



The Realization of Academic Freedom as the Basis of Assurance of Higher Education Quality

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ABSTRACT

The organization of management in the higher education institutions of Kazakhstan according to essential new standards, which are being dictated by the reforming of national high education, has forced are think of the problem of academic freedoms as a fundamental principle of university life. While the situation with the understanding of university autonomies and its influences on the private high education institutions continue to remain ambiguous. Problems of independence are actual not only for the state, but also for private high education institutions as well. However, there is no clear understanding of academic freedoms in these universities. This work reflects the author's opinion concerning the prospects of the realization of the academic freedoms of teachers and students in post Soviet countries.

Keywords: Academic Freedom, Universities, Autonomy, University Management

JEL Classifications: I23, I22, I28

1. INTRODUCTION

The objective to enter into the top 30 most developed countries in the world has been set up as an objective in the development of Kazakhstan. Today among these countries are Europe's leading economies such as Switzerland, Germany, Great Britain and Asian countries: Singapore, Japan and Malaysia.

Kazakhstan's competitive opportunities are currently placed among the countries rated between the 28th and 32nd position. Those countries are Ireland, China, Puerto Rico, Iceland, and Estonia. Among post-Soviet states, Kazakhstan stands below Azerbaijan and Lithuania. Higher positions in this list are held by our neighbors and partners: Turkey, Spain, Italy and Poland who come before Kazakhstan (The World Competitiveness Scoreboard, 2014).

Those are the universities which we must indicate as key reference points of our development in the next 5-10 years.

The development of high education in Kazakhstan is characterized by the range of contradictory trends. The expectation of reforms is, probably, more tense than then the reforms themselves: There are only assumptions and guesses, but no confidence in the expected results. The situation regarding the understanding of university autonomies and their impact on the private, autonomous universities remains controversial. Modernization of management in state and national universities will somehow affect the changes in private universities.

2. METHODOLOGY

The followings were applied as the key methods of the research: Synergetic scientific approach, methods of supervision, analysis and synthesis, and also the method of obtained data conceptuality.

Synergetic approach allowed exposing factors, to name and studying the elements and reasons that determine the

realizability of academic freedoms, their historic character in intercommunication of their changes happening in the process of university development. The methods of supervision, analysis and synthesis allowed to reveal the key factors and reasons in every investigated directions such as: Educational-methodological, administrative, personnel and financial, the above mentioned factors influence the realization of academic freedoms.

Application of the conceptuality method of obtained data enabled to systematize the gained conclusions and results of researches and to expound in orderly conception reflecting substantive provisions and suggestions on the improvement and assistance of academic freedoms realization.

3. THE RESULTS

The carried out research allowed to get the following results; the assessment of key factors is given in the work, these factors restrain academic freedoms realization in the system of higher education of post-soviet countries.

The study of international researches study and accumulated world experience enabled to produce the directions of their adaptation in Kazakhstan taking into account the existing legislation.

The estimation of Kazakhstan's current conditions is given in the article, the mentioned conditions allow to launch and develop the principles of academic freedoms. As resulting conclusions suggestions on development of mechanism realization of academic freedoms in post-soviet countries with the use of the address approach to professor-teacher staff (PTS) and students are given in the work. And also, the basic risks of realization of these suggestions and ways of their minimization are marked as well.

4. DISCUSSION OF THE PROBLEM

4.1. Higher Education: Modern Features

4.1.1. Key trends in higher education development in the CIS countries (for example, Kazakhstan)

The expectation of the results for university reformation has renewed the problem of academic freedoms as a fundamental principle of university life.

The development of higher education in Kazakhstan is characterized by the range of contradictory trends:

1. Huge gap between the structure of manpower development and real demand of labor market;
2. Insufficient level of government financing;
3. Ineffective and nontransparent mechanism of budget allocation;
4. Strengthening of social differentiation in the access to qualitative education;
5. Outflow and ageing of the teaching staff.

