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Abstract

This study aims to analyze and interpret academic publications related to "academic freedom" indexed in the Web of Science database using bibliometric analysis methods. A bibliometric analysis was conducted to evaluate the academic publications on the topic of academic freedom in the field of education and educational sciences, which are indexed in the WoS database. Additionally, scientific field mapping techniques were employed. A total of 579 studies on academic freedom were identified within the field of education sciences. The various maps were analyzed in terms of specific usage types, authors, works, years of publication, and authors. The research findings indicate that Philip Altbach is the most frequently cited author. The most frequently cited research is that of African Higher Education: The Challenges for the 21st Century," The most effective source is the Higher Education Journal. The most frequently cited institution is Boston College. The United States of America is the country with the highest number of citations. To contribute to the field, it is recommended to increase the research on "academic freedom" indexed in the WoS database. Increasing the number of bibliometric analysis studies in different fields will contribute to the literature.

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Research Article**Bibliometric Analysis of Studies on Academic Freedom in the Field of Educational Sciences***Aydın GÜVEN¹  Semra KIRANLI GÜNGÖR² **Abstract**

This study aims to analyze and interpret academic publications related to “academic freedom” indexed in the Web of Science database using bibliometric analysis methods. A bibliometric analysis was conducted to evaluate the academic publications on the topic of academic freedom in the field of education and educational sciences, which are indexed in the WoS database. Additionally, scientific field mapping techniques were employed. A total of 579 studies on academic freedom were identified within the field of education sciences. The various maps were analyzed in terms of specific usage types, authors, works, years of publication, and authors. The research findings indicate that Philip Altbach is the most frequently cited author. The most frequently cited research is that of African Higher Education: The Challenges for the 21st Century," The most effective source is the Higher Education Journal. The most frequently cited institution is Boston College. The United States of America is the country with the highest number of citations. To contribute to the field, it is recommended to increase the research on "academic freedom" indexed in the WoS database. Increasing the number of bibliometric analysis studies in different fields will contribute to the literature.

Keywords: Higher education, academic freedom, bibliometric analysis, web of science, qualitative research**1. INTRODUCTION**

Modern universities and educational institutions have been the cradle of scientific progress since their establishment. For educational institutions to fulfill their expected functions and to operate in a manner consistent with the principles of academic freedom, they should operate with a culture of democracy and a conception of freedom. International higher education unions have acknowledged the significance of academic freedom, yet have identified shortcomings in the conceptualization, delineation, and benchmarks of academic freedom. International higher education unions have recognized the importance of academic freedom, but have identified deficiencies in the definition, boundaries, and standards of academic freedom. In this context, it is worth noting the existence of several studies that have been published on this subject. These include the 1988 “Lima Declaration” by the World University Service (WUS), the 1982 “Sienna Declaration” by the International Association of University Presidents (IAUPL), and the 2003 “Magna Charta Universitatum” agreement by the Bologna University and the European University Association (EUA). Accordingly, studies such as “The Magna Charta Universitatum” agreement by the Bologna University and the European University Association (EUA), in the 1988 “Lima Declaration” ([World University Service,](#)

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2003), and the 1982 “Sienna Declaration” by the International Association of University Presidents (IAUPL) have been published.

The Global Public Policy Institute (GPPI), a Berlin-based non-profit think tank, has developed the “Academic Freedom Index” (AFI) to investigate the current levels of academic freedom in countries. In order to determine if a relationship exists between countries’ development levels and academic freedom levels, the Human Development Index (HDI) report prepared by the United Nations Development Program was examined. According to the results, the three countries with the highest HDI scores were Norway (0.957), Switzerland (0.955), and Ireland (0.955) (UNDP, 2020). It was observed that the AFI scores of these countries, which are in the highest group, A, were Norway (0.934), Switzerland (0.959), and Ireland (0.940) (GPPI, 2021). The three countries with the lowest HDI scores were identified as Chad (0.398), Central African Republic (0.397), and Niger (0.394) (UNDP, 2020). The AFI scores of the countries with the lowest HDI scores were found to be Chad (0.585) in group C, Central African Republic (0.647) in group B, and Niger (0.732) in group B (GPPI, 2021). It was observed that the countries with high HDI scores also had high AFI scores, whereas the countries with low HDI scores also had low AFI scores.

One important indicator of a country’s level of development is the number of patents it has obtained (Güneş, 2012). The research conducted by Cudic revealed a significant linear relationship between the functional literacy levels, human development indices (HDI), university and industry cooperation indices (UIC) and R&D expenditures of countries with a high number of patents and the PISA results. In this context, an investigation was conducted into the academic freedom indices of the top three countries with the highest and lowest number of patents per million inhabitants, according to the European Patent Office (EPO). According to the EPO, the top-three countries with the highest number of patents per million inhabitants were Switzerland (968.6), Sweden (487.6), and Denmark (454.5) (EPO, 2021). Upon examining the AFI scores of these countries, they were found to belong to Group A, with Switzerland (0.934), Sweden (0.964), and Denmark (0.909) (GPPI, 2021). The three countries with the lowest number of patents per million inhabitants among the top 50 countries were Russia (1.9), Romania (1.6), and Costa Rica (1.6) (EPO, 2021). According to their AFI scores, Russia (0.374) was in Group D, Romania (0.935) was in Group A, and Costa Rica (0.935) was also in Group A (GPPI, 2021). The results of the analysis indicated that countries with a high number of patents also demonstrated a high level of academic freedom, while countries with a low number of patents exhibited a high academic freedom score. This situation suggests that academic freedom is an important factor in the development of countries, but that it is not a sufficient condition in itself. To fulfill their assigned missions and become modern societies, universities must become democratic and free institutions. It is essential to determine the level and trends of academic freedom studies, particularly in developed countries, in order to identify any deficiencies in this area.

1.1. Higher Education

Universities are institutions where ideas are disseminated, research is conducted, discoveries are made and developed, mistakes are exposed, and where students from diverse backgrounds gain knowledge (Boulton & Lucas, 2011). However, in cases where academic freedoms differ between countries, student and academic mobility between universities decreases significantly. Students and academics do not want to study or work in universities where they will have less freedom (Karren, 2009). It is very important to protect freedoms in order to prevent such negative situations in higher education. The freedom of scientists to follow their own path in carrying out their work will significantly increase the efficiency of their efforts (Polanyi, 1947). The concepts of freedom and autonomy in science are not unlimited and eternal. Scientists need to find a balance between freedom of expression and responsibility, as well as adapt their educational environment to new realities (Vokhobzhonovna, 2023). Universities, as institutions responsible to society and the state, cannot be

stray and unsupervised institutions. Universities, which should be free and autonomous institutions, should also be transparent and accountable institutions that are open to inspection (Arslan, 2005).

