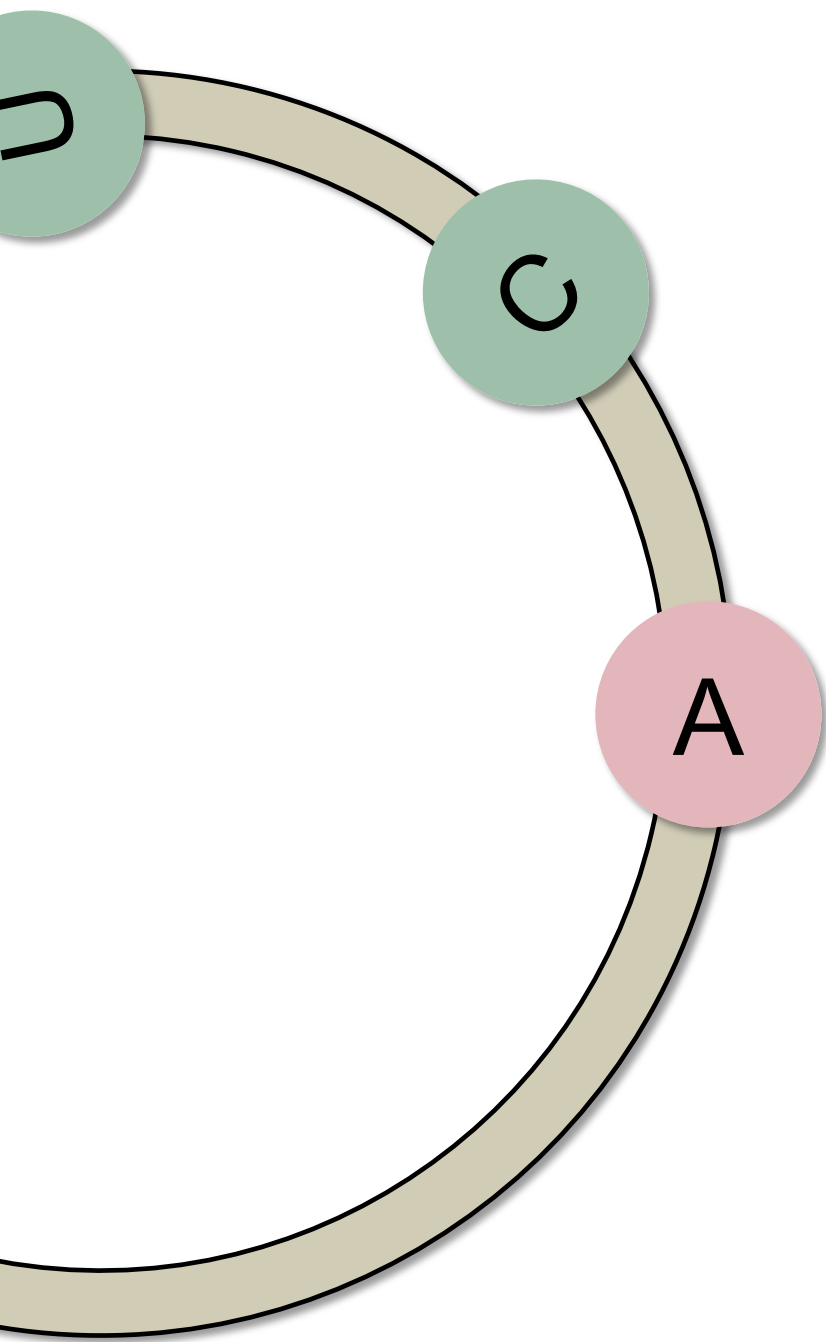


Uncertain
Unforeseen events – causes
unpredictability



Complex

Several aspects affect decision-making – risk of hesitation, slowness.



