INDEX

abortion. See bioethics	Centre for Research on Race in Education (CREE), 84
academic appraisals, 79–83	the civic university, 29, 64-65, 66, 88, 162
academic freedom	civility, 34-38, 148-150, 163
a brief intellectual history, 16-19	colonialism, 18–19
conditions of, 92-94	'colonising the mind', 48-49
constructions and contestations, 24, 159-163, 177-178	confidentiality, 7–8
historical perspective, 3	constructivist grounded theory, 6-7
key legal and policy statements, 20-23	controversial science, 118–120, 132–133, 171–173
meaning of, 1, 3–4	the corporate university, 69–70
qualitative and quantitative measures, 8	COVID-19 pandemic, 2
relationship with conceptions of knowledge, 163–166	critical university studies (CUS), 65, 166–169
as under threat, 1–2	
transnational theory of, 13–14, 159	'death of knowledge', 165–166
universalised position, 39	death threats, 37–38
academics' responsibility, 24–26, 106, 161	decolonisation discourses, 72–74
activism, and knowledge production, 46–48	decolonisation of knowledge, 48–51, 164
affect, 34–38	delegitimation of knowledge, 156–157, 176
American Association of University Professors (AAUP),	democracy and academic freedom, 56
17–18, 20–23, 160	democratisation of knowledge, 13, 140–142
American studies programmes, 53–55, 60–62	development
anonymity, 7–8	real-world applicability of research, 44–45
appraisals, 79–83	social change, 50–51
arts subjects, 68–72	temporal and geographical positionality, 51–56
audit culture, 79–83	'dignity safe', 29–32
addit culture, 79 65	complementarity of freedom and diversity,
behavioural science, 57-58	16, 160–161
bias, use of systemic reviews, 45–46	psychologisation of society, 32–33
See also Western bias	disability rights, 118–120
bioethics, 118–120, 132–133, 171–173	disciplinarity, 26–29
Bourdieu, P. 135, 154	'disciplinary decadence', 58–59
Boycott, Divestment, and Sanctions (BDS) movement	See also interdisciplinary approach
conditions of academic freedom, 92–94	disciplinary quality, 145–148
global awareness, 2–3	disciplinary quality, 145–146 diversity
national citizenship, 31–32	mangerialisation of, 83
• • • • • • • • • • • • • • • • • • • •	-
power, knowledge and morality, 26–29 branch campuses, 92	'oversensitivity', 16
•	university initiatives, 144–145, 174
British Canon, 145–148 See also Western bias	See also freedom vs. diversity/inclusion
	dominance, knowledge production, 49
Butler, Judith, 31–32, 91–94, 160–161	Douglas, Mary, 48–49
the 'Canon', 62, 145-148, 165-166	education, value of, 42-46
See also Western bias	emotion
capital, 41-42, 43, 154	and civility, 34-38
Centre for American Studies and Research (CASAR),	public performance of academic debate, 36-37
53-55, 60-62, 78-79	as a social and political practice, 82–83

employability, in the knowledge economy, 42-46, 68-72,	Global North
175	development research, 44–45
employment	gender and sexuality, 129–130
job security of academics, 81, 162	international division of knowledge labour, 156–157,
liberal arts and the 'knowledge economy', 68-72	176–177
precarity as an academic, 38	missions of universities, 31-32
restriction of academic freedom, 81, 175	understandings of academic freedom, 31–32, 177
skills, employment, and research assessment, 151–152	See also Western bias
enrollment rates, university, 10, 74-79, 167-168	Global South
entrepreneurship, 42–46, 151–152	development research, 44–45
epistemic violence, 137	drive for internationalisation, 11, 108
ethics committees, at universities, 95-98, 169-170	funding and international partnerships, 153–155
Eurocentrism, 129–130	gender and sexuality, 130
euthanasia, 118–120, 132–133	impact agendas, 175–176
See also bioethics	international division of knowledge labour, 156–157,
exceptionalism, 87–89	176–177
expertise, 24–26, 140–142, 161	marketisation of higher education, 11
extramural speech, 17–18, 25, 106	missions of universities, 31-32
extremism, 125–129, 172–173	global university rankings, 155–158, 176–177
	governance of universities
forbidden knowledge, 12-13, 112-113	contextualisation of constraints, 91
agentic boundary work, 129–133	exceptionalism and context, 87-89
conceptualising rationales of, 113-129	funding, 64–85
controversial science, 118-120, 132-133, 171-173	management and audit culture, 79-83
