

Academic Integrity In times of Insecurity



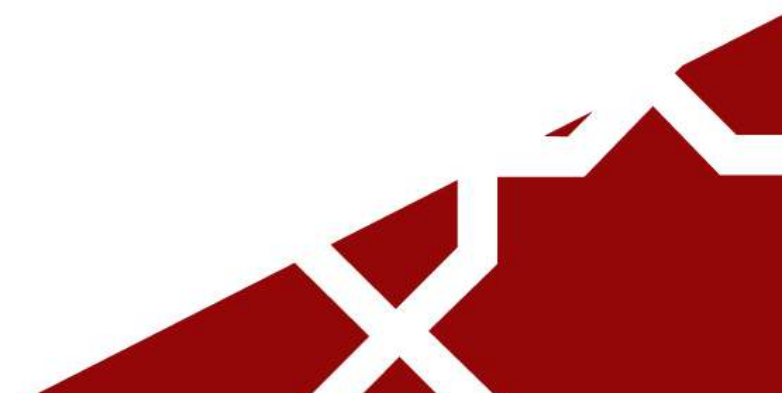
المجلس العربي
للعلوم الاجتماعية

Arab Council
for the Social Sciences
Conseil Arabe
pour les Sciences Sociales

A presentation by **Seteney Shami**
Director-General, Arab Council for the Social Sciences
Uppsala University - September 19, 2014

◆ Outline

- I. University and Society: A False Opposition
- II. The University as Global Assemblage
- III. The Arab University, Interrupted and Fractured
- IV. The Arab Social Science Monitor



I. University and Society : A False Opposition

The Ivory Tower

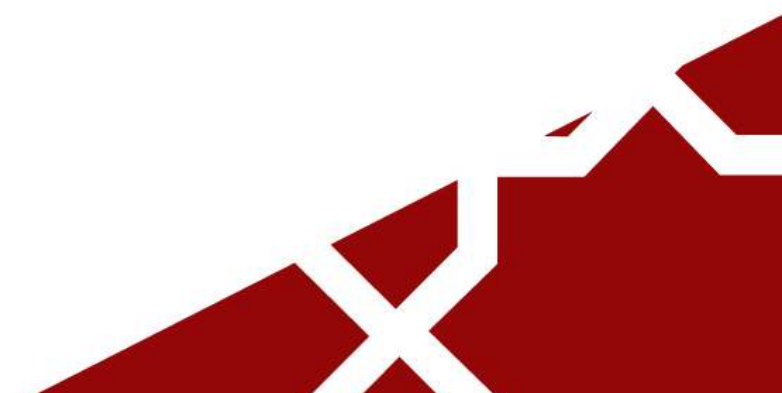
C. P. Snow, *The Masters* (1951)

It involves the election of a new [Master](#) at narrator Lewis Eliot's unnamed Cambridge College. The novel is set in 1937, with the growing threat from Nazi Germany as the backdrop. The two candidates are Crawford, who is politically radical and prepared to make sure the college makes a stand against appeasing Hitler, but who Eliot believes will not be good at dealing with people; and Jago, who Eliot believes would make a good master, but whose wife is seen by some as a liability. Much of the interest of the novel lies in its analysis of the motives and political manouvres of the people campaigning for their chosen candidates.

Town and Gown

David Lodge, *Nice Work* (1988)

The book describes encounters between Robyn Penrose, a [feminist university teacher specialising](#) in the [industrial novel](#) and [women's writing](#), and Vic Wilcox, the manager of an [engineering firm](#). The [relationship](#) that develops between the unlikely pair reveals the weaknesses in each [character](#). Robyn's academic position is precarious because of budget cuts. Vic has to deal with industrial [politics](#) at his firm.