The absence of real university autonomies is resulting in the weakening of the responsibility for the results of activity on the educational services market. Perhaps, due to this reason the government put forward the issue of university autonomies.

Nowadays, among national and state higher educational institutions there are some institutions which have been blamed for the poor quality of educational services. Private universities are also not exceptions. Being "declaratively autonomous" private universities actually are almost the same when it comes to autonomy issues.

"Higher education and training" is defined as the fifth indicator among 12 key indicators of the 2013-2014 Global Competitiveness Rating report. In that list Kazakhstan is ranked with 4.5 points (84th position), and our key competitors' average rank is between 4 and 5.5. In the achievements within the top countries the largest part is played by the World's leading top universities like: Trinity College Dublin (Ireland) – 5.4, Xinjiang University (China) – 4.2, Universidad de Puerto Rico (PUERTO RICO) – 5.1 (Academic Ranking of World Universities 2013).

Those are the universities which we must indicate as key reference points of our development in the next 5-10 years.

Higher education is divided into different relations, the main participants of which are the university, state and market. The interaction between these parties creates a fundamentally new situation. So, the total annual public expenditures for education have reached one and a half trillion dollars. In the economy one can observe a global spread of a neoliberal market economy and the gradual transformation of higher education into a commodity. The number of private commercial institutions of various forms is rising rapidly. That situation might be called revolutionary. Today it is not just institutions, academies and universities (the number of which is probably decreasing) (Federkeil, 2010). New consulting and training centers, business schools and educational holdings are now appearing in the system. Education, in principle, stopped being social in its capital-initial nature: Nowadays there is not only the government's or the formerly, teachers' money. There is also the money of militarists, financiers, oilmen and politicians who have created their own universities.

Modern education is facing a range of challenges, such as:

1. Substantial demand for qualified higher education. Consumers, (represented by the government, employers, parents and graduates) agreeing to pay good money, but only for good quality of education;
2. The transformation of targets and values of higher education (higher education as an investment sphere requires the corresponding output which is expected by investors; another issue is what this expectation should be like, of social or economic effect);
3. The uncertainty of higher education institutions' place in the social structure and in social relations (changing the role of the state and coexistence of various higher education models in the global education system– pure state, mixed and private, transforms its possibilities in the defining of the educational policy) (Barendt, 2011);
4. The changing role of the state, the risk of decreasing the share of state responsibility for the higher education sphere (the decreasing of the role, and consequently the decreasing of the rights and responsibilities and the results in the leveling of responsibility);

5. The implementation of market relations into the high education sphere (marketization, commoditization) (Bowen et al., 2014);
6. The high level of inequality among higher education institutions.

So, the pre-reform status of education and the perspectives of its conduction are clarified by us by way of reframing the value-target fundamentals of educational activity. Academic freedom is considered as a high priority valuable principle among these fundamentals.

4.1.2. Kazakhstan perception (understanding) of academic freedom

Currently, within the framework of accumulated experience in global educational system development, university autonomy is being understood as:

- Administrative freedom – independence of the university in making decisions and defining its internal organization (the right to appoint and recall the executive officers, to define their appointment duration, to form the board of executives, set up new subdivisions) (Spingarn, 2011);
- Workforce freedom – independence in selection and management of human resources (the right to employ and to dismiss academic and other staff, define the salary rate and etc.) (De George, 1997);
- Financial freedom – independence in management of financial resources and funds (the right to define the amount of payment for education of all levels, define the source of funding, the right to own and run the buildings and other property) (Blasi, 2006);
- Academic freedom – independence in academic affairs management (the right to determine the number of students and their admission procedures, the right to implement new educational programs of various levels, determine the education language, choose the quality evaluation criteria and agency for quality evaluation, independently determine the course content) (RAM KazEU, 2012).