1.2. Academic Freedom Concept

The concept of academic freedom emerged in a relatively close period in the historical process and entered the literature. Nevertheless, there are indications that occurrences related to academic freedom were already present in the early stages of educational activities (Güner & Levent, 2020). The first violations of academic freedoms that can be reached in history began to emerge in the Ancient Greek period. In the 4th century BC, Epicurus started with the school he founded in, where he accepted women and slaves without discrimination in order to put an end to oppressive authorities through science and to raise independent individuals (Alkış, 2015). In medieval Europe, the Holy Roman Emperor Frederick I issued the Authentica Habita in 1155, emphasizing the importance of education and science. With the edict issued during the reign of Alexander III, the papal authority prohibited the French Bishops' licentia docendi from the document called licentia docendi, which gave the authority to teach teachers, and linked the granting of this authority to the examination to be held by senior teachers (Gürüz, 2003). In the 19th century, there were important developments in academic freedom. In this period, academic freedom gained a legal basis in the provision of the Prussian Constitution of 1850 that "science and science education are free" (Özipek, 2008). The appointment of Wilhelm von Humboldt as head of the Prussian education department in 1808 marked a turning point in academic freedom. The principles that faculty members should have the right to teach the subjects they want (Lehrfreiheit) as they see fit, and students should have the right to learn about the subjects they want (Lernfreiheit) were accepted (Özipek, 2008).

Academic freedom has become a difficult concept to define due to its historical processes and the concepts it contains, and according to many scholars, there is no clear explanation that fully defines academic freedom (Güner, 2017). As a result of the international community's attention being drawn to the insufficient documents and activities on academic freedoms and university autonomy, the "Lima Declaration" was prepared by the World University Service in 1988 (Bozkurt, 2012). In the Definitions section of the Lima Declaration, which was presented to the public by the World University Service (WUS) at the Lima meeting held between September 6-10, 1988, on the 40th anniversary of the Universal Declaration of Human Rights, the first article contains definitions on academic freedom, the academic environment, autonomy, and higher education institutions. According to the declaration, "academic freedom" refers to the freedoms of individual or collective members of the academic community to seek, examine, discuss, document, produce, create, teach, explain, or write knowledge and to develop and convey it through these means. The Lima Declaration, comprising a total of 19 articles, addressed a number of significant issues, including the right to education, equal opportunities in education, and free education, as well as academic freedoms. Regarding academic freedoms, emphasis was placed on protecting the academic community from any form of pressure, not carrying out dismissals without fair trials, the right to conduct research and publish without interference, and the right to teach. It was stated that universities should be autonomous structures (World University Service, 2003).

In 1988, the rectors of European universities came together at the celebration of the 900th anniversary of the University of Bologna and prepared a document called the "Magna Charta Universitatum," which means the Great Charter of Universities, by putting their thoughts on academic freedom on paper, depending on the importance of the role that universities will play in the modern world. The third principle of the document from the specified basic principles is as follows: "Since the fundamental principles of university life are the freedom of teaching, research, and of the pursuit of knowledge, universities should be autonomous, and governments, in their different systems, should respect this autonomy." (European University Association, 1988). The importance of academic

freedom in education, teaching, and research has been emphasized, and both universities and governments have been urged to make the necessary effort to protect them.

1.2.1. Elements of academic freedom

Upon examination of the definitions of academic freedom, it becomes evident that the concept is both ancient and multidimensional. The concept of academic freedom is founded upon four main value systems: 1. Personal level: It is related to the behavior and ethical standards that the individual has developed and possesses. 2. Professional level: The values of the society in which academics conduct their activities have an influence. Democratic values have shaped the professional structure for Western society. 3. Institutional level: The purpose of the institution and the processes it has gone through are effective at this level. The value systems of individuals affiliated with the institution also play a role in the development of the institutional level. 4. Societal level: The functioning of education is influenced by social rules, that is, traditions and legal regulations (Bozkurt, 2012). Academic freedom is a intertwined, multifaceted structure. Academic freedoms are greatly influenced by the country's political situation and societal values (Doğan, 2015).

2. METHODOLOGY

Descriptive research is defined as a study conducted to determine the current state and general characteristics of a subject (Büyüköztürk et al., 2019). The research model employed in this study was selected according to the specific objectives of the study. The scientific mapping technique was employed in the analysis process with the objective of facilitating the analysis and comprehension of the obtained data. In this study, academic publications indexed in the Web of Science database on the topic of academic freedom in the fields of education and educational sciences were evaluated using bibliometric analysis and science mapping techniques. The VOSviewer software was employed as the primary data processing tool in the analysis stage. Furthermore, analytical tools accessible within the WoS database and Microsoft Excel software were employed as supplementary resources.

Bibliometric analysis aims to statistically analyze the data of scientific knowledge sharing tools such as publications, documents, studies, etc., including the subject, author, cited author, cited sources, and publishing organizations, and to reveal the general structure of the research topic in terms of performance, quantity, and quality (Kurt, 2019). The visualization of the characteristics of academic studies in different dimensions through relationship networks is referred to as scientific mapping method, which aims to reveal the general structure of the research topic. Co-citation, bibliographic coupling, co-author, and co-word analysis techniques are applied within the scope of scientific mapping method, and visuals are obtained as a result of these analyses (Bağış, 2021).

2.1. Obtaining the Data

In this study, data obtained from the “Web of Science Core Collection” database on the Web of Science platform was used. The search criterion was set as the term “academic freedom” and the keyword “academic freedom” was used to find studies related to academic freedom. The “education and educational research” category was selected from the Web of Science categories to access studies related to education. There was no limitation on the starting year of the publications in order to access all data in the past, but the year 2022 was excluded as it was incomplete. The types of academic publications included in the study were books, book chapters, and articles, and only publications written in English were included to ensure coherence between the publications. The SSCI, AHCI, CPCI-S, CPCI-SSH, BKCI-S, BKCI-SSH, and ESCI indexes were scanned in the search. As a result of the search, 478 articles, 66 article and book chapters, 16 books, and 19 book chapters, a total of 579 studies, were included in the education and educational research category in the analysis. The search

summary from WoS was as follows: “You searched for: “academic freedom” (Topic) AND 1975-2021 (Year Published) AND Education & Educational Research (Web of Science Categories) AND Article OR Book OR Book Chapter (Document Type) AND English (Language)”.

In creating the dataset, despite applying detailed search criteria in the database according to the study’s purpose, errors may sometimes be present in the data. It is possible that the inclusion of publications that do not relate to the topic under investigation may result in errors in the generated dataset. Furthermore, differences in the application of abbreviation criteria during the process of citing sources, name changes that occur following a female author's marriage, and the use of uppercase or lowercase letters in keywords may all contribute towards inaccuracies in the data set (Koç, 2021). In order to prevent possible errors in the research, the downloaded dataset from the search was processed using the Open refine ver: 3.5.2 application to review author names and keywords.