I. University and Society : A False Opposition

Mitchell L. Stevens, Elizabeth A. Armstrong, and Richard Arum

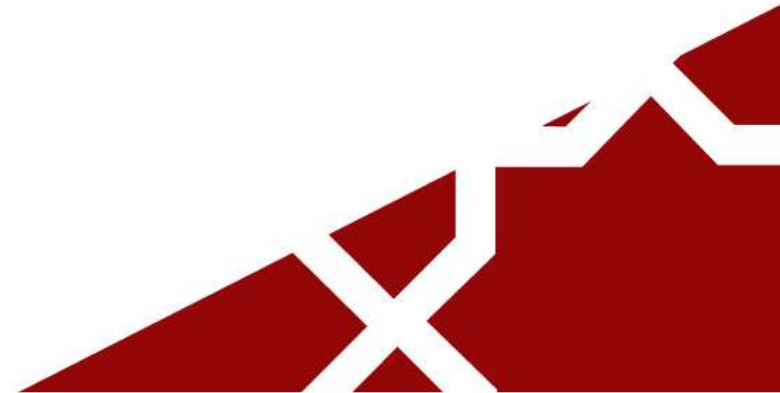
“Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education” *Annual Review of Sociology*, Vol. 34: 127-151 (August 2008)

“Higher Education lacks an intellectually coherent sociology...We argue that sociologists have conceived of higher education systems as sieves for sorting and stratifying populations, incubators for the development of competent social actors, temples for the legitimation of official knowledge, and hubs connecting multiple institutional domains.”

How should we think about integrity across these structural components and aspects of the university?



-
- **Sieve:** equity in access to higher education
 - **Incubator:** citizenship, national and global
 - **Temple:** the pursuit of inconvenient truth
 - **Hub:** service vs autonomy?



I. University and Society : A False Opposition

Some conceptual pitfalls in thinking about “academic integrity”:

- Assuming stability in social and political relations.

Such stability can often only be identified in hindsight – the present is always a state of flux, of “becoming.”

- Assuming a bounded society/state.

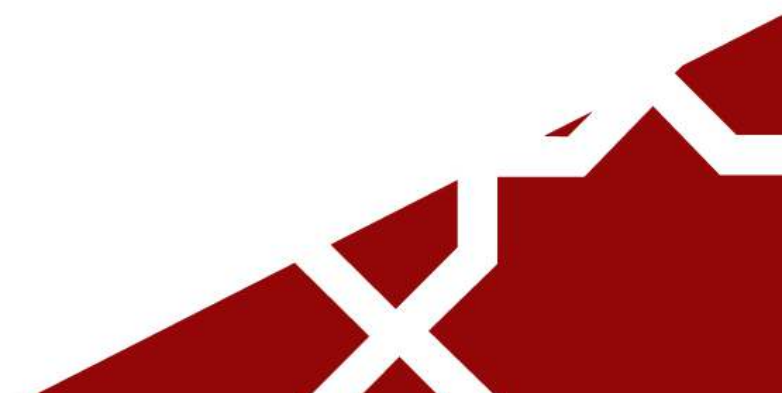
Yet societies have always existed in inter-connection



II. The University as Global Assemblage

Aihwa Ong and Stephen Collier (eds.) *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems*, Wiley-Blackwell (2004)

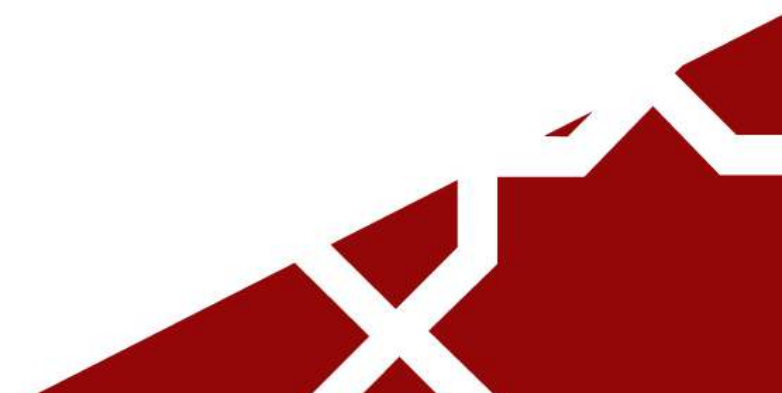
“Aihwa Ong and I edited *Global Assemblages* (based on an SSRC Workshop) ...Rather than examining globalization as a marker for a new epoch or as a broad structural transformation, it examined **specific technologies, ethical regimes, and administrative systems** that articulate contemporary transformations. The contributions to the volume examined the conflicts and controversies at the heart of globalization debates, in areas such as neoliberal reform, the pharmaceutical industry, financial practices, illegal trafficking, and information technology”



II. The University as Global Assemblage

The globalization of the university:

- ***The multiversity***
Marked by strong internal differentiation and heterogeneity...
- ***Deterritorialization***
Online learning, MOOCs...
- ***Transnationalization***
Satellite campuses, branch campuses, sandwich Phds...