At first sight, all mentioned criteria are common for private high education in Kazakhstan. However, the real practice demonstrates completely different situation. Existing standards in the number of teaching staff with degrees, the correspondence of teaching staff and part-time workers, and also the correspondence of teaching staff to the number of students all brings to naught the notion of staffing independence (SESHE, 2012). Restrictions in defining the education cost and absence of a systematic approach to the distribution of grants, the financing of scientific projects all mitigate the universities' motivation to realize financial independence. Existing standards of the organization of the education process and its methodical support completely bring to naught the actuality of a university's academic freedom in teaching and developing their own unique educational courses and programs (ROEPLP, 2007).

University autonomy, in its broad conception, means that some universities have the right for independent and autonomous decision making and administration within internal strategies

(Law RK "On Licensing", 2007). It is clear that university autonomy does not imply complete independence. A university is always dependent in some way. The state directly controls the activity of the universities through laws and indirectly, through the budget. Private universities have more independence than state universities. However, even private universities are forced to comply with legislation that means, they are also under the state regulation.

4.2. Regulation of Higher Education: Current Issues

4.2.1. Current conditions for regulation

Currently, state regulation of higher education applies direct and indirect mechanisms of control: Licensing, attestation and scheduled inspections, normative-instructive control, informational-statistical monitoring etc. Modern methods and ways of control do not comply with conditions and the prospective trend of development of high education; they are not "up-to-date." These methods, coming from the distant soviet time, carry with them parameters of planned standards. They do not consider market demands and employers' requirements. The system of licensing and attestation standards, as well as the approach to licensing itself, draws a number of criticisms. The need of obtaining a license for new specialties when the university has a license for conducting educational activities raises that question. For instance, in the sphere of public healthcare two types of licenses are issued: For medical and for pharmaceutical activities. It does not require the acquisition of licenses for each type of service offered by the organizations. The same situation is observed in television and radio broadcasting, in the construction and finance sector. In the sphere of education it is possible to apply the same mechanism as in two other spheres: The construction and finance sectors. Key areas of activity are licensed here, construction works, project activities, banking activities, Islamic banking etc. (Also, for example, economic profile, agricultural, medical activities etc.).

The problem of the quality today consists not only of the insufficiency of the material-technical supply or the organization of educational process (which has always existed, in soviet times as well, when the quality of education was very high), but is also in the professionalism of academic teaching staff. Most people realize that holding a degree is just a formal approval of qualification. A significant part of teaching staff does not have actual applied knowledge or experience. The necessity to fulfill the staffing standards has formed a widespread tendency of artificial reservation of the workforce capacity by aging professors and associate professors.

However, academic freedom is not only independence in teaching and research; first of all, it is financial freedom which allows the realization of academic freedom. At present, even private universities, being controlled, do not have organizational opportunities for financial independence. There is one more problem that has existed for many years. Today, the main financial burden on the development of economic staff rests not on the state or business, but on the public. As in most cases this education is fee-paying. One can observe such situations at all levels of education, even in the doctorate area, since a small number of grants pushes the students to study abroad. What financial freedom

authors of the given article are taking part in the above mentioned project realization at one of the higher education institutions. Thus, the experience of three higher education institutions was studied: A private university that is in the number of leading ones in the country; a state university (with national status) – incoming into five large higher education institutions; and a small private one incoming into the top – 70 Kazakhstani higher education institutions (altogether 131). In Table 1 data related to the given experimental projects are systematized.

So, the indicated data testify that realizable experimental project cannot be called as sufficiently effective one. In particular at opportunity changing the curriculum to 55% (58 credits out of 129 are compulsory related to the study in accordance with model curricula) teachers actively used the given right just in every third discipline. In this case so subzero index is conditioned by the readiness absence of instructors related to modifying independently curricula.

And this power can be limited only by the terms of the contracts that are made between the student and the university. In this case university assists the student in receiving the education and further employment. Student’s participation in their own education content formation is accomplished by choosing the elective courses.

These courses are offered by departments and faculties through the execution of student’s right not only to learn disciplines in accordance with their chosen specialty, but also to be grounded in some other disciplines. (It can be the selection of the teacher as well as the university, as agreed by the heads of universities within the academic mobility framework) (Putter, 2006). In this case the question regarding the consumption of culture, the correspondence of the applicants’ quality to the quality of the offered programs, the developments of the consumption literacy are raised. To put it another way, the foundation of the high quality service is based on its high quality consumption right from the beginning. If a student has background knowledge solid enough to learn the discipline and understands why they are gaining that knowledge, then the education quality will further depend on university itself.