2.2. Analysis of the Data

In this study, the VOSviewer software was used for the extraction and visualization of bibliometric data obtained from the Web of Science database through scientific mapping method. The program’s visualization capacity, being a free software, and its user-friendly interface have been effective in deciding to use VOSviewer for analysis and visual mapping in this study. In addition, the data mapped with VOSviewer were presented in tables and graphs using the MS Excel software. The findings were interpreted through the maps obtained from the analysis. The visualization of table data with graphs in MS Excel facilitates the understanding of the obtained data.

3. FINDINGS

In this section of the research, findings obtained from the data analyses of the studies related to academic freedom in the WoS database between 1980-2021 are presented.

3.1. Distributions of Academic Freedom Studies in the Field of Education by Publication Years

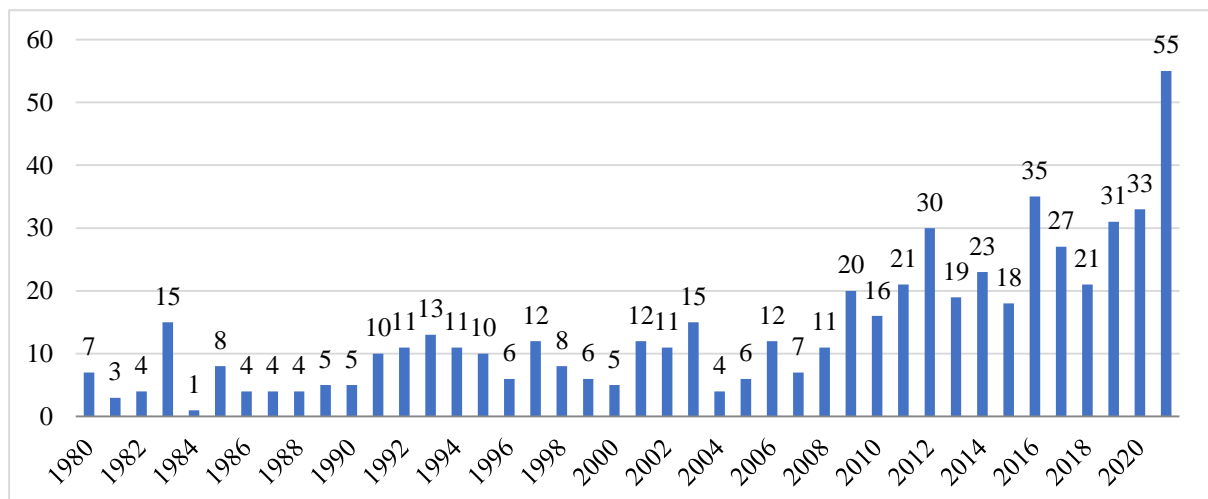


Figure 1. The distribution of academic freedom studies in WoS database by year

The distribution of academic freedom studies published in the WoS database between the years 1980-2021 is illustrated in Figure 1. According to Figure 1, the number of studies on academic freedom has fluctuated, but has increased from the past to the present. The highest number of studies was reached in 2021. More than half of the studies (50.43%) on academic freedom over the period 1980-2021 were conducted within the last decade.

3.2. Distribution of Academic Freedom Studies Conducted in the Field of Educational Sciences by Countries

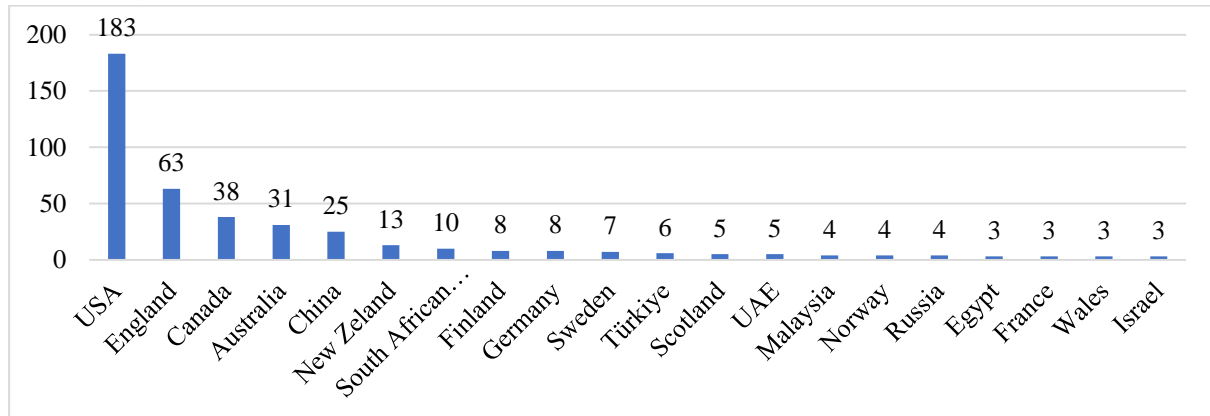


Figure 2. The distribution of academic freedom studies in the WoS database by countries

Figure 2 illustrates the distribution of academic freedom-related studies indexed in the WoS database between 1980 and 2021 by countries. The top-20 countries with the highest number of studies are shown in the graph. Upon examining Figure 2, it is observed that the USA has the highest number of studies with 183, followed by the United Kingdom with 63 studies, Canada with 38 studies, Australia with 31 studies, China with 25 studies, New Zealand with 13 studies, the Republic of South Africa with 10 studies, Finland with 8 studies, Germany with 8 studies, Sweden with 7 studies, Türkiye with 6 studies, Scotland with 5 studies, the United Arab Emirates with 5 studies, Malaysia with 4 studies, Norway with 4 studies, Russia with 4 studies, Egypt with 3 studies, France with 3 studies, Wales with 3 studies, and Israel with 3 studies. It can be seen that Anglo-Saxon countries are prominent in terms of the number of studies. Notably, China ranks fifth, following these countries.

