

Proposal for indicators on monitoring fundamental values

Q1.1. Is the concept of academic freedom specifically mentioned in the legislation? Please tick all that apply.

- Yes, in constitution
- Yes, in law (for e.g. education / higher education law)
- Yes, in judicial decisions or customary practice¹
- No

Q1.2. If yes, please indicate the definitions and references/links to the sources for these definitions.

Q1.5. Is academic freedom defined in legislation and if yes what dimensions does it cover?

- Yes, freedom to research
- Yes, freedom to teach
- Yes, freedom to learn
- Yes, freedom of knowledge dissemination (Intramural)²
- Yes, freedom of knowledge dissemination (Extramural)³
- None of the above
- Other (please specify)

Q1.5.1 If yes, please indicate the definitions and references/links to the sources

Q4.1. Is academic integrity specifically mentioned in the legislation? Please tick all that apply.

- Yes, in constitution
- Yes, in law (for e.g. education / higher education law)
- Yes, in judicial decisions or customary practice
- No
- Other (please specify)

Q4.2. If yes, please indicate the definitions and references/links to the sources for these definitions.

Q4.3. What dimensions or requirements regarding academic integrity are covered by the existing legislation? Please, tick all that apply

- Existence of external bodies mandated to evaluate the implementation of the standards and regulations regarding academic integrity
- Provisions regarding academic integrity when using digital technologies
- Requirements to participate in international cooperation frameworks for integrity
- Requirements for QA procedures (for learning, teaching, admin procedures, and institutional governance) to include academic integrity provisions
- Provisions on academic integrity to be reviewed by the appropriate internal and external bodies in line with European and national frameworks.
- Requirements for HEIs to adopt Code of Ethics
- None of the above
- Other (please specify)

¹Customary practice, in this specific context, is defined as the consistent, widely accepted patterns of behavior, procedures, or norms within institutions that are implicitly or explicitly supported by the de jure framework, even if not fully codified in law. These practices reflect the practical implementation of legal or policy commitments, shaped by institutional culture, historical traditions, or professional ethics, and are observable as standard operations within the national context. They provide evidence of how formal obligations are actualized in day-to-day governance, particularly in areas where laws may be ambiguous or silent.

² within the internal environment of an institution

³ beyond the institution, involving interactions with external entities

Q4.4. For all dimensions covered by existing regulations, please provide links/references to the sources.

Q4.7. Are there system-level guidelines to support the exercise of academic integrity?

- Yes
- No

Q4.7.1 If yes, please indicate the definitions and references/links to the sources

Q4.11. Are there QA procedures developed to evaluate how academic integrity is ensured in HEIs?

- Yes
- No

Q4.12 If yes, please specify the body and the requirements

Q2.1. Is institutional autonomy specifically mentioned in the legislation? Please tick all that apply.

- Yes, in constitution
- Yes, in law (for e.g. education / higher education law)
- Yes, in judicial decisions or customary practice
- No
- Other (please specify)

Q2.2. [shown to those who selected 'Yes' for Q2.1]

If yes, please indicate the definitions and references/links to the sources for these definitions.

Q2.3. Is institutional autonomy defined in a legal document and if yes what dimensions does it cover

Please tick all that apply.

- Yes, organizational autonomy
- Yes, financial autonomy
- Yes, staffing autonomy
- Yes, academic autonomy
- No, it is not defined
- Other (please specify)

If yes, please indicate the definitions and references/links to the sources for these definitions

Q2.11. Are there requirements for an external body to evaluate how the exercise of institutional autonomy is ensured in HEIs?

- Yes
- No

Optional:

Q2.12. [shown to those who selected 'Yes' for Q2.11]

If yes, please indicate the body and specify the requirements.

Q3.9 Please mark in the table below the rights of students and staff that are protected in your higher education system

Students / staff	Protected in law	In regulations	in judicial decisions or customary practice	in institutional statutes/bylaws
Right to self-organise autonomously without undue interference				
Right to elect and be elected to the relevant governing bodies				
Right to have their views represented and taken into account				
Right to initiate, participate and decide in discussions in all governing bodies				
Right to be heard and have a vote on internal organisation and administration				
Right to be consulted on further development of the relevant HEI through their representative organisations (unions).				

Q3.10. For any right marked as legally protected, please provide reference/link to the source.

Q3.8. In accordance with the statement for this value, EHEA members committed to adopting and enforcing regulations and procedures regarding student and staff participation at all levels of governance. Please, mark in the following table all cases for which such regulations and procedures exist.

	Students	Staff
Transnational/European governance (e.g., structures beyond national borders, such as EHEA structures, EU higher education initiatives, or international consortia/alliances involving multiple countries)		
National governance (e.g., system-level structures within the country, such as ministries, national higher education councils, agencies, or parliaments responsible for higher education policy and oversight)		
Regional (sub-national) governance (e.g., sub-national entities within the country with devolved powers over higher education, such as states, provinces, regions, or autonomous communities in federal or decentralized systems; mark N/A via "Cannot answer" if your country has no such level)		
Institutional governance (e.g., within individual higher education institutions, such as governing boards, senates, councils, or rectorates where decisions on policies, priorities, and operations are made)		

Departmental governance (e.g., sub-institutional units, such as faculties, departments, programmes, or committees handling curriculum, research, or local decision-making)			
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Q.3.8.1 Please provide reference/link to the source

Q. 6.1 Have system-level authorities adopted legislation and regulations that require higher education communities⁴ to fulfil the following functions? Please, tick all that apply.

	Yes	No	Cannot answer
Pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good			
Uphold and develop the standards of teaching, learning, and research within and across academic disciplines.			
Systematically inform broader society of its work and results			
Foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics;			
Equip graduates with general, specialized, and ethical knowledge and understanding.			
Support graduates in developing the ability to make informed decisions about actions to take or refrain from taking.			
Offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and			
Provide support in order to enable those admitted to complete their studies with success			
Contribute to addressing societal challenges (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning, and teaching.			
Promote societal well-being through community outreach.			
Support solutions to societal challenges through innovation and technology transfer.			
Engage in and with the public sphere, including in public debate, to ensure that our societies be developed and governed on the basis of factual knowledge as well as critical and constructive thinking			
Engage with the public sphere to support societal development.			

⁴ ⁴ collective group of stakeholders directly engaged in or impacted by the activities, governance, and mission of higher education institutions, such as universities, colleges, and research institutes. This includes students, faculty, researchers, administrative staff, institutional leaders, and, in some contexts, external partners like alumni, funding bodies, or local organizations that collaborate with these institutions.

Participates in public debate to promote informed discourse.				
Foster critical and constructive thinking to guide governance based on factual knowledge.				
Help improve opportunities for all members of society				

Q6.1.1 Please provide reference/link to the source