The analysis of data on sociological survey (Table 2) showed that learners not in full extent are ready for taking advantage of the gained rights.

Thus, according to the analysis concerning the position “Choice of disciplines” students could differently use the given right at various higher educated institutions (HEIs). Particularly, in state higher education institutions it comprises just 13% of the contingent (internal department). The major reason of such low level is that universities themselves were not able to offer the real choice of

disciplines. In small private institution similar proposal was not offered at all. As for the position “Teacher’s choice” the situation is more complicated.

In private higher education institutions the given electivity is absent as the prescribed requirements by the Education and Science Ministry don’t empower to replace the teachers with academic degrees by business-trainers. In this connection higher education institutions could not offer the corresponding choice of teachers. State HEI was able to avail within the framework of that academic degree reserve that was available – 17% (75-50; 227 out of 1341).

In regard to the option “Combined form of teaching” the situation is better, when students can study the certain part of the discipline on another format – internal and evening form of study, internal and distantly – about 50% related to leading HEIs. However, private universities showed fewer possibilities towards combining. The reason of the given scantiness is the absence of evening and distant teaching forms. 13,2% index is formed by means of classic study and online forms combination. Participation in HEI management by students is being carried out very bounded – about 2,5%.

Academic freedom is the freedom provided by society to members of the academic community to ensure their possibility to execute certain imposed tasks. Notably to allow the university to fulfill their obligation for society and to contribute to human development (De George, 1997).

Academic freedom is not at all privilege provided to academic persons. This principle has its own application in each specific case. Some people seriously confirm, that academic freedom assumes a freedom from management (Karran, 2007). This is a typical example of the misunderstanding of academic freedom as a privilege of professorship. In this regard, it is reasonable to emphasize that academic freedom is more than a right. It also includes obligations. Academic researchers have to publish the results of their research even it is not always desirable to do so. Thus, the employer (the state, university) could insist that research results of any professor remain inaccessible for a wide audience. For example, because there is a negative assessment of somebody or something.

The analysis of data on sociological survey related to academic freedom openness assessment showed that universities themselves are not always ready for realizing their rights.

The presented in Table 3 data related to personnel independence confirmed the conclusions on Table 2. In fact HEI-1 cannot afford to manage the personnel staff as a 5-people reserve at requirement in 618 (4950/8=618; contingent is correlated with the norm 1:8),

Table 1: Academic freedom of PTS

HEI	PTS quantity			Academic degree level (%)	The right on changing curriculum is given	The right on curriculum changing was used by (%)
	In all	Researchers	Instructors			
HEI 1	490	190	300	51	490	36
HEI 2	1341	482	859	67	1341	30
HEI 3	180	22	158	45	160/20*	21

*Teachers without academic degrees that are not involved in curriculum amendments. PTS: Professors-teachers’ staff, HEI: Higher educated institution

Table 2: Academic freedom of students

HEI	The whole of contingent	Academic freedom – choice of disciplines (%)	Choice of PTS (%)	Combined form of teaching (%)	Participation in HEI management (%)
HEI 1	4950	1700/34,6	-	2100/42,9	4900/5*
HEI 2	16100	2100/13	1000/6,2	9430/58,6	16100/2*
HEI 3	1520	-/0	-	200/13,2	1520/0,5*

*Actually HEI management participation right was used by PTS. PTS: Professors-teachers' staff, HEI: Higher educated institution

Table 3: University academic freedom

HEI	PTS in all	Personnel independence		Management independence** (%)	Educational-methodological independence (%)	Financial independence (%)
		Possib.* (%)	AF Qual. degree level			
HEI 1	490	5/1	120 26,6	90	90	100
HEI 2	1341	228/17	176 54,0	0	100	20
HEI 3	180	-9/-5	12 38,4	90	30	100

*Possibility within the acting standards. **90% - Appointment is adjusted with the Rector – though formally. PTS: Professors-teachers' staff, HEI: Higher educated institution.

it is impossible to call it as meaningful. HEI-3 in general needs the personnel with academic degrees at existing number of teachers (9 scientists and 1 non-academic degree teacher should be involved).

