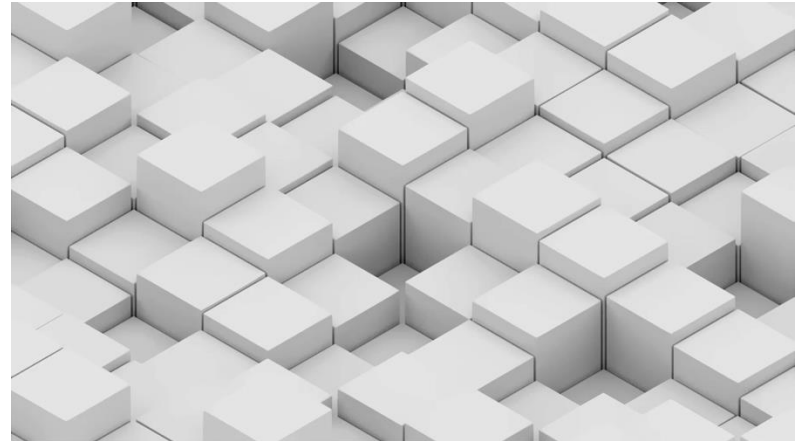


Monitoring academic freedom and academic integrity – together or separately?

PLA NewFAV2 project
19 November 2025



Outline

- The EHEA fundamental values of higher education process
- Academic freedom (AF) and academic integrity (AI): their place in the EHEA fundamental values of higher education process
- Relationship between AF and AI
- Monitoring AF and AI – existing tools and past experiences
- Monitoring AF and AI as part of the EHEA monitoring of the fundamental values of higher education

The EHEA fundamental values of higher education process, 2018- 2025

- A remarkable, unprecedented development in Europe and in the world
- Answer to the crisis of academic freedom:
 - List of 6 shared fundamental values
 - Shared conceptual references for each
 - Commitments to protect and promote them
 - Monitoring (implementation tool)

A European
framework of
reference for the
fundamental
values of higher
education

- Cluster of values (not just one value or several values taken separately)
- Conceptual reference points: up to date, shared, effective (conceptualization and codification)
- Mechanisms for implementation: national legislation and policies, peer learning, monitoring

Academic freedom (and academic integrity: their place in the EHEA fundamental values process

Academic freedom	Academic integrity
Rome Ministerial Communiqué. Annex 1. Statement on Academic Freedom. 2020	Annex 1 to the Tirana Communiqué. EHEA Statements on Fundamental Values
Old value, many existing definitions, measurement/monitoring tools. Also a human right, fundamental right, governance principle	
Freedom to teach, learn, conduct research and communicate about them –with limitations	set of behaviours and attitudes in the academic community internalizing and furthering compliance with ethical and professional principles and standards in learning, teaching, research, governance, outreach and any other tasks related to the missions of higher education
Limitations: public good, academic standards	Limits AF; guides the other freedom values; in service of other values (trust/responsibility)
Up to date, but not new: inclusion of students and learning	A new, European definition?
Statement mentions explicitly and centrally AI! Also mentions all other values	Statement does not mention AF! Mentions extensively public responsibility for and of higher education,

Relationship between AF and AI

VALUES	Type of monitoring and Indicators	
Rights/Freedoms		
<ul style="list-style-type: none"> - <u>Academic freedom</u> - Institutional autonomy - Participation of students and staff in university governance 	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Infringements	
	Threats	
	Positive developments	

VALUES	Type of monitoring and Indicators	
Duties/Obligations		
<ul style="list-style-type: none"> - <u>Academic integrity</u> - Public responsibility <i>for</i> higher education - Public responsibility <i>of</i> higher education 	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Fulfilment	
	Threats	
	Positive developments	

