

# Akademisk frihed i et europæisk perspektiv

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# Forskningsprojekt: More Supportive environment for academic staff

- Commissioned by EI Research Institute
- Report by Marie Clarke, Senior Lecturer in the School of Education, University College Dublin
- <http://www.issuu.com/educationinternational/docs/highereducation>
- [http://www.issuu.com/educationinternational/docs/leaflet\\_bologna\\_process](http://www.issuu.com/educationinternational/docs/leaflet_bologna_process)

# Academic professional values

- Academic freedom and individual autonomy
  - Community of scholars and collegial governance,
  - Scrutiny of accepted wisdom and truth seeking
  - Service to society through the production of knowledge, the transmission of culture, and education of the young
- (Kuh & Whitt, 1986: 76).

# Casualisation of employment

- 48% did not have permanent contracts.
- 17% had worked in three institutions before their current job, and 10% had worked in six or more institutions since they qualified
- a higher proportion of males were in permanent positions compared to their female colleagues
- While not having permanent positions a majority of respondents were employed full time.

# Emerging conclusions

1. The success of higher education institutions in a period of austerity is inextricably linked to the creation of supportive academic work environments.
2. Permanent employment is a pre-condition for creating supportive work environment.
3. Academic staff needs to be involved in meaningful decision making through collegial governance structures and their representative unions.
4. Teaching increasing and diverse student population requires continuous professional development for academic staff.

# Emerging conclusions (ctd.)

5. Autonomy in research remains the key factor explaining job satisfaction in otherwise difficult conditions therefore it should be safeguarded and supported
6. Academics are not against accountability but the evaluation of teaching should be focused on improving teaching quality
7. Unnecessary administrative burden must be reduced and more administrative support is needed.
8. Goals and processes of Bologna process need to be better communicated to academic community

“Many of the recent reforms lead to an instrumentalisation of education, knowledge and understanding. When you are required to make all teaching fit into 10 ECTS and modules of 7 weeks, where there are targets to meet and levels of competence to be measured and assessed at the next exam, it will most often interfere with your way of thinking. I know as an educator that we are experts in teaching students how to get high grades in exams. But what have they studied and learned?” [Lecturer, Denmark].

Everybody's talking about knowledge  
– but what happened to wisdom?

Tak for invitationen

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