3.3. Distribution of Academic Freedom-related Studies in the Field of Educational Sciences by their Institutions

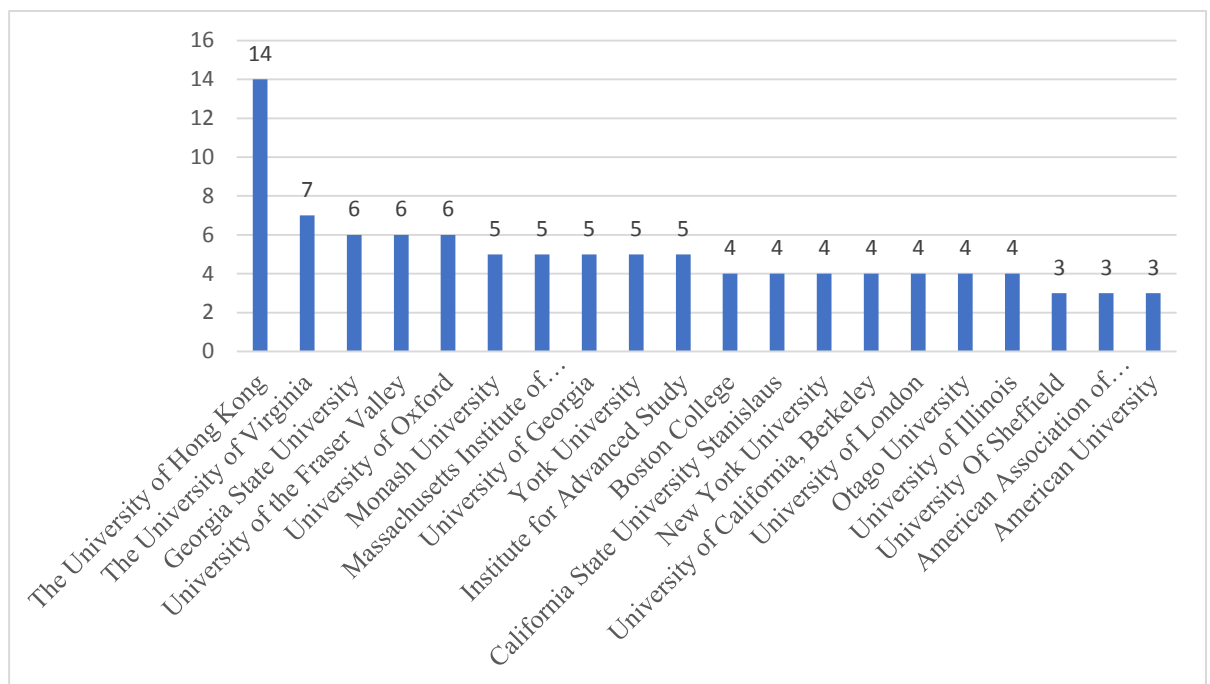


Figure 3. Distribution of academic freedom-related studies in the WoS database by their institutions

In Figure 2, the top-20 institutions with the highest number of published academic freedom-related studies indexed in the WoS database between 1980 and 2021 are illustrated. As seen in Figure 2, it is observed that 19 of the institutions publishing on academic freedom are higher education institutions. The American Association of University Professors is the only organization among the top-20 that is not a higher education institution. Although many different institutions in Western Europe and American universities publish in the field, it is observed that 14 out of the 25 studies conducted in China were carried out at the University of Hong Kong.

3.4. Citation Analyses by Sources

Table 1. Top-10 sources with the highest number of citations in the field of academic freedom (WoS)

Rank	Sources	Number of Citations
1	Higher Education (Journal)	632
2	Studies in Higher Education	274
3	British Journal of Educational Studies	167
4	Teaching in Higher Education	139
5	AAUP-Journal of Academic Freedom	138
6	Minerva (Springer Journal)	115
7	Higher Education Research & Development	114
8	Higher Education Quarterly	93
9	Higher Education Policy	91
10	The Journal of Higher Education	84

Table 1 presents the top-10 sources with the highest number of citations among the sources publishing in the field. According to the table, the sources with the highest number of citations are Higher Education (Journal) (632), Studies in Higher Education (274), British Journal of Educational Studies (167), Teaching in Higher Education (139), AAUP-Journal of Academic Freedom (138), Minerva (Springer Journal) (115), Higher Education Research & Development (114), Higher Education Quarterly (93), Higher Education Policy (91), and The Journal of Higher Education (84), respectively. The sources with the highest number of citations stand out as continuously publishing journals.

3.4.1. Impact factors of journals with the highest number of citations

The impact factors and areas of activity of the journals Higher Education (Journal) (632), Studies in Higher Education (274), and British Journal of Educational Studies (167), which have the highest number of citations in the WoS database among the sources where academic freedom-related studies in the field of educational sciences are published, have been examined.

Among the journals in which academic freedom-related studies have been published, Higher Education (Journal) was identified as the journal with the highest number of citations (632) in the WoS database. The total number of citations received by Higher Education journal in 2018 was 690, whereas it received 436 citations in 2019. The journal published 122 studies in 2018 and 121 studies in 2019. The journal's impact factor for 2020 was calculated as 4.634 by dividing the total number of citations received in 2018 and 2019 (1,126) by the total number of studies published in 2018 and 2019 (243). (WoS)

The objectives, scope, and affiliations of the Higher Education journal were examined. The journal's purpose and scope are defined as tracking developments in both private and public universities, polytechnics, colleges, and vocational education institutions in the higher education sector, addressing problems experienced by academics, students, planners, and administrators, and creating a forum among experts. The journal is published by Springer, which operates as part of a larger organization called Springer Nature.

Among the journals in which academic freedom-related studies have been published, the second-highest cited journal in the WoS was *Studies in Higher Education*, with 274 citations. The total number of citations received by the *Studies in Higher Education* journal in 2018 is 749, whereas it received 639 citations in 2019. The journal published 155 studies in 2018 and 162 studies in 2019. The journal's impact factor for 2020 was calculated as 4.379 by dividing the total number of citations received in 2018 and 2019 (1388) by the total number of studies published in 2018 and 2019 (317). (WoS). The objectives, scope, and affiliations of the *Studies in Higher Education* journal were examined. The journal's purpose and scope were defined as being an international journal that published articles on higher education-related topics. The journal focused on publishing studies that aim to enhance understanding of higher education policy, institutional management and performance, teaching and learning, and the contributions of higher education to society and the economy. *Studies in Higher Education* journal is published under Routledge Journals. Publishing under Taylor and Francis LTD., the journal has continued its publication life under Informa since 2004.

Among the journals in which academic freedom-related studies have been published, the third-highest cited journal in the WoS was the *British Journal of Educational Studies*, with 167 citations. The total number of citations received by the *British Journal of Educational Studies* journal in 2018 was 85, whereas it received 50 citations in 2019. The journal published 24 studies in 2018 and 27 studies in 2019. The journal's impact factor for 2020 was calculated as 2.647 by dividing the total number of citations received in 2018 and 2019 (135) by the total number of studies published in 2018 and 2019 (51). The objectives, scope, and affiliations of the *British Journal of Educational Studies* journal were examined. The journal's purpose and scope were defined as being one of the UK's leading international education journals, publishing scientific, research-based articles on education that were grounded in historical, philosophical, and sociological analysis and sources. Like the *Studies in Higher Education* journal, the *British Journal of Educational Studies* journal has been published under Routledge Journals.