Ambiguos

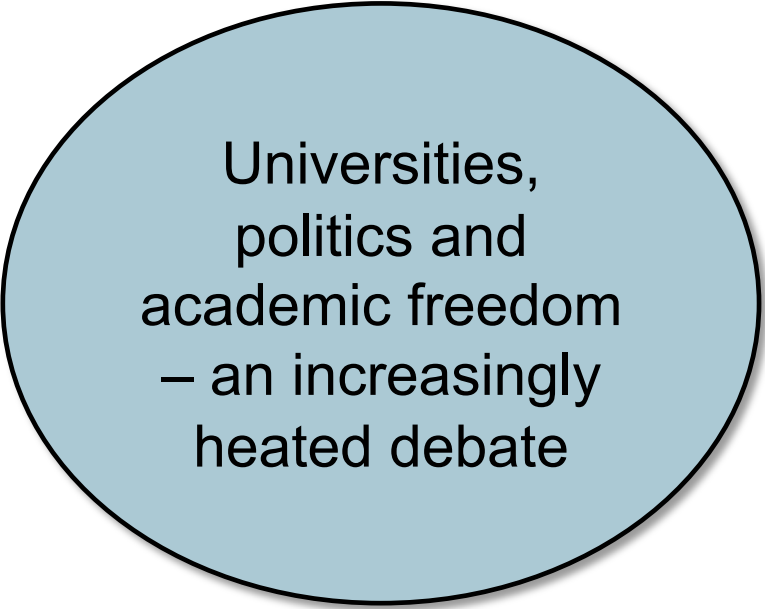
Several valid interpretations of events cause difficulties in making the "right" decision

We have a whole new digital landscape that affects us fundamentally



We must protect academic freedom

The freedom, integrity and quality of research and education are fundamental pillars of a democratic society, a prerequisite for scientifically based knowledge and crucial for our credibility



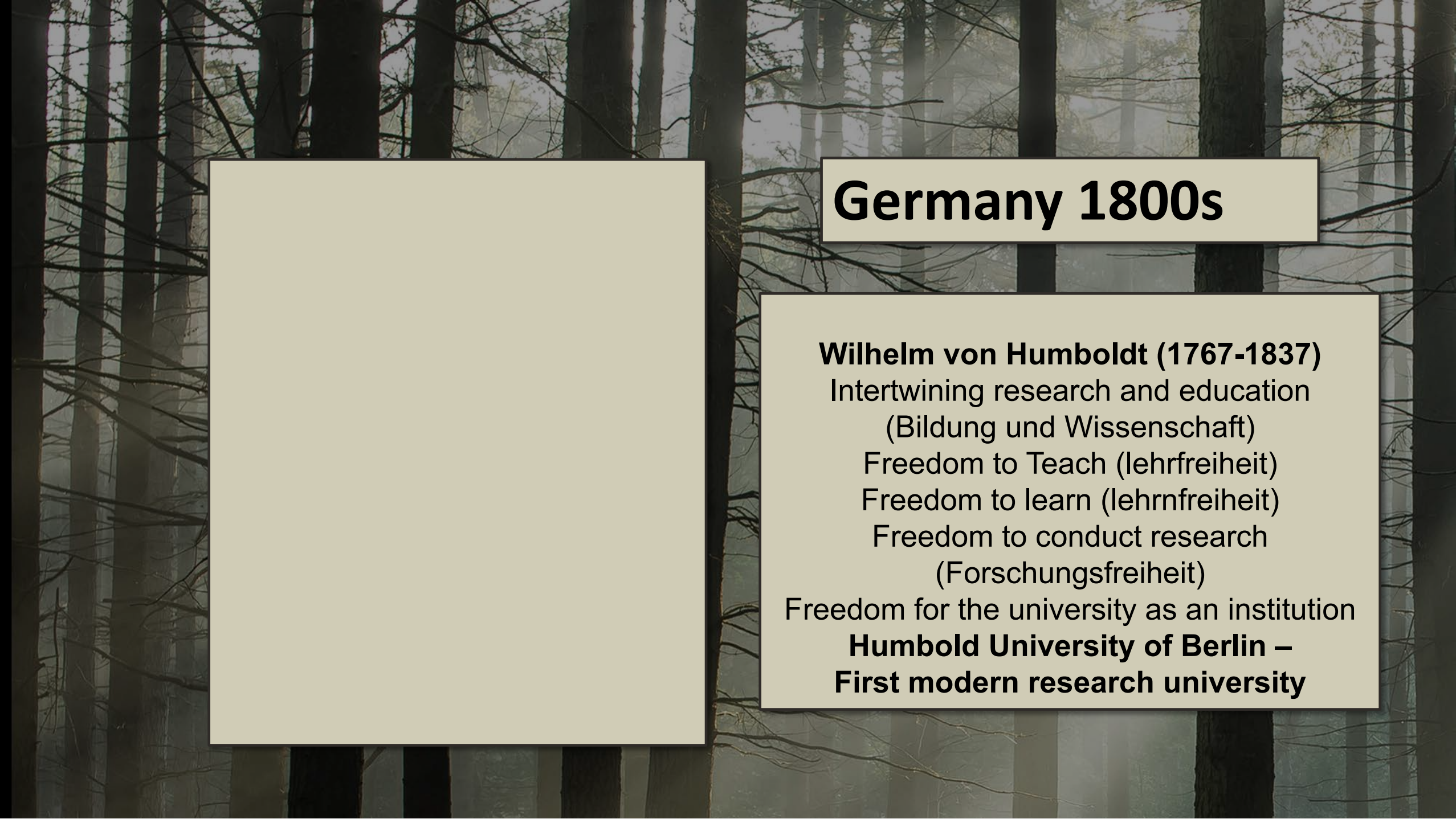
Universities,
politics and
academic freedom
– an increasingly
heated debate