II. The University as Global Assemblage

- **What are the Institutional outcomes?**

The globalist era is characterized by organized chaos: it means many things, can be institutionalized in myriad ways

- **As a Dean of International Studies at a major research university puts it:**

“...if you think of a university as sort of like a kaleidoscope...the kaleidoscope is turning as we speak, and the question of what the patterns are going to be when it stops turning is an open one”



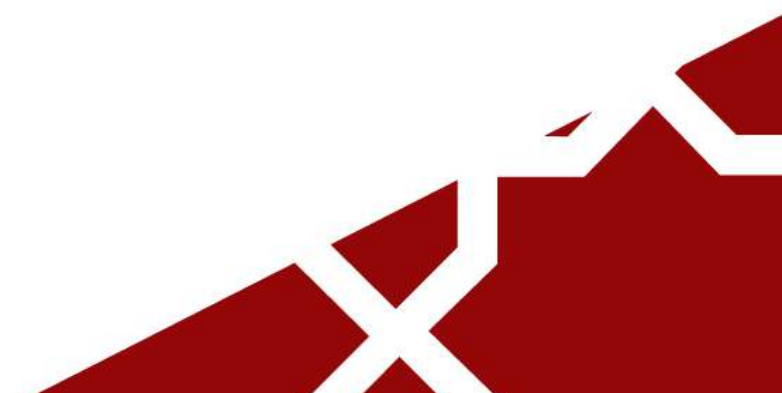
II. The University as Global Assemblage

Cynthia Miller-Idriss and Elizabeth Hanauer

“Transnational higher education: offshore campuses in the Middle East”

***Comparative Education*, Vol. 47, May 2011: 181-207**

“...the recent expansion of satellite, branch, and offshore educational institutions and programs that foreign institutions have set up in the region. Of the estimated 100 branch campuses currently operating world-wide, over one-third are in the Arab region and the majority have opened within the last decade...”



www.nyu.edu/global/the-global-network-university.html



The Global Network University

Universities exist for a simple yet profound reason: to create new knowledge through research and discovery and to pass on knowledge to the next generation. It is also the duty of every university to prepare its students to become engaged and contributing citizens. In the 21st century, this task takes on new meaning.

The great compression of our world—a consequence of the spread of technology and information, the interdependence of economies, the transnational nature of major human challenges, and an increasing embrace of diversity—will only accelerate. We already see evidence of the emergence of a set of global “idea capitals,” magnets for talents and creativity. To help you become citizens of this world, you will have one of the greatest opportunities available to an NYU undergraduate—the chance to pursue international study.



NYU Buenos Aires

Just as NYU’s founders chose in 1831 to move education out of the ivy tower to be “in and of the city,” NYU is now “in and of the world” in a way that defines and exemplifies something that has not existed before: a global network university.

Global Presence

No university has a greater global presence. NYU leads all universities in students studying abroad; over 40 percent of our undergraduates now study abroad, and each year the number increases. In September 2010, NYU opened NYU Abu Dhabi, an audacious step in higher education: the first comprehensive liberal arts and science campus to be operated abroad by a major American research university, offering a complete NYU education to undergraduates outside of New York City and from around the world and creating another “portal campus” to gain access to this dynamic, global network university.



NYU Abu Dhabi



New York City

New York: the World’s Capital

This unequalled global network allows you to study with faculty and students around the world with an anchor in New York City, the first truly international city—a place where, for example, almost all countries of the world are represented in the public school system by their native speakers. We give you the chance to experience the world in miniature here in New York. And the next step is, of course, to make it possible for you to also experience the world firsthand. I invite you to consider not only how NYU’s global network can serve you but also how the global network university can prepare you to be of service to the world.