3.5. Citation Analysis by Authors

Table 2. 10 authors with the highest number of citations in the field of academic freedom (WoS)

Rank	Authors	Number of Studies	Number of Citations
1	Philip Altbach	4	296
2	Damtew Teferra	1	170
3	Suzy Harris	3	134
4	Jon Nixon	2	111
5	Barbara Sporn	1	86
6	Robert Berdahl	1	80
7	Andrew Marks	1	72
8	Stephen Rowland	1	72
9	Melanie Walker	1	72
10	Simon Marginson	3	65

A total of 797 authors were identified in 579 studies on academic freedom obtained from the Web of Science (WoS) database. Table 2 presents the top-10 authors with the highest number of WoS citations in the field. According to the table, the top-five authors with the highest number of citations were Philip Altbach (296), Damtew Teferra (170), Suzy Harris (134), Jon Nixon (111), and Barbara Sporn (86). Based on the table, it can be observed that a substantial number of authors existed with high number of citations, even though some of them had merely a single study in the field.

3.6. Distribution of Studies on Academic Freedom in the Field of Educational Sciences by Sub-themes

Table 3. Distribution of studies on academic freedom in the WoS database by sub-themes

Subject	Frequency (n)	Percentage (%)	Cumulative (%)
Job Security and Tenure	100	17.27%	17.27
Academic Freedom Levels of Countries	68	11.74%	29.01
Academic Capitalism and Neoliberalism	49	8.46%	37.47
Right to Education and Instruction	40	6.91%	44.38
Ethics and Accountability	38	6.56%	50.94
Decision-Makers	37	6.39%	57.33
Historical Process	34	5.87%	63.2
Freedom of Expression and Publication	30	5.18%	68.38
University and Academic Culture	29	5.01%	73.39
Threats to Academic Freedom	25	4.32%	77.71
Regional Studies	23	3.97%	81.68
University Financing	23	3.97%	85.65
Academic Professionalism	18	3.11%	88.76
Research Freedom	15	2.59%	91.35
Freedom of Belief	11	1.90%	93.25
Quality Concerns	11	1.90%	95.15
Autonomy	10	1.73%	96.88
Gender Inequality	10	1.73%	98.61
Academic Identity	8	1.39%	100

183

According to Table 3, of the 579 studies on academic freedom indexed in the Web of Science (WoS) database between 1980 and 2021, 100 (17.27%) concentrated on the relationship between job security, tenure, and academic freedom; 68 (11.74%) on the academic freedom levels of countries; 49 (8.46%) on the relationship between academic capitalism, neoliberalism, and academic freedom; 40 (6.91%) on the relationship between the right to education and academic freedom; 38 (6.56%) on the relationship between ethics, accountability, and academic freedom; 37 (6.39%) on the relationship between decision-makers and academic freedom; 34 (5.87%) on the historical process of academic freedom; 30 (5.18%) on the relationship between freedom of expression, publication, and academic freedom; 29 (5.01%) on university and academic culture; 25 (4.32%) on threats to academic freedoms; 23 (3.97%) on regional studies related to academic freedom; 23 (3.97%) on the relationship between university financing and academic freedom; 18 (3.11%) on the relationship between academic professionalism and academic freedom; 15 (2.59%) on the relationship between research freedom and academic freedom; 11 (1.90%) on the relationship between freedom of belief and academic freedom; and 11 (1.90%) on the relationship between quality concerns and academic freedom. It can be observed that a large portion of the studies on academic freedom focused on the themes of job security and tenure. In the research on academic freedom, it was observed that the studies were gathered around 19 different sub-themes.

3.7. Co-Citation Analysis by Authors

Table 4. 10 Authors with the highest number of common citations in the field of academic freedom (WoS)

Rank	Authors	Number of Co-citation
1	Sheila Slaughter	82
2	John Dewey	81
3	Philip Altbach	78
4	Michel Foucault	76
5	Joseph Kinmont Hart	72
6	Simon Marginson	66
7	Barnett Rubin	42
8	Rosemary Deem	40
9	William G. Tierney	38
10	Bruce M. Metzger	36

Table 4 presents the top-10 authors with 25 or more citations among the cited authors in the field in the 579 studies on academic freedom obtained from the Web of Science (WoS) database, a total of 13,811 authors were found to be cited. Table 4 presents the top-10 authors with 25 or more citations among the cited authors in the field. According to the table, the top-five authors with the highest number of citations were Sheila Slaughter (82), John Dewey (81), Philip Altbach (78), Michel Foucault (76), and Joseph Kinmont Hart (72). Although these authors did not conduct direct studies on academic freedom and had nothing to do with the studies on academic freedom obtained from the WoS database due to this reason, they have influenced studies on academic freedom.

In Figure 4 shows the authors co-citation density map. In 579 academic freedom studies obtained from the WoS database, which cited 13,811 authors, a condition of at least 15 citations for authors to be included in the visual mapping method was applied. A co-citation density map and network analysis map were created for 57 authors who met the established standards. The co-citation density map of the authors according to the established standards is illustrated in Figure 4. Authors located in brightly yellow-colored areas had higher number citations than those located in navy-colored areas.

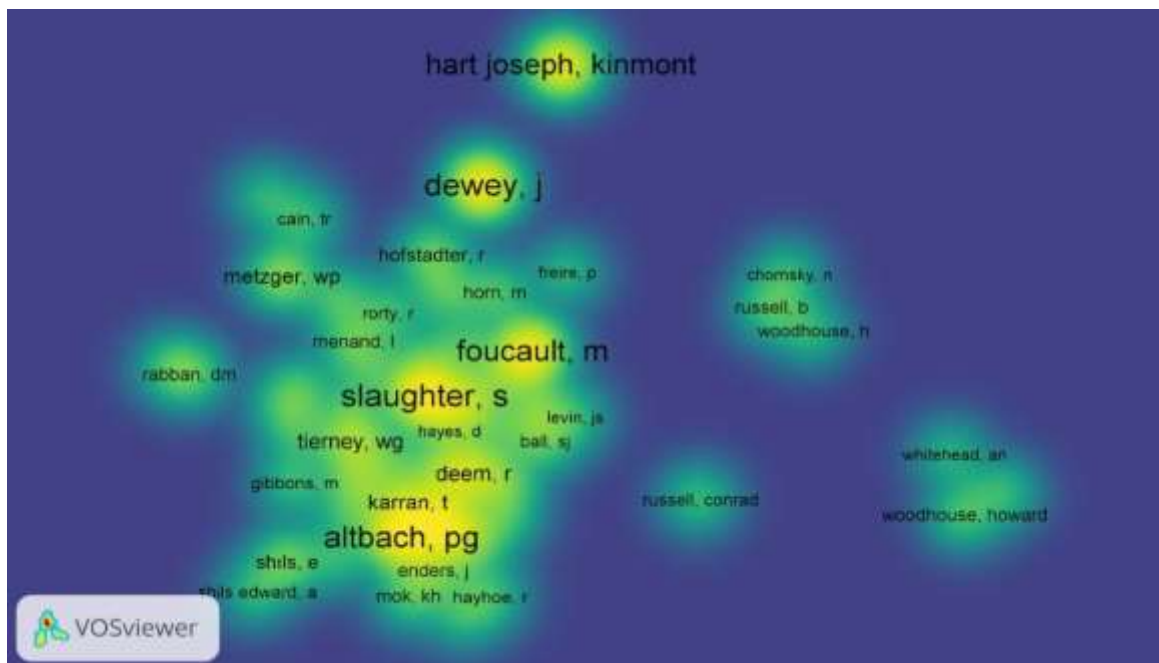


Figure 4. Co-Citation density map of authors (Most cited authors in studies on academic freedom)

The fact that Philip Altbach was located in a central position in the map with many authors around him indicated that he had been cited by many important studies in the field. Additionally, it can be seen that important researchers in the field of education such as John Dewey and Michel Foucault received a significant number of citations in the academic freedom field, even though they have not directly studied on academic freedom.