Institutional autonomy and individual freedom

Academic freedom is considered to be broader than what is regulated in the Higher Education Act
– and there is a demand for more knowledge



LUNDS UNIVERSITET



Germany 1800s

Wilhelm von Humboldt (1767-1837)

Intertwining research and education
(Bildung und Wissenschaft)

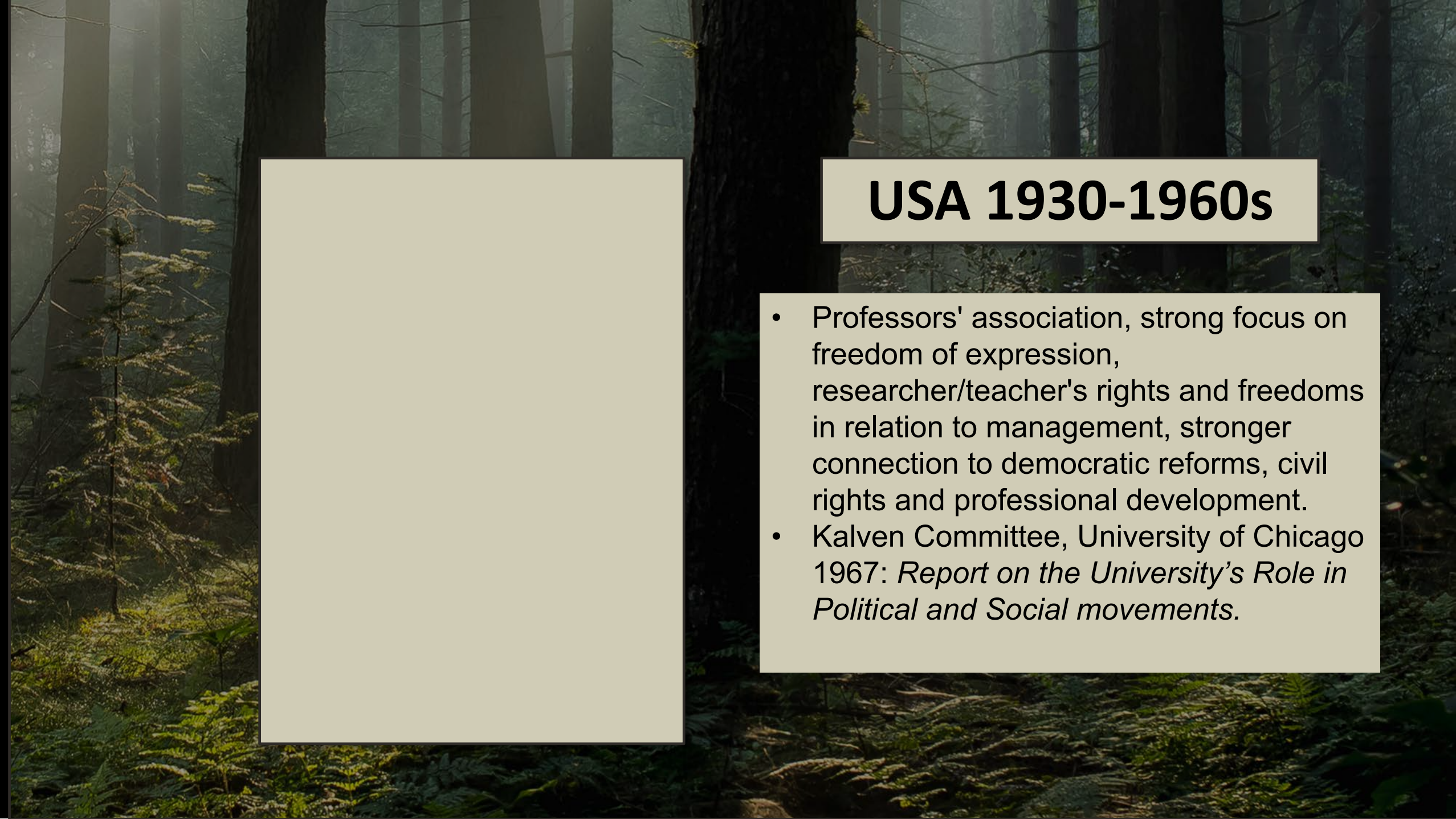
Freedom to Teach (lehrfreiheit)