NYU Accra

Outside Our Comfort Zone

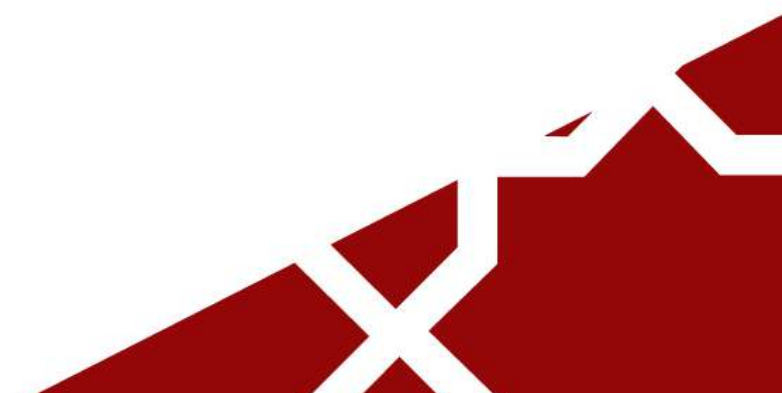
We are actively reaching outside our comfort zones, confronting difference, and challenging our preconceptions of how the world should be. For example, NYU students enrolled for a semester of study in China are interns at global companies headquartered in Shanghai. In London and Prague, NYU students study acting and film-making with some of the great theater companies of Europe, and in Accra as part of their course work they learn as supervised teaching assistants in local middle schools. An NYU Paris student wrote a research paper on the history of African Americans in Paris and their experiences as expatriates in the French capital while an NYU Prague student interned at Human Rights Watch, gaining exposure to nonprofit management and research-based activism. Stern School of

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II. The University as Global Assemblage

Example of NYU-Abu Dhabi

- NYU: from a “university of the city” to a “global network University”
- Critiques of the NYU Abu Dhabi initiative
 - Governance issues
 - Colonialist vision
 - Workers rights, Gay rights



II. The University as Global Assemblage

In same week, two articles about NYU:

- **NYU Abu Dhabi: A Student's View** by [Yannick Trapman-O'Brien](#) / 01 Aug 2014 /Alfanar

The price of all of this great privilege was remarkable in its own right. For four years of university, housing and food and enough long-haul commuting to circumnavigate the globe, I was asked to make no financial contribution whatsoever. Many students in my class were in the same position. All received financial aid and none graduated with debt.


The class of 2014 was the first to ever graduate from NYU Abu Dhabi and we are now split 137 ways across the globe; 137 different trajectories that may intersect but will rarely coincide—and perhaps never again all align. But this separation is a part of the greatest treasure granted to me after these four years: A profound sense of absence.



Letter to John Sexton on my dropping out of NYU – Lucy Parks

“Dear President Sexton,

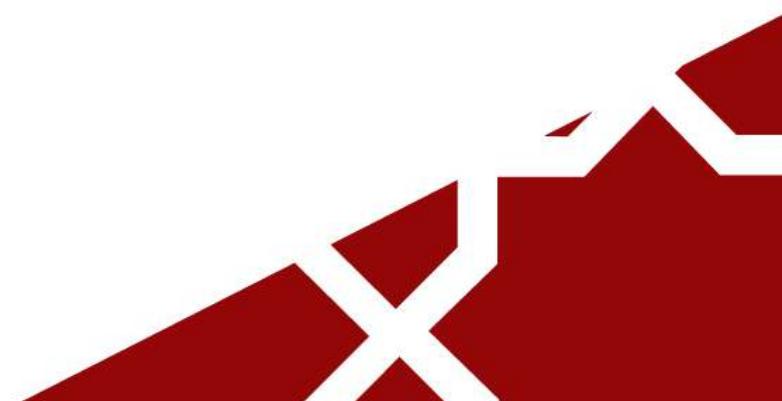
A few weeks ago I had to drop out of NYU for financial reasons. After my college fund had been entirely depleted by the two years that I spent here, I faced the difficult choice of leaving without a degree or taking on an extra \$60,000 to \$80,000 of debt on top of the \$15,000 I already owe. For fear that I would have to dedicate the best years of my life to paying that off, I decided to leave. I remain confident in my choice, but deeply saddened and angered by the fact that my only options were either to leave or devote years of my life post-graduation to paying off my debts. I firmly believe that choice was one I never should have had to make.....”