gatekeeper mechanisms, 171–177	procedural irregularities, 98–100, 170
publishing and dissemination, 129-133, 173	role of universities, 168-169
taboo topics, 116-118	unions, 85–87
Foucault, M., 135	grievance studies, 34-36, 68
	grievariee studies, 34 30, 00
free speech, 161	grevarice studies, 54 30, 00
	habitus, 154
free speech, 161	
free speech, 161 contested understandings, 24–26	habitus, 154
free speech, 161 contested understandings, 24–26 definition and distinction from academic	habitus, 154 Hanafi, S., 153–154, 157
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32,
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32,
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172 intimidation and threats against female	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32 indigenous knowledge, 142–143
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172 intimidation and threats against female academic, 37–38	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32 indigenous knowledge, 142–143 individualisation of society, 32–34, 162
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172 intimidation and threats against female academic, 37–38 race and, 30–31	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. <i>See</i> universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32 indigenous knowledge, 142–143 individualisation of society, 32–34, 162 infanticide 118–120
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172 intimidation and threats against female academic, 37–38 race and, 30–31 real-world applicability of research, 44–45	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. See universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32 indigenous knowledge, 142–143 individualisation of society, 32–34, 162 infanticide 118–120 See also bioethics
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172 intimidation and threats against female academic, 37–38 race and, 30–31 real-world applicability of research, 44–45 sexual harassment, 102–106	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. See universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32 indigenous knowledge, 142–143 individualisation of society, 32–34, 162 infanticide 118–120 See also bioethics infantilisation of students, 32–33, 162
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172 intimidation and threats against female academic, 37–38 race and, 30–31 real-world applicability of research, 44–45 sexual harassment, 102–106 vulnerable academics, 81	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. See universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32 indigenous knowledge, 142–143 individualisation of society, 32–34, 162 infanticide 118–120 See also bioethics infantilisation of students, 32–33, 162 insecurity, job, as an academic, 37–38, 81, 162
free speech, 161 contested understandings, 24–26 definition and distinction from academic freedom, 3–4 free speech champions, 2–3 'freedom to'/'freedom from', 31 freedom vs. diversity/inclusion, 1, 8–9 complementarity of, 16, 160–161 contextualisation and preconditions, 29–32 irreconcilability debate, 16 funding legitimate knowledge, 153–155 research, 44–45, 64–85 'strong research', 135–145 gender forbidden knowledge, 121–125, 172 intimidation and threats against female academic, 37–38 race and, 30–31 real-world applicability of research, 44–45 sexual harassment, 102–106 vulnerable academics, 81 gender dysphoria, 120–121, 146	habitus, 154 Hanafi, S., 153–154, 157 harassment, 102–106, 170 hate speech, 25, 133–134, 150 hegemony of knowledge, 49, 178 hierarchy of rights, 30–31 higher education. See universities historical perspective on academic freedom, 3, 16–19 human rights, 20, 159–160 humanities subjects, 68–72 Humboldtian model of higher education, 17–18, 29–32, 41–42 identity politics, 24 ignorance studies, 113–115 inclusive knowledge, 29–32 indigenous knowledge, 142–143 individualisation of society, 32–34, 162 infanticide 118–120 See also bioethics infantilisation of students, 32–33, 162 insecurity, job, as an academic, 37–38, 81, 162 interdisciplinary approach, 5, 56–62

internationalisation of universities, 4-5, 10, 74-79, 108,	positionality, 138-143, 174
