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Abstract

This article examines the tensions created by academic freedom and grading in universities between academic staff and academic administration. Additionally, the impact of grading and academic standards on students' academic freedom is addressed, as well as the impact of corporatisation in the academy. By reviewing the existing literature and case law related to academic freedom and grading, this article aims to clarify the importance and impact of grading in universities, particularly as it relates to policy development and the application of academic standards. (HRK / Abstract übernommen)