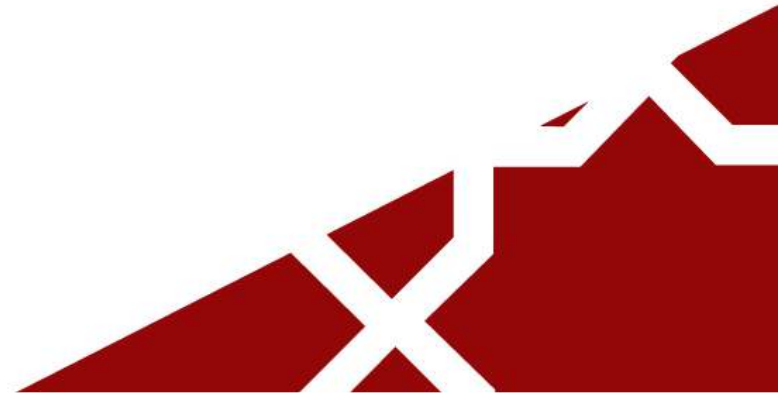
III. The Arab University: Interrupted and Fractured

The changing landscape of Arab Higher Education:

- From the national university to the boutique campus
- Privatization, commodification, globalization
- The narrowing of the university experience



What is a
“typical month”
in the Arab Higher Education scene?



LATEST NEWS, OPINION, AND RESOURCES



NEWS **SYRIAN SCIENTIST WITH "GENIUS GRANT" ADVANCES WIRELESS TECHNOLOGY**

Benjamin Plackett / 04-09-2014 / News

An M.I.T. researcher squeezes innovation out of technologies others thought were tapped out.



NEWS **CAIRO UNIVERSITY BANS POLITICALLY AFFILIATED STUDENT GROUPS**

Sarah Lynch / 02-09-2014 / News

The president of Cairo University announces that political student activities and groups have to stay off campus.



NEWS **ARAB STUDENTS GROW COMMUNITY ROOTS WITH "SERVICE LEARNING"**

Sarah Lynch / 29-08-2014 / News

Some educators argue students can systematically blend community work with classroom experience to broaden the knowledge they get.



NEWS **SPINNING DOOR FOR PROFESSORS MAY HURT UAE HIGHER ED, RESEARCHERS FIND**

Sarah Lynch / 28-08-2014 / News

Use of expatriate academics on short-term contracts and other factors can work against institutional loyalty and result in a scarcity of research.



NEWS **ISLAMIC STATE ADVANCE IN IRAQ CLOSES EIGHT UNIVERSITIES**

Gilgamesh Nabeel / 22-08-2014 / News

EIGHT UNIVERSITIES
ISLAMIC STATE ADVANCE IN IRAQ CLOSES

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Gaza Children Return To School After War
<http://t.co/lbdY0mY8br>
an hour ago

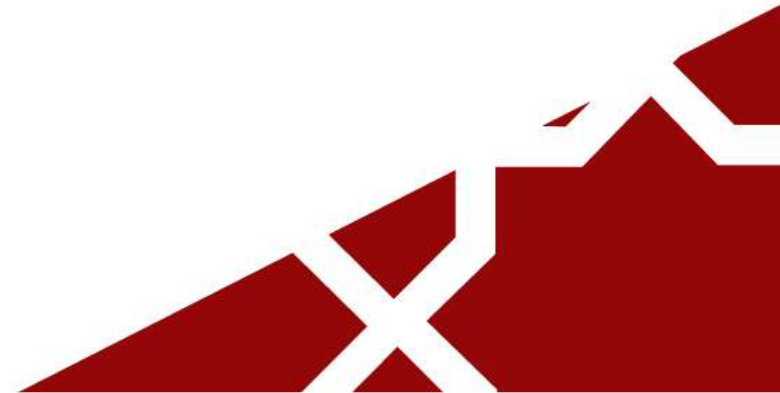
اقرأ نشرتنا الإخبارية الجديدة: العام الدراسي يبدأ وألاف التلاميذ خارج المدارس - <http://t.co/4RzKkvG5g5>
3 hours ago