Freedom to learn (lehrnfreiheit)

Freedom to conduct research
(Forschungsfreiheit)

Freedom for the university as an institution

**Humboldt University of Berlin –
First modern research university**



USA 1930-1960s

- Professors' association, strong focus on freedom of expression, researcher/teacher's rights and freedoms in relation to management, stronger connection to democratic reforms, civil rights and professional development.
- Kalven Committee, University of Chicago 1967: *Report on the University's Role in Political and Social movements.*



Universities have always had to relate to power



The
state
wants
utility

The
Church
wants the
Truth

Universities have always had to relate to power

The freedom of research has a very strong legal protection...

The Instrument of Government (1974:152)

The freedom of research is protected by regulations laid down by law

The Higher Education Act (1992:1434)

Higher education institutions must operate on the basis of the general principle that academic freedom must be promoted and protected. The following general principles shall apply to research: research problems may be freely chosen, research methods may be developed freely and research results may be published freely.

... And we have other rights and freedoms...

... but universities are government agencies



democracy, legality, objectivity, free opinion, respect, efficiency and service



... and also a work- and study place

Some important documents

Magna Charta Universitatum

1. Research and teaching must be intellectually and morally independent of all political influence and all economic interests.
2. Teaching and research should be inseparable, with students engaged in the search for knowledge and increased understanding.
3. The university is a place of free research and debate, characterized by its openness to dialogue and rejection of intolerance.

Chicago principals (in selection, 1)

"As the University is committed to a free and open inquiry into all matters, it guarantees all members of the University community the greatest possible freedom to speak, write, listen, challenge and learn ...//...

Of course, the views of different people in the university community will often conflict with each other. But it is not the university's job to try to protect individuals from ideas and opinions that they find unwelcome, unpleasant or even deeply offensive."

Chicago principals (in selection, 2)

"Of course, the freedom to debate and discuss the merits of competing ideas does not mean that individuals can say what they want, wherever they want. The University may restrict statements that are contrary to the law, that falsely slander a particular person, that constitute a real threat or harassment, that unjustifiably interfere with essential privacy or confidentiality interests, or that are otherwise directly incompatible with the University's operations...//...

The basic approach of the University is that debate or discussion must not be suppressed because the ideas put forward by some or even most members of the University community are considered offensive, unwise, immoral or preposterous.

It is incumbent on the individual members of the university community, not on the university as an institution, to make these judgments themselves, and to act on those judgments, not by trying to suppress opinions, but by openly and vigorously contesting the ideas to which they oppose.