AF: existing monitoring tools; prior experiences

Indicator/tool/measuring exercise/study	Type of tool/measurement	Indirect or direct	As defined in EHEA?	Can it be used in the EHEA effort to monitor fundamental values If yes, how?		
1.	Academic Freedom Index	Composite Index	Direct	Partially	Yes	Direct applied/technical value. Modifications needed if AFi is to measure AF as defined in EHEA
2.	Changing Academic profession (CAP)	Survey	Indirect	No	Yes	Heuristic value; insights about ways of measuring AF
3.	Freedom in the World (Freedom House)	numerical ratings and descriptive text	Direct	Partially	Yes	Mainly heuristic value. Provides insights about ways of measuring academic freedom
4.	Criterion referenced approach	Numerical assessment of (legal) compliance levels	Direct	Partially	Yes	Potential technical value as an applicable tool as well heuristic value. One off initiative but can be re-used

5.	Measurement of the Right to Academic Freedom	“Multidimensional picture” legal perspect.	Direct	Partially	Yes	Heuristic. Insight about the multidimensional nature of AF and relat. with other values.
6.	Assessment of quality of academic freedom protection (UK)	Self-assess. of institutional de jure and de facto protection	Direct	Very partially	Yes	Heuristic. Insights about comparative measurements at AF at the intuitional level
7.	Survey re academic freedom in Germany	Survey	Direct	Partially	No	A more limited version of Afi.
8.	SAR academic self-censorship survey	Survey of extreme restrictions	Indir. (invent. of incidents)	Very partially	Yes	Heuristic. Insights regarding inventorying extreme infringements of AF
9.	SAR Academic Freedom Monitoring Project	violations of AF and/or human rights of HE communities’	Direct	Partial	Yes	Defines types of conduct that represent violations of AF and human rights in HE
10.	Magna Charta Universitatum application form	Quest. institut. applying for MCU membership	Indirect	Quite largely	Yes	Heuristic. Insights about how to understand AF and operationalise its measurements

AI: existing monitoring tools; prior experiences

Indicator/tool/measuring exercise/study	Type of tool/measurement	Indir/direct assess.	defined as in EHEA?	Can it be used in the EHEA monitoring? If yes, how?		
1.	Magna Charta Universitatum application form	Quest. Instit. applying for membership	Indirect		Minimal.	some indication about how to understand integrity
2.	IAU/MCO Guidelines for an Institutional Code of Ethics in Higher Education	Not measure, guide for operationalizing integrity	None	Not measure ; def. overlaps EHEA	Yes,	Provides detailed guidelines regarding how to operationalize academic integrity
3.	“Core commitments: Educating Students for Personal and Social responsibility” Init.	Survey (USA)	Indirect		Potentially	Provides indirect and broad insights about how to understand integrity, from the perspective of students, academic and administrative staff
4.	Five core elements of Exemplary Academic Integrity Policy	System-level policy (Australia)	Indir; not measure.		Potentially	insight how to design and implement integrity policy, potentially helping operationalize integrity

Monitoring AF in the EHEA

TYPE OF MONITORING/Indicators		VALUES			
		Rights/Freedoms			
<i>De jure</i>		Outlook (negative, unchanged, positive)	Academic freedom	Institutional autonomy	Participation of students and staff in university governance
Protection (adequate, intermediary, inadequate)					
Promotion (absent, limited, significant)					
<i>De facto</i>					
Infringements					
Threats					
Positive developments					

Monitoring AI in the EHEA

TYPE OF MONITORING/Indicators		VALUES			
		Obligations/Duties			
<i>De jure</i>		Outlook (negative, unchanged, positive)	Academic integrity	Public responsibility for higher education	Public responsibility of higher education
Protection (adequate, intermediary, inadequate)					
Promotion (absent, limited, significant)					
<i>De facto</i>					
Degree of fulfilment					
Threats					
Positive developments					

Monitoring AF and AI: together or separately?

VALUES	Type of monitoring and Indicators	
Rights/Freedoms		
<ul style="list-style-type: none"> - Academic freedom - Institutional autonomy - Participation of students and staff in university governance 	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Infringements	
	Threats	
	Positive developments	

VALUES	Type of monitoring and Indicators	
Duties/Obligations		
<ul style="list-style-type: none"> - Academic integrity - Public responsibility <i>for</i> higher education - Public responsibility <i>of</i> higher education 	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Fulfilment	
	Threats	
	Positive developments	