What's #education like under the Islamic state? Find out..... #highered #Iraq #Syria
<http://t.co/s0gz8B730X>
16 hours ago

POPULAR COMMENTS

-  Scholarships for Arab Students (3,743 views)
-  Islamic State Advance in Iraq Closes Eight Universities (614 views)
-  What Education Is Like Under

The Arab University in the eye of the storm

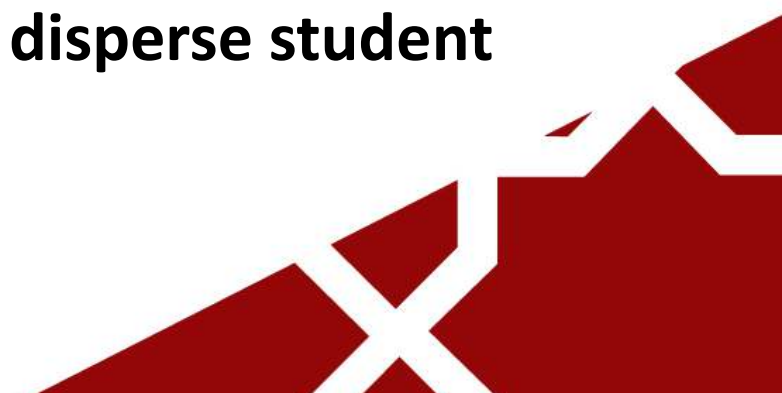




<http://www.cbc.ca/news/world/egypt-police-storm-al-azhar-university-to-disperse-student-protest-1.2592100>



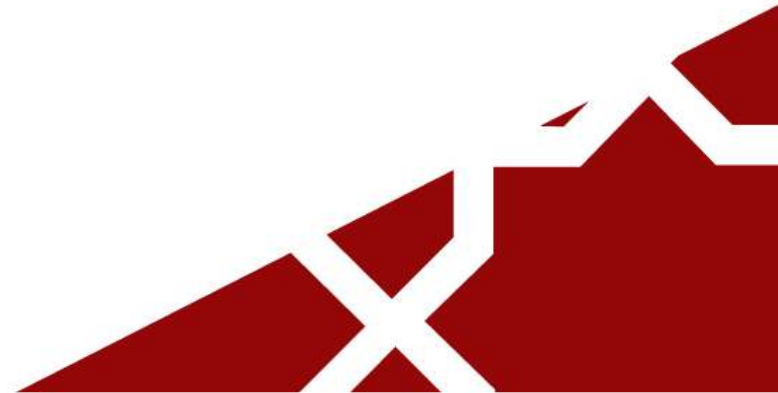
Egypt police storm Al-Azhar University to disperse student protest



III. The Arab University: Interrupted and Fractured

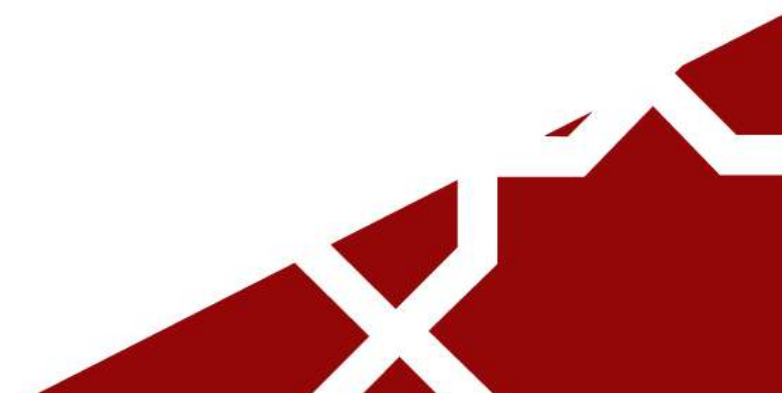
The US academy and Arab World: connected and fractured

- The shrinking academic market in the US:
 - The casualization of academic labor
 - The export of academic labor
 - The revolving door