State HEI-2 has relative possibilities on personnel updating and quality upgrading of their services – 228 teachers-scientists. It is the number of teachers that can be renewed by the university to improve the quality of services.

Though, if to take into consideration that correlation of the norm 1:8 is not kept here, in that case HEI should attract 671 teachers else ($16100/8=671$; contingent is correlated with the norm 1:8). Hence, within the conducted experiment on academic freedom principles launching, universities renewed personnel to increase the teaching quality. So, HEI-1 renewed the teachers to 24,5%, lowering academic degree level in two times.

HEI-3 changed the staff to 12 people by lowering academic degree level to 14,6%. But state HEI was able to renew the shots on personnel independence and fulfill the norm related to academic degree level, then as for management independence, HEI has no opportunities. All the changes in the structure require concordance with the Ministry as financing is carried out from republican budget. Data on educational-methodological and financial independence analysis show a real situation.

It is assumed that academic freedom only exists where the search for scientific truth is done by scientific methods on the basis of scientific rationality (Raustiala, 2005). Academic freedom, thus, is a professional obligation of academic community members, but not right to be used or not be used. As a result, everything comes down to the “human factor”. More precisely, on the attitude of university employees towards the ethical principles of their profession and the university’s mission.

The main indicators of academic freedoms are named as:

- Individualization of academic plans
- Active development of student organizations and student’s representation in the management of higher education institutions
- Active development of teaching organizations and teacher’s

representation in higher education institution management

- Financial autonomy
- Determination of admission rules and conditions of education
- Autonomous staff policy
- Academic content and structure of education
- Transparency in reporting
- Common and unified rules and procedures
- Procedure for labor conflicts resolution
- Research quality
- Access to information bases (libraries, Internet-resources) (Spingarn, 2011).

If those indicators have high values the university model can be formed reflecting all the principles of academic freedom.

4.3.3 Kazakhstan model of the free university

The development of such a higher education institution should be oriented to three vectors.

First: The education period has no limits. It is the principle of continuing education, education throughout the whole life. Second: The University is not the only place governed by discipline and the reproduction of a professional competences system. It is also the place where these limits are permanently deconstructed. Learning methods of deconstruction are one of the key tasks for innovative education. And third: The creation of a new community type at the university, a community of dissension. The university should become a place of various modes of thinking co-existing together; with the creation of scientific laboratories, scientific sites and round tables. The selection of specific problems, themes for research and discussion of their results can occur there. This will allow science to push forward and in the meantime to transfer it into teaching (CUNY, 2013).

At the same time, the permanent determination of academic freedom is extending, decreasing and diverging from traditional norms. Currently some people determine academic freedom as everything that facilitates effective study and scientific research. The term of “academic freedom,” thus, extends to all factors required for the functioning of a successful University. Academic freedom as a term is permanently developing.

5. CONCLUSIONS AND PROPOSALS

Today it is extended so that it covers practically everything that essentially complicates its manifestation. On our opinion, for academic freedom (in its classic understanding) it is not so important how the university management process is carried out, is it sufficiently financed or even how professorship is compensated. The privilege of academic freedom does not guarantee that professorship will participate in university management. However, it guarantees that teachers can speak about questions of internal management without fearing punishment. Academic freedom is not associated with accountability. Universities legally could claim for appropriate results and productivity of teaching staff. Professorship work can be estimated. Inadequate results of work can lead to special sanctions or even, in some cases, to dismissal. However, this requires careful inspection, not violating academic freedom. Academic freedom protects freedom of professorship for education, research and expression of opinion and nothing more.