UNESCO recommendations (in selection)

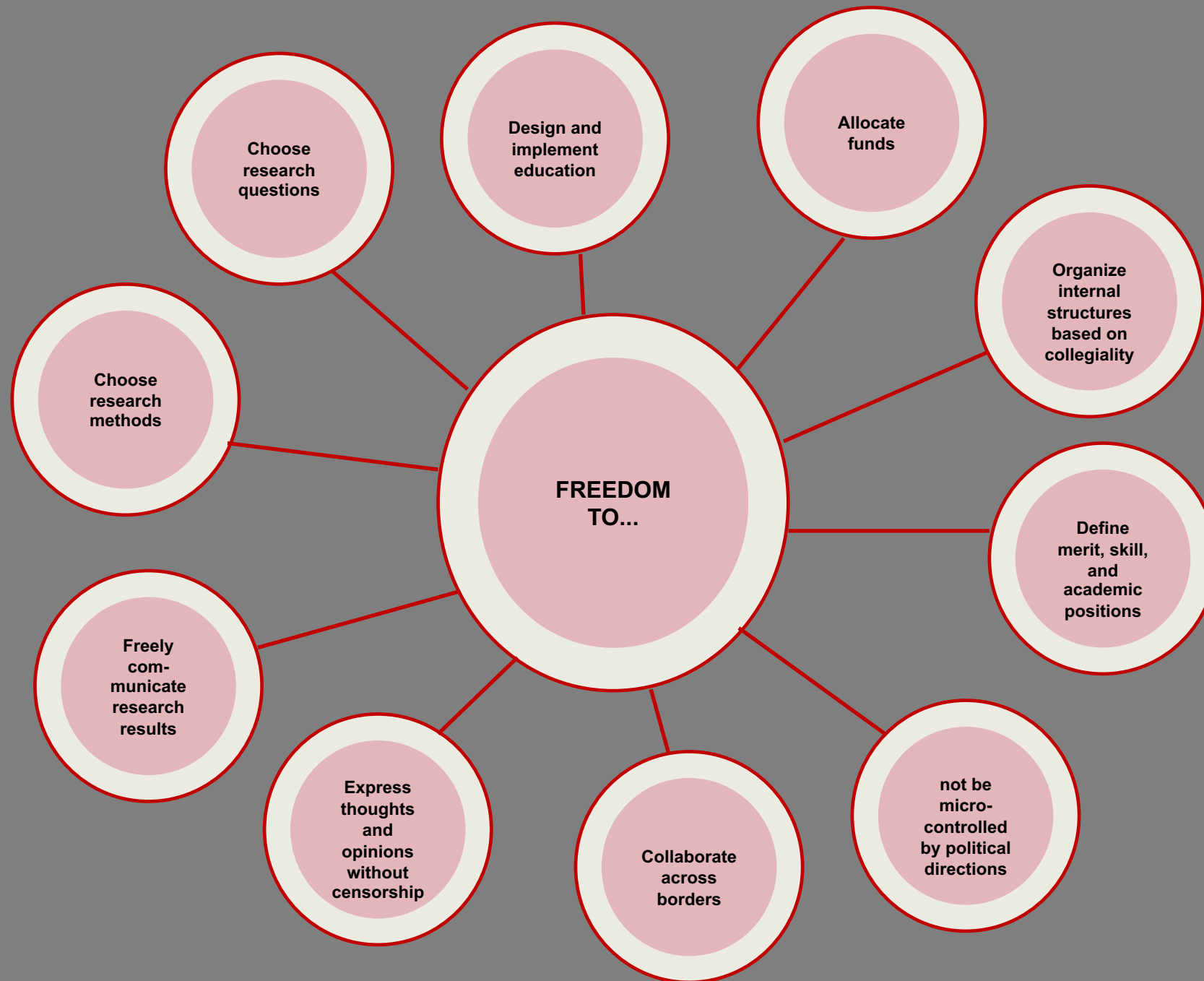
Universities, are communities of scholars who preserve, disseminate and freely express their views on traditional knowledge and culture, and who seek new knowledge without being limited by prescribed doctrines

Autonomy is the institutional form of academic freedom and a necessary condition Self-government, collegiality and appropriate academic leadership are important components of meaningful autonomy