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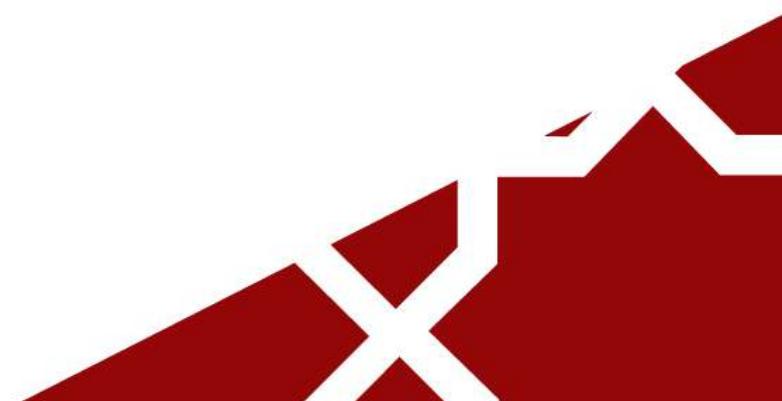
- The critique of Middle East Studies post 9/11
- Federal funding for Middle East Studies
- The Chill Factor
 - Area studies centers seen as “too academic” and focused on ancient and historical themes rather than contemporary or policy relevant issues
 - Suspicions of area studies centers and faculty as being too “sympathetic” to their regions of study



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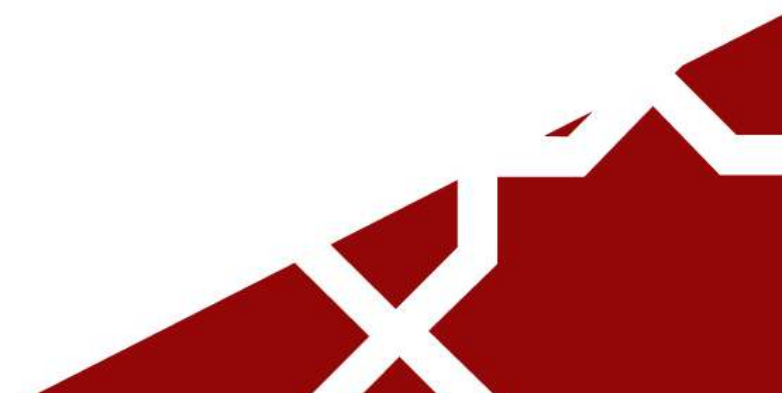
The securitization of knowledge:

- Increased but uneven attention to particular world regions (the Middle East, South Asia)
- Interest in new themes and objects of study (Islam, Terrorism)
- New sources of funding (e.g. the Minerva grants program of the Department of Defense)
- Increase in security studies programs including undergraduate majors in “homeland security”



III. The Arab University: Interrupted and Fractured

- Middle East Studies in the US academy:
 - From “the canary in the mineshaft” to “the canary in the minefield”
 - The Steven Salaita Case (the University of Illinois, Urbana-Champaign):
 - Freedom of Speech (social media)
 - Civility
 - Collegial Governance
 - Autonomy (from private donors)








Statement of the American Association of University Professors on the Salaita case:

Recently we argued in a policy statement on "[Academic Freedom and Electronic Communications](#)," that faculty comments made on social media, including Twitter, are largely extramural statements of personal views that should be protected by academic freedom. While Professor Salaita's scholarship does appear to deal with the topic of Palestine, his posts were arguably not intended as scholarly statements but as expressions of personal viewpoint. Whether one finds these views attractive or repulsive is irrelevant to the right of a faculty member to express them. Moreover, the AAUP has [long objected](#) to using criteria of civility and collegiality in faculty evaluation because we view this as a threat to academic freedom. It stands to reason that this objection should extend as well to decisions about hiring, especially about hiring to a tenured position.

•Rudy Fichtenbaum, President, AAUP

Henry Reichman, First Vice-President and Chair, Committee A on Academic Freedom and Tenure



The Arab Council for the Social Sciences



∴ www.theacss.org ∴

IV. The Arab Social Science Monitor

The Arab Social Science Monitor is the documentation and analysis subdivision of the ACSS, focusing on understanding the infrastructures and contexts of knowledge production in the region, as well as advocating for their improvement.