3.8. Co-Citation Analyses by Studies

Table 5. Top-10 Studies with the Highest Co-Citations in the Field of Academic Freedom (WoS)

Rank	Publications	Number of Citations
1	Altbach, P. G. (2001). Academic freedom: International realities and challenges. <i>Higher education</i> , 41(1), 205-219.	28
2	Rhoades, G., & Slaughter, S. (2004). Academic capitalism in the new economy: Challenges and choices. <i>American academic</i> , 1(1), 37-59.	23
3	Slaughter, S., & Leslie, L. (1997). Academic capitalism: Politics, policy and the entrepreneurial university. <i>Baltimore and London: The Johns Hopkins University Press</i> , 11(68), 68.	20
4	Berdahl, R. (1990). Academic freedom, autonomy and accountability in British universities. <i>Studies in higher education</i> , 15(2), 169-180.	14
5	Olssen, Mark i Peters, Michael A. (2005). Neoliberalism. Higher Education and the Knowledge Economy: From the Free Market to Knowledge Capitalism, <i>Journal of Education Policy</i> , 20(3), 313-345.	14
6	Karran, T. (2009). Academic freedom: in justification of a universal ideal. <i>Studies in Higher Education</i> , 34(3), 263-283.	13
7	Conrad, R. (1993). Academic Freedom.	13
8	Akerlind, G. S., & Kayrooz, C. (2003). Understanding academic freedom: The views of social scientists. <i>Higher Education Research & Development</i> , 22(3), 327-344.	11
9	Deem*, R., & Brehony, K. J. (2005). Management as ideology: The case of 'new managerialism' in higher education. <i>Oxford review of education</i> , 31(2), 217-235.	11
10	Hofstadter, R. (1955). Development of Academic freedom.	11

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Table 5 presents 14 studies that have 10 or more WoS citations among the references cited in studies conducted in the field. According to the table, the top-three studies with the highest citation numbers were Altbach, P. G. (2001). "Academic freedom: International realities and challenges" in *Higher Education*, 41(1), 205-219; Rhoades, G., & Slaughter, S. (2004). "Academic capitalism in the new economy: Challenges and choices" in *American Academic*, 1(1), 37-59; and Slaughter, S., & Leslie, L. (1997). "Academic capitalism: Politics, policy and the entrepreneurial university" in *Baltimore and London: The Johns Hopkins University Press*, 11(68), 68.

3.9. Co-occurrence Analysis of Keywords

Table 6. Co-occurrences of keywords (common word analysis) (WoS)

Rank	Word	Number of Co-occurrence
1	Academic Freedom	121
2	Higher Education	50
3	Neoliberalism	11
4	University	11
5	Accountability	8
6	Assessment	8
7	China	8
8	Hong Kong	7
9	Quality Assurance	7
10	University Autonomy	7
11	Autonomy	6
12	Ethics	6

13	Governance	6
14	Institutional Autonomy	6
15	Leadership	6
16	Managerialism	6
17	Curriculum	5
18	Education	5
19	Globalization	5
20	Higher Education Policy	5
21	Qualitative Research	5
22	Tenure	5
23	Türkiye	5

Table 6 lists keywords used in studies conducted in the field that had 5 or more co-occurrences. The highest number of co-occurrences in the table was found to be 121 for “Academic Freedom” and 50 for “Higher Education.”

In 579 academic freedom studies obtained from the WoS database, a total of 843 keywords were used. For co-occurrence analysis of keywords, a criterion of 5 co-occurrence was set for each word. Using 23 keywords that fulfill this criterion, an average publication year map was created based on the studies in which the keywords were used.

Figure 4 illustrates a colored map of the average publication years of the studies in which 23 keywords with a co-occurrence rate of 5 or more out of a total of 843 keywords used in 579 academic freedom studies obtained from the WoS database were published. The size of the nodes represents the number of keyword co-occurrence. Keywords with larger nodes are more commonly used in studies conducted in the field, whereas keywords with smaller nodes are used less frequently. Keywords with an average publication year of 2012 and those with a publication year are shown in shades of blue, keywords with an average publication year between 2012 and 2016 are shown in shades of green, and keywords with an average publication year after 2016 are shown in shades of yellow.

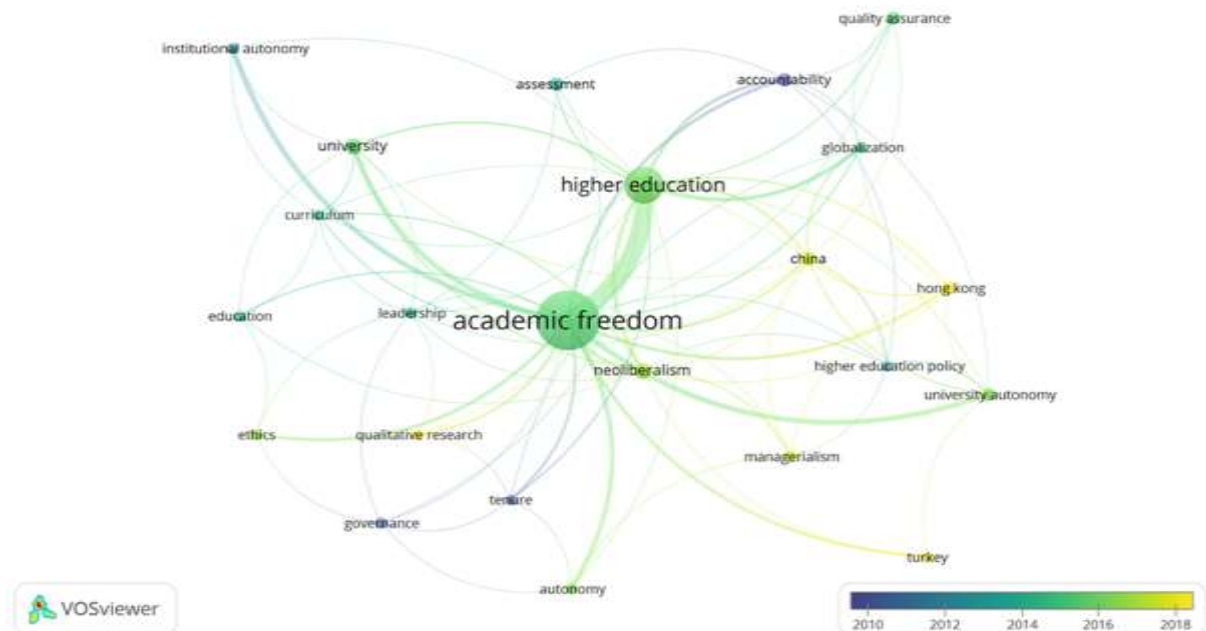


Figure 5. Co-occurrence of keywords / common word analysis (according to the average publication year of the studies in which the keyword was mentioned)