5.1 Quality through Academic Freedom of Teachers

Thus, the providing of academic freedom to teachers will enable the improvement of education quality in higher education institutions through:

- Improvement of scientific research quality. It will entail the improvement of education quality in Master's and Doctorate courses, where they play a significant role. Along with this, Bachelor's programs will be changed, where applied and basic aspects of specialty are important;
- Within university autonomy the academic freedoms will allow the formation of more applied content of the educational programs. General educational disciplines will be adjusted for specialty profiles, for example, instead of the discipline "The History of Kazakhstan" to introduce "The History of Economic Studies in Kazakhstan", instead of "Informatics" to introduce the discipline "Information Systems in Economics" etc. In this case, the capacities of High Education institutions are being extended for a higher quality of training of manpower which is expected from us by the labor market;
- The possibility of determination of own its structure formation of academic program is not binding to a typical program, or to a work program dictated by the department. It stimulates the teacher for increase of return during the teaching process, and for a rise in quality;
- Inter-university teaching, staff mobility activation. It allows extended experience exchange, qualification improvement and the application of new educational technologies, that, in general, increases the quality of education in University;
- The opportunity to set up owns their pedagogical load. It allows the modeling of its structure, to plan scientific research and opportunities to take professional and scientific fellowships, and the learning of languages;
- It will also more operationally influence on imperfections and disadvantages in the academic process, in management of higher education institutions. Since educational services are provided by a teacher, it means that they quickly see all problems as they arise;
- The opportunity to set up their own pedagogical load allows the teacher to concentrate their attention on educational

quality. It would relieve teachers from other types of social-management activity;

- It will push the university to change instruments and approaches to business-process management. So, office and management personnel will execute the functions disclosing the targets and reasons.

The level of management increases and new types of activities form, i.e., professional managers of higher education. Under the conditions of academic freedom the teachers shall execute academic process and improve teaching methodologies. All associated functions of scientific and educational activity related to students will be carried out during the execution of teaching activity automatically. Simultaneously, it gives an opportunity to the university to require from a teacher the appropriate teaching quality expressed in his private competences and achievements (degrees, professional experience within teaching specialty, publications, own business experience or participation in the management of companies etc.).

5.2. Quality through Academic Freedom of Students

Similar provision of academic freedom to students will enable the increase of education quality in the university through:

- Opportunity of determination of own its structure for individual academic planning not binding it to a typical plan or a typical program. This stimulates students to increase their results during education and it means a rise in quality;
- There will be an opportunity for wider and more real participation in university management. It allows more operational influence on the imperfections and disadvantages of the academic process organization and provision of educational service, in university management. Since the main consumer is the student, all arising problems are seen quickly;
- Opportunity to combine different forms of education – full time, evening and distance, to create an individual academic plan. It gives the opportunity to students to combine study with professional practice, fellowship and even labor activity. Consequently, a student's motivation to study increases and quality increases.

Thus, to increase the quality of the higher education system, academic freedoms can be realized through mechanisms:

For teaching staff:

- Free choice of pedagogical load structure not binding to any norms and requirements of the higher education institution;
- Free choice of content of teaching disciplines;
- Free choice of content of educational programs (Liszka, 2008);
- Freedom of criticism and the right to make suggestions to improve the educational process organization (those types of activity, where a teacher has been involved) (Rosborough, 2009);
- Freedom of choice in teaching simultaneously in various higher education institutions.

For students:

- Free choice in creation of individual academic plans;
- Free choice of participation in management bodies of

institution of higher education, freedom of criticism and the right to make suggestions to improve the organization of the educational process;

- The free choice and availability of the opportunity to combine educational forms (full time, evening and distance) in the creation of an individual academic plan.