IV. The Arab Social Science Monitor

Five Components of the Arab Social Science Monitor

<p style="text-align: center;"><u>Institutions</u></p> <p>Definition: Ministries of Higher Education, Universities (Public & Private) and Research Centers/Institutes.</p> <p>Unit of Study: Faculties and Departments of Social Science (In Phase I: some information to be collected on all 22 Arab countries and most information to be collected on 4 countries: Algeria, Egypt, Lebanon, Saudi Arabia. Core disciplines: Anthropology, Economics, History, Political Science, Sociology, Psychology.</p> <p>Instruments: Matrix of Indicators: Web searches, some information from Questionnaire(s), Documents, Comparative review of Legislations and curricula.</p>	<p style="text-align: center;"><u>Products</u></p> <p>Definition: Social Science literature, publications and Curricula. (<i>Bibliometrics: To describe a pattern of publication</i>).</p> <p>Unit of Study: Libraries all types, Archives, Publishing Houses, Ph.D. Directories and depositories, Scientific Journals, Curricula.</p> <p>Instruments: Inventories, Curriculum Database, Content Analysis, Citation Impact, H-Index</p> <hr/> <p style="text-align: center;"><u>Practices</u></p> <p>Definition: Academic practices that shape the production of knowledge and characteristics of social science community.</p> <p>Unit of Study: Selection committees, Peer review committees, Governance and resource allocation in universities and other research institutions.</p> <p>Instruments: Case-studies, participant-observation, interviews</p>
<p style="text-align: center;"><u>Individuals</u></p> <p>Definition: Longitudinal data or cross-sectional time series data, for Social Science researchers.</p> <p>Unit of Study: The individual researcher in the Arab world and the Diaspora.</p> <p>Instruments: Panel Data (Same Sample/Every three years), Questionnaire.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Definition: Social Science impact on society, state, policies, Global Social Science ideas and paradigms.</p> <p>Unit of Study: Policy-making, Public discourses, conferences, dissemination</p> <p>Instruments: Commissioned papers, Workshops & Seminars, Media Surveys, Interviews, Opinion Survey.</p>



IV. The Arab Social Science Monitor

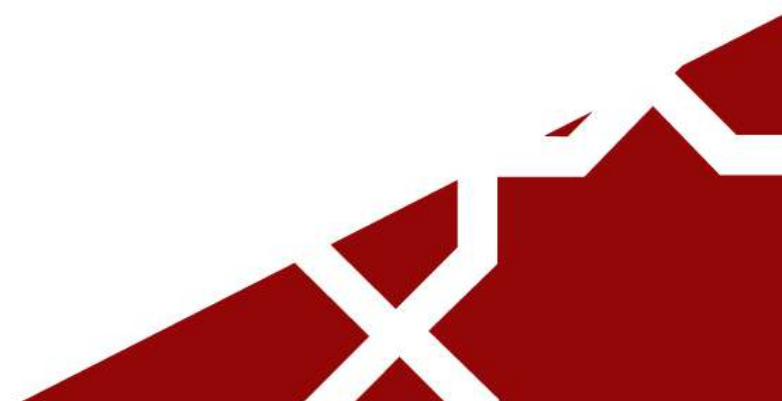
The ASSM will fulfil the following functions in collaboration with other institutions in the region:

- **Documentation and analysis:**
 - State of higher education and social science research
 - Governance of research and training resources
 - Publication and dissemination of the social sciences
- **Evaluation of :**
 - Content and trends in knowledge production
 - Utilization of knowledge in the social sciences in policy making and reaching different publics



IV. The Arab Social Science Monitor

- **Advocacy for:**
 - Improvement of higher education and training in the social sciences
 - Freedom of access to research resources and data
 - Mobilization and networking for raising the profile of the social sciences in the region
- **Dissemination and publication:**
 - A report every two years
 - Working papers and analytical briefs
 - Workshops, press conferences and policy dialogues



Thank You!

شارع جان دارك، بناية محسن غندور، طابق الميزانين، الحمراء – بيروت، لبنان

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