153-155	skills, employment, and research assessment, 151-152
interpretivist paradigm, 7	social context, 173–174
intersectionality, 170-178	university diversity initiatives, 144–145
intimidation, 37-38	LGBT
Israel/Palestine debate, 52–55, 120–121, 172	forbidden knowledge, 121–125, 172 publishing difficulties, 130–132
job security, as an academic, 37-38, 81, 162	liberal arts, 68–72
Journal of Controversial Ideas, 129–133	libertarian perspective, 1, 8–9
justice, epistemic violence, 137	noertarian perspective, i, o y
justified true belief, 136–137	madrasas, 16–17
Justified true belief, 130–13/	management of universities, 79–83
knowledge	marketisation of higher education, 11, 100–102, 163–164,
constructions of, 136–137, 163	169–171, 176–177
contested understandings, 26–29, 40–48, 161–162	masculinity, and sexism, 54
	•
inclusive, 29–32	McCarthyism, 17–18
relationship with conceptions of academic freedom,	medicalisation of society, 32–33
163–166	mission of the university, 66–72, 166–167
knowledge economy, 42–46, 68–72, 175	mobilities
knowledge production, 9–10	legal regulation, 110
'death of knowledge', 165-166	state and international levels, 170–178
decolonisation, 48–51, 164	transnational education, 78
democratisation, 13, 140-142	moral virtue, 26–29, 161–162, 163
Humboldtian model, 41–42	Murray, Charles, 126–127
implications for academic freedom, 62–63 inter/disciplinarity, 56–62	Muslim Brotherhood, 128
internal and external restrictions, 91–92	Nandy, A. 49, 51
positionality, 46–48, 164–165	nation-state formation, 72-74
quality, 174–175	national citizenship, 31-32
role of universities, 4–5, 10, 64–66	national educational systems, history of,
temporal and geographical positionality, 51-56	18–19
'truth' and 'public good', 66–68	national identity, 128-129
See also forbidden knowledge; legitimate knowledge	national legislation, freedom of speech, 20–23, 106–108 neoliberalism, 11–12
lay expertise, 142	diversity initiatives, 144–158
Lebanon	as a framing discourse, 94–95, 169–170
compliance with US regulations, 108–110	marketisation of higher education, 11, 100–102, 163–164
methodological approach to research in, 5–8	169–171, 176–177
Palestine/Israel debate, 52–55	skills and employment, 42–46, 175
universities in, 10–11, 19–20	skins and employment, 42 40, 1/3
legal context of academic freedom	objective truth, 68
mobilities, 110	offshore campuses, 92
national, 106–108	online teaching, 2
	· ·
policy statements, 20–23	organisational culture, 79–83
transnational, 108–110	'oversensitivity', 16, 32–33, 150
legal status, working in UAE, 37–38	Oxbridge, 17–18, 29–32, 160
legitimacy, 136–137, 161–162	
legitimate knowledge, 13, 135	Palestine/Israel debate, 52–55, 120–121, 172
the 'Canon', 62, 145–148, 165–166	participation rates, university, 10, 74–79, 167–168
disciplinary quality, 145–148	patriarchy
discourses of civility, 148–150	decolonisation discourses, 72–74
funding and international partnerships, 153-155	race and gender, 30–31
global legitimating systems, 155–158	policy statements, academic freedom, 20-23
meaning of, 138	political economy of knowledge production, 175–176

positionality	responsibility, 24-26, 106, 161
as academics, 38	retirement, taking early retirement, 82
decolonisation of knowledge, 48–51	right to life, 118–120
forbidden knowledge, 120–121	See also bioethics
geographical, 51–56, 60–62	
knowledge production, 46-48, 164-165	safe spaces, 32–33
legitimate knowledge, 138–143, 174	Said, Edward, 140
race, 139-140, 164-165	Salaita, Stephen, 149
temporal, 51–56	scholars. See academics' responsibility
power, 26–29, 34–38, 161–162	sciences, technology, engineering, maths and medicine
precarity, 38	(STEMM), 144–145
privilege, and responsibility, 26, 28	Scientific Women's Academic Network (SWAN), 144–158
pro life/pro choice, 118-120	security, 125–129, 172–173
See also bioethics	self-censorship
psychologisation of society, 32-34, 162	ethnic minority academics, 140
public good	forbidden knowledge, 123–125
contested understandings, 25–26	hostile environments, 102-106, 170
role of universities, 66-68	literature on academic freedom, 24
public knowledge, 46-48	students, 100–102, 170
public performance of academic debate, 36-37	vulnerabilities, 170