5.3. Risks the Academic Freedom Realization in Post-Soviet Countries

However, the realization of academic freedom in a university, taking into account existing national traditions and management features, is linked with specific risks. Among them are:

- Academic freedom and university autonomy in the creation of educational programs with the extension of an elective component narrows down the opportunities for international academic student mobility: Under the conditions of free choice of a teaching discipline content (currently even disciplines of elective component in various languages of education have common working academic program requirements of attestation) the academic freedom narrows down the possibilities of assessment of competences compliance introduced within this discipline by the Dublin descriptors for specialty. Moreover, it binds an assessment to dependence on the human factor—from the level of corporate culture and a teacher's responsibility. In turn, the complexity of the competences assessment system forms its subjectivity;
- Academic freedom and university autonomy in the development and writing of textbooks and educational guides slows down the development of professional methodological support within the institute. The loss of traditions and the freedom in the writing of books without observance of methodological requirements to their content has resulted in their quality decreasing. This does not facilitate the development of a writing culture;
- Academic freedom in the determination of educational programs, forms and content during the final state attestation complicates the assessment of competences received during education process. It complicates competences assessment for learning programs of the next level of education. So, various structures of disciplines, included in the TSA program, form artificial differences in pre-requisites);
- Academic freedom in teaching and in setting the pedagogical load decreases the efficiency of mechanisms and methods of assessment of a teacher's professionalism to sign contract with them and the setting of a salary. Along with this, dissatisfaction of said salary will always occur – whatever sum would be paid to a teacher (especially in comparison with the salary of other teachers). Under these circumstances, there are no guarantees that a teacher will want even under the best academic and financial conditions, to waive an additional active load in other institutions of higher education. It means that the attempts of institutions to propose better conditions to a teacher always will be behind their needs;
- Academic freedom in the opportunity to create a student's individual academic plan has special limits under existing norms of university regulations. So, the requirement of rules (order#152) defines the necessity of disciplines incorporation into modules. It means that the selection of disciplines within the module practically is not possible (ROEPLP, 2007).

The determination of educational pathways on specializations narrows down the choice of opportunities to the level of proposed educational programs provided by the institution of higher education (Corcoran, 2006).

Furthermore a question arises about the guarantees of the stated effects received from the provision of academic freedoms. In this case, it is important for the university to understand how to estimate the rise of educational quality, and by which criteria? There is a large complex amount of educational quality assessment criteria, taking into account the expected effect from the provision of academic freedoms (Raustiala, 2005). Among them it is possible to mention, academic performance, the application of theoretical knowledge in practice and the employment of graduates by specialty and category of profession.

From this point, a wide provision of academic freedoms to universities will be focused on the increase of these criteria: The rise of academic performance, a high level of coverage by professional practice and compliance with its specialty, high level of employment by specialty and different categories of profession.

6. CONCLUSION

Systematic underfunding of higher education is the reason for a range of negative processes, currently taking place in the university environment. Thus, the decreasing of investments into human capital leads to a catastrophic fall of overall higher education quality. The new generations of teachers work less with students and invest less in the formation and support of the university environment. As a consequence, the basic principles of university culture are transforming. We can observe the deformation of a long existing relationship system, the change of customary routines of university life not only in the Kazakhstan market of higher education. Similar processes are being observed in those deemed to be successful countries, where the rapid development of the educational market with a high demand for teachers, the high prestige of the profession, and high salaries were replaced with the fall in demand for academic work and the growth of competition for financing.

The revision (at the national level) of principles of state financing and the regulation of the higher education market, that was typical during the last decades for many countries such as the USA, Germany, Italy, France etc., has made the universities look for internal sources to increase efficiency (CUNY, 2013). Attempts are being made to change the system of control and reporting, by making the teacher's rates of activity more transparent and measurable, as well as reorganizing the system of their motivation and compensation. In the conditions of a university, when monitoring is associated with high expenses, the engagement of such people, who are not required to be controlled strictly, is an important factor of success.

Today within the framework of expected reforms, Kazakhstan high schools have started important transformations to change the approaches in higher education strategic management. The Supervisory Boards establishment and involvement of society

as an educational services consumer into the process of the management of the overall institution of higher education, the significant part of which is state owned (37%), will undoubtedly influence the development of the private institutions of higher education, and, thereby, the whole system of higher education.

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