Peer decision-making should include decisions on the administration and establishment of higher education policies, curricula, research, training, resource allocation and other related activities

Students should be treated fairly and without discrimination, ensure fair treatment of women and minorities, and eliminate sexual and racial harassment

Academic posts should be filled on the basis of appropriate academic qualifications, skills and experience, and without discrimination. Higher education teachers have the right to teach without interference, subject to accepted professional principles, including professional responsibility and intellectual rigour in terms of standards and teaching methods



Akademisk frihet i Sverige

Regeringsuppdrag om lärosätenas arbete med att
främja och värna akademisk frihet



A report that ended up in the shadows

What do researchers and teachers answer?





38%

Answered the
survey (3707)

51%

Talk to their
colleagues about
academic freedom
once a year or never

53%

believes that
academic freedom
is challenged

89%

believes that
academic freedom
is a very important
precondition

53%

Talk to students
about academic
freedom once a
year or never

More common in S,
HT and K and
among professors
and senior lecturers

An infographic with eight yellow circles arranged in two rows of four. Each circle contains a percentage and a description. The background is a blurred image of a person's hands holding a glowing, intricate structure, possibly a molecular model or a piece of art, with warm lighting.

29%

Political
governance and
influence in
general

28%

Research funding
and funding
system

10%

Homogeneity,
uniformity.
Conformity

7%

Targeted calls

6%

Ethical review

5%

Dependence on
external funding

5%

Shortening of the
term of office of
the University
Boards

4%

Demands on
results, and utility,
etc.

Some conclusions

Researchers and teachers believe that academic freedom is a crucial prerequisite

The majority believes that academic freedom is challenged

The challenges consist mainly of external factors: political control, financing models.

There are also internal challenges in the form of conformity and corridors of opinion – which sometimes lead to self-censorship

It is rare for challenges to be rooted in woke, cancel culture, identity politics or left-wing values

Those who have sought help do not feel sufficiently supported

Higher education institutions find it difficult to detect when, how or if academic freedom is threatened

There is a need for knowledge

What do we need to think about?

Academic freedom is important and it is common for it to be challenged. The biggest threats are about different forms of governance. We are in many ways clear in our messages.

Can we be even clearer - if so, how?

The internal culture in the form of uniformity, conformity and corridors of opinion risks leading researchers to adapt, change direction or censor themselves. It is a challenge that is difficult to work with "from above".

How can we work at a local level to promote an open and free search for knowledge??

Those who have applied for support feel that the support is lacking. There is also a demand for more knowledge.

How can we work to increase knowledge and improve support?

A full-page background image of a sunset sky. The sun is a bright, glowing orb near the bottom left, partially obscured by clouds. The sky is filled with soft, golden-yellow clouds. Several birds are silhouetted against the sky, flying in various directions. One bird is at the top left, another at the top right, and several others are scattered in the lower half of the frame.

Time to wrap up

**Our mission is to create and
disseminate knowledge**

Through research, education and
collaboration.

Scientifically based knowledge strives
to seek and convey truth and must be
free from economic, political or other
forms of pressure.

**We must be founded in
collegiality**

a collegial form of governance that promotes a quality-driven culture in which employees have a real influence and where initiative and abilities are utilized.

The collegiate form of governance must be supported by well-developed and appropriate line management



**We must promote and
safeguard academic freedom.**

In research, teaching, collaboration

Individual and institutional levels

Student influence

The background of the slide is a warm, golden sunset sky with scattered clouds. Three birds are in flight: one in the upper left, one in the upper right, and one in the lower left. A large, light gray circle with a black border is centered on the slide, containing text. To the left of this circle is a partial light blue circle, and to the right is a partial light pink circle.

We have a social responsibility

Collaboration is based on scientifically based knowledge. Teachers and researchers needs to be visible and active in public collaborations och discussions - and also safeguard public trust

Academic freedom is a shared responsibility

Everyone who is covered by it should also have the opportunity to enjoy it.

Everyone has a responsibility to contribute to a good working and learning environment

Academic freedom comes with a responsibility to safeguard the university's independence and to nurture the trust that the outside world has in science.



LUNDS UNIVERSITET