According to Figure 4, keywords shown in navy and dark blue tones had earlier average publication years. Upon examining keywords with an average publication year prior to 2012, they were identified as Tenure, Governance, and Accountability. Keywords with an average publication year between 2012 and 2016 were identified as Academic Freedom, Higher Education, Institutional Autonomy, Education, Curriculum, University, Leadership, Assessment, Quality Assurance, Globalization, and Higher Education Policy. Keywords with an average publication year after 2016 were identified as China, Hong Kong, University Autonomy, Managerialism, Türkiye, Autonomy, Qualitative Research, and Ethics. Examining the keywords that have recently become prominent provides important information on the direction of progress in the field. Among all the keywords, it can be seen that only two countries, China and Türkiye, were mentioned.

4. DISCUSSION and CONCLUSION

According to the Human Development Index (HDI) score, Norway (0.957), Switzerland (0.955), and Ireland (0.955) were the top-three countries with the highest HDI scores, and their Academic Freedom Index (AFI) scores fell within the range of 0.8-1.0, indicating an A-level. According to the European Patent Office, the top-three countries with the highest number of patents per million population were Switzerland (968.6), Sweden (487.6), and Denmark (454.5), and their AFI scores fell within the range of 0.8-1.0, indicating an A-level. In addition to directly affecting the scientific knowledge and thinking levels of academic societies, academia also directly affected the society's productivity, thinking, and welfare levels. For the effective functioning of the academic field, it is crucial for scientists to have the initiative and freedom to conduct scientific research without the need for supervision, thanks to the status they have acquired (Karadağ & Yücel, 2020).

In March 2021, the Global Public Policy Institute (GPPI) published an Academic Freedom Index (AFI) report, which compared countries' patent numbers and Human Development Index results. The results indicated that countries with high HDI scores and high patent numbers also had high AFI scores. This highlights the importance of academic freedom in the development of countries and in progress in science and technology. Nonetheless, a high level of academic freedom alone is not sufficient for a country's development.

There is no bibliometric analysis study on academic freedom in the field of educational sciences conducted both in Türkiye and abroad. This study covers 579 academic articles, books, and book chapters on academic freedom in the field of educational sciences in the WoS database. In the literature review conducted on bibliometric studies on academic freedom, databases such as "ProQuest Dissertations & Theses", "YÖKTEZ", "Scopus", "WoS", "Google Scholar" were examined, and no study on this topic was found. Due to the absence of a bibliometric analysis study on academic freedom in both national and international literature, this study is crucial in terms of filling a significant gap in the field. Upon examining the distribution of academic freedom studies by their types in the field of educational sciences, it was observed that there were 478 articles, 66 articles and book chapters, 16 books, and 19 book chapters. The majority of the publications were found to be in the form of articles. In a study conducted by Ertem (2021) on academic freedom studies conducted in Türkiye, 61 studies were examined, and it was found that 42 of them were articles, 12 were theses, 4 were reports, and 3 were book chapters. This situation indicates that the majority of studies in the field are consisted of articles.

In Summak (2008), it was found that 10% of the academicians working in Türkiye could not express their opinions on what academic freedom means. This indicates the need for increased studies in the field regarding one of the most important rights of academicians related to their profession, academic freedom. This study aimed to provide insight into the state of the field through bibliometric analysis and scientific mapping of academic publications. The analysis was conducted using the Web of Science database, which indexes academic publications in the field of educational sciences. The

topic of the analysis was “academic freedom” and the period of study covered was 1980-2021. The publications included articles, papers, books, and book chapters.

It was found that there were 579 academic freedom related studies indexed in the WoS database between 1980 and 2021. Upon examining the distribution of studies conducted on academic freedom in the WoS database by years between 1980 and 2021, it was observed that there was no year without a study. The year with the least number of studies conducted was 1984 and the year with the most studies conducted was 2021. Significant increases in the number of studies were observed in 1983, 1991, 1997, 2001, 2012, 2016, and 2021 compared to the previous year. Upon examining the changes in the number of studies according to years, it was observed that there was no regular increase. Despite the lack of a regular increase, the number of studies exhibited an increasing trend from 1980 to 2021. Upon examining the publication years of 579 academic freedom related studies conducted in the field of education indexed in the WoS database between 1980 and 2021, it was observed that there was a continuous increase in the number of studies, although not regularly. In [Ertem \(2021\)](#) on academic freedom related studies conducted in Türkiye, it was observed that 20 studies were conducted between 2011-2014 and 19 studies related to academic freedom were conducted between 2015-2018 according to the distribution of publication years. The periods with the least number of studies conducted were determined as 2003-2006 (n=10) and 2007-2010 (n=12).

A review of the WoS database indicates that the highest number of studies on academic freedom in the field of education sciences was conducted in the USA, with 183 studies. The United Kingdom ranked second with 63 studies, followed by Canada (38 studies), Australia (31 studies), and China (25 studies). With 6 studies on academic freedom in the field of education sciences, Turkey was ranked 11th. It is seen that the number of academic freedom studies conducted in the field of education sciences in Türkiye was quite low in the WoS index.

Upon examining the distribution of academic freedom studies published in the field of education, it was found that The University of Hong Kong ranked first with 14 studies. This was due to The University of Hong Kong leading the studies on academic freedom in the field of education in China, whereas in the USA, which is the country with the most studies, academic freedom studies have been conducted in many different institutions. Following The University of Hong Kong, The University of Virginia, Georgia State University, University of the Fraser Valley, and University of Oxford were among the institutions with 7, 6, 6, and 6 studies, respectively.

Upon analyzing the distribution of academic freedom studies in the education sciences field published in the WoS database, it was found that the Journal of Academic Freedom ranked first with a clear margin, publishing 115 academic freedom studies. Following this, Higher Education with 23 studies, Minerva with 18 studies, and Studies in Higher Education with 16 studies were identified as the next most prolific sources of academic freedom studies. Out of the 20 most prolific sources of academic freedom studies in the education sciences field, with the exception of two (Power, Discourse, Ethic; Establishing Academic Freedom), all were found to be journals. It was also found that the journals publishing academic freedom studies focused on the education and higher education fields.