publishing forbidden knowledge, 129-133, 173	seniority of academics, 81, 162
	sexism, and masculinity, 54
qualitative measures, academic freedom, 8	sexual harassment, 102–106, 170
qualitative research, 147	sexuality
quality, knowledge production, 44–45, 174–175	forbidden knowledge, 121–125, 172
quantitative measures, academic freedom, 8	and transracialism, 117
quantitative research, 147	Singer, Peter, 129–133
•	skills and employment, 42–46, 175
race	'snowflakes', 32-33, 150
decolonisation discourses, 72-74	social change, 50-51
ethnic minority academics, 140	social justice, 34–36
forbidden knowledge, 125–129, 172–173	social media, 82
funding of research, 84	social science subjects, 68-72
gender and, 30-31	state-imposed constraints on research, 92
positionality, 139–140, 164–165	'strong research', 135–145
real-world applicability of research, 44–45	students
transracialism, 117	infantilisation of, 32–33, 162
white researchers, 51, 139–140	self-censorship, 100–102, 170
rape threats, 37–38	as university customers, 100–102, 170
rationality	systemic reviews (SRs), 45–46
civility, 34–38	0/01011110 10110110 (0110), 4) 40
knowledge production, 46–48	taboo topics, 116-118
real-world applicability of research, 44–45	See also forbidden knowledge
religion, 125–129, 172–173	temporal positionality, 51–56
remote learning, 2	tenure, job security of academics, 81, 162
research	therapeutic turn in higher education, 32–33
fear of the mis/application of research findings, 113–115	transnational production of knowledge
funding, 44–45, 64–85	legitimate knowledge, 155–158
methodological approach, 5–8	methodological approach, 5–8
role of universities, 168–169	role of the university, 166–169
skills, employment, and research assessment, 151–152	shifting conceptions of academic freedom, 159–163
'strong research', 135–145	
Research Evaluation Framework (REF), 152, 170–178	transnational theory of academic freedom, 13–14, 159 transracialism, 117
	transraciansm, 11/ transsexual, 120–121
research funding councils, 92	11 a1155CAuai, 120-121

truth	universities, role of
contested understandings, 25	contextualising academic freedom, 166-169
Humboldtian model, 41–42	(de-)constructing the nation, 72–74
interdisciplinary approach, 56-62	exceptionalism and context, 87–89
as justified true belief, 136-137	governance and funding, 79–87
legitimate knowledge, 138	knowledge production, 4–5, 10, 65
positionality, 161–162	liberal arts and the 'knowledge economy', 68-72
role of universities, 66–68	mission of the university, 66–72, 166–167
•	transnational production of knowledge, 166-169
UAE	'truth' and 'public good', 66-68
forbidden knowledge, 12–13	University and College Union (UCU), 22–23
legal status of academics in, 37-38	university enrolment rates, 167–168
methodological approach to research in,	university ethics committees, 95–98, 169–170
5-8	university procedures, 12
mobility restrictions, 170–178	US
transition to knowledge-based economy, 42-46, 64-66	American studies programmes, 60-62
universities in, 10-11, 19-20	conception of academic freedom, 160
UK	global compliance with US regulations, 108–110
conception of academic freedom, 160	literature on academic freedom, 24
methodological approach to research in, 5-8	methodological approach to research in, 5-8
national legislation, 106–108	temporal and geographical positionality, 56
Research Evaluation Framework (REF), 152, 170–178	
systemic reviews, 45–46	value of education, 42-46
temporal and geographical positionality, 51–56	'virtues', discourse, 36, 163
universities in, 17–18	vulnerable academics, 81, 162
uncertainty, knowledge production, 41–42	
unions, at universities, 85-87	Western bias
universities	the 'Canon', 62, 145–148, 165–166
a brief intellectual history, 16–19	disciplinary quality, 145–148
the civic university, 29, 64–65, 66, 88, 162	geographical positionality, 51–56
contextualisation and preconditions, 29-32	international division of knowledge labour, 156–157
diversity initiatives, 144–145, 174	knowledge production, 62
global university rankings, 155–158	publishing forbidden knowledge, 129–130
internationalisation of, 4–5, 10, 74–79, 153–155	See also Global North
participation rates, 10, 74-79, 167-168	'woke', 36, 150
public sphere for debate, 11	women's history, 57