According to the citation analysis of the sources in which academic freedom studies in education sciences have been published, the top 5 sources with the highest number of citations are Higher Education (Journal) (632), Studies in Higher Education (274), British Journal of Educational Studies (167), Teaching in Higher Education (139), and AAUP-Journal of Academic Freedom (138). All sources that received 50 or more citations were academic journals. It was observed that the impact factors of the most cited sources, Higher Education (Journal) (632), Studies in Higher Education (274), and British Journal of Educational Studies (167), were proportional to the number of citations they received. The impact factors, aims, and publisher organizations of the three journals with the highest citation numbers out of the 579 academic freedom studies published in education sciences

indexed in the WoS database between 1980 and 2021 were examined. It was found that the impact factors of the three journals with the highest citation numbers were proportional to the number of citations received by the journals. By examining the citation numbers of journals, it is possible to gain an idea about their impact factors. It was observed that the two journals with the highest citation numbers focused on higher education studies, and the third journal published studies in the field of education. This indicates that effective studies on academic freedom are mostly related to higher education.

According to the citation analysis of authors of academic freedom studies in the field of education, Philip Altbach was the author with the highest number of citations, with 296 citations for 4 studies among authors with 100 or more citations. Damtew Teferra, who has collaborated with Philip Altbach on one study with 170 citations, and Suzy Harris, with 134 citations for 3 studies, were the second and third most highly cited authors, respectively. Philip Altbach was seen as the most effective author in terms of the number of citations. There was no significant correlation between the number of studies and the citation rate of the authors.

According to the co-citation analysis of authors in the academic freedom studies indexed in the WoS database in the field of educational sciences, the top-five authors with the highest number of citations were Sheila Slaughter (82), John Dewey (81), Philip Altbach (78), Michel Foucault (78), and Joseph Kinmont Hart (72). It is noteworthy that Philip Altbach, who had the highest number of citations among these authors, was also among the authors who have conducted studies on academic freedom. Additionally, it is observed that there were authors such as Sheila Slaughter, John Dewey, Michel Foucault, and Joseph Kinmont Hart who did not directly study on academic freedom but influenced this area.

According to the co-citation analysis of academic freedom-related studies in the WoS database, the top-3 most cited studies were Altbach, P. G. (2001). *Academic freedom: International realities and challenges*. *Higher education*, 41(1), 205-219; Rhoades, G., & Slaughter, S. (2004). *Academic capitalism in the new economy: Challenges and choices*. *American academic*, 1(1), 37-59; and Slaughter, S., & Leslie, L. (1997). *Academic capitalism: Politics, policy and the entrepreneurial university*. Baltimore and London: The Johns Hopkins University Press, 11(68), 68. Among these studies, Philip Altbach, the author of the most cited work, and Sheila Slaughter, the author of the second and third most cited studies, stand out as influential authors in the field.

Upon examining the sub-themes of academic freedom in the field of education in the WoS database, it is seen that more than half of the studies (%50.94) focused on the relationship between job security and tenure and academic freedom, countries' levels of academic freedom, academic capitalism and neoliberalism, the relationship between the right to education and academic freedom, and ethical and accountability themes. The most studied theme, job security and tenure, covers the problems that academics face during important duties such as conducting research and carrying out educational activities. The fact that academics are at risk of losing their jobs due to these activities makes the theme important. The fact that the studies on academic freedom focus on job security and tenure, which concerns the employment rights of academics, shows that researchers still face the risk of losing their jobs, suffering financial losses, or even being punished in various ways for their work or ideas. The second most focused theme was the influence of political authorities on academic freedom. Decision-making mechanisms in many countries continue to exert pressure on academia. The rapid development and strengthening of the private sector in today's world has allowed it to have an impact on academia. The financial support provided to universities for research and development activities and the provision of qualified workforce put pressure on researchers to direct their academic work.

In the field of educational sciences, the co-occurrences of keywords in academic freedom-related studies were analyzed, and it was determined that the most commonly used keyword, with 121

matches, was “Academic Freedom”. This was followed by “Higher Education” with 50 matches, indicating a strong relationship between these two keywords. Based on the average publication year of the studies that included the keyword, it was observed that the co-occurrence of the keywords “China, Hong Kong, University Autonomy, Managerialism, Türkiye, Autonomy, Qualitative Research, and Ethics” occurred mainly after 2016. The analysis of co-occurring keywords revealed that the usage frequency of “China, Hong Kong, and Türkiye” started to increase significantly after 2016. Sağır (2019) notes that China has developed policies to increase freedoms for its think tanks and universities, which may be affecting the trend towards academic freedom-related studies on China. This indicates that the field has been focusing on university autonomy, managerialism, autonomy, qualitative research, and ethics. It was also found that the scores of Hong Kong (0.848), China (0.082), and Türkiye (0.064) on the Academic Freedom Index (AFI) prepared by the Global Public Policy Institute (GPPI) could be related to the increased usage of keywords related to these countries and regions after 2016.

Neoliberal economic policies and globalization are considered complementary concepts. Due to the neoliberal economic globalization, the education system is adapting to free market mechanisms and becoming profit-oriented institutions (Yıldız, 2008). This situation puts pressure on academics in terms of the sub-dimensions of academic freedom.

Ethics, evaluation, and accountability are seen as interrelated concepts. Ethics is defined as the science of moral rules that reveal right and wrong criteria (Kıranlı-Güngör & Atalay, 2018). Academics have the right to academic freedom within the framework of ethical principles and intellectual responsibilities (Karadağ and Yücel, 2020). Therefore, academics should act in accordance with the principles of justice, honesty, impartiality, responsibility, transparency, and accuracy that emerged in Kıranlı-Güngör and Atalay (2018) upon evaluating students in scientific research and teaching activities, which are important in terms of the concept of accountability.

4.1. Suggestions

It was observed that there were relatively few studies on academic freedom in Türkiye in the academic literature on educational sciences in the Web of Science database. Increasing the number of studies with a Turkish address was recommended for the WoS index. Bibliometric analysis of academic studies may be conducted through the Scopus database and the results may be compared with the analysis of data obtained from the WoS index. Bibliometric analysis, document analysis, and meta-synthesis methods can be employed to analyze the theses (master’s and doctoral) and research articles published in Türkiye. It is seen that bibliometric analysis studies have begun to develop in Türkiye recently. Increasing number of studies on bibliometric analysis in different fields would contribute to the literature. It has been found that joint authorship studies on academic freedom in the field of educational sciences in Türkiye were mostly conducted with the USA. Joint authorship activities can be carried out with different countries.

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Ethics Committee Decision

Due to the scope and method of the study, ethics committee permission was not required.

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