

## DISCIPLINE SHEET

### Academic year 2025-2026

#### 1. About the program

1.1 Higher education institution	University of Bucharest
1.2 Faculty	Faculty of Interdisciplinary Studies
1.3 Department	Interdisciplinary School of Doctoral Studies – ISDS-UB
1.4 Field of study	-
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	<b>Broad Interdisciplinarity</b>

#### 2. About the discipline

2.1 Name of the discipline	The fundamental values of higher education: conceptualization, codification, monitoring and practice						
2.2 Holder of the course	<b>Prof. Liviu Matei</b>						
2.3 Holder of the seminar	<b>Prof. Liviu Matei</b>						
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Discipline regime	

#### 3. Total estimated time

3.1 Number of weekly hours		3.2 out of which course:		3.3 seminar/laboratory	
3.4 Total hours in the curriculum	24	3.5 out of which course:	12	3.6 seminar/laboratory	12
<b>Distribution of time:</b>					<b>hours</b>
Study according to the textbook, course material, bibliography and notes					38
Additional documentation in the library, on specialized electronic platforms and in the field					39
Preparation of seminars/laboratory, assignments, papers, portfolios and essays (Includes: preparation of class presentation using PowerPoint; preparation and participation in the course forum, weekly)					12
Tutoring					12
Examinations					-
Others.....					-
3.7. Total hours of individual study	101				
3.8. Total hours per semester	125				
3.9. Number of credits	5				

#### 4. Preconditions (where applicable)

4.1 curriculum	n/a
4.2 skills	Academic English language skills at PhD level

#### 5. Conditions (where applicable)

5.1 course delivery	Online, except 1-2 sessions.
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	Room with multimedia equipment (video projector, smart board)
5.2 conducting the seminar/laboratory	

## 6. Learning outcomes

<b>Knowledge</b>	<p>LO1. Students will gain advanced knowledge regarding the conceptualisation, codification and monitoring of the fundamental values of higher education, enabling them to orient their own work in teaching, research, professional activity, management and leadership (where applicable) throughout their careers.</p> <p>LO2. Students will gain an advanced understanding, based on a multidisciplinary perspective, of the current debates regarding the fundamental values of higher education, academic freedom in particular.</p> <p>LO3. Students will gain an advanced understanding regarding the methods, techniques and tools employed in the study, regulation and practice of the fundamental values of higher education.</p>
<b>Skills</b>	<p>LO1. Students will gain advanced practical skills enabling them to orient their own work in teaching, research, professional activity, management and leadership (where applicable) throughout their careers.</p> <p>LO2. Students will be able to analyse independently a situation involving fundamental values of higher education, communicate clearly in such situations and reach informed decisions/participate to reaching informed decisions on such matters</p>
<b>Responsibility and autonomy</b>	<p>LO1. Students will gain a clear understanding of the rights and responsibilities entailed by the various codifications of the fundamental values of higher education.</p> <p>LO2. They will be able to analyse independently and understand existing research and also policies and practices touching on the fundamental values of higher education, irrespective of the particular discipline or professional area in which they will be working.</p>

## 7. Contents

8.1 Course	Methods	Observations
<p><b>1. Introductory lecture: Frameworks of reference for academic freedom and the other the fundamental values of higher education</b></p> <p>The situated epistemology of the fundamental values of higher education. The meaning of conceptualisation, codification and monitoring of the fundamental values of higher education. “Values” vs “fundamental values” in higher education.</p>	Lecture, explanation, conversation	2 ore
<p><b>2. Academic freedom</b></p> <p>Scholarly approaches and debates. Traditions of academic freedom. Regulation and practice of academic freedom in the contemporary world.</p>	Lecture, explanation, conversation	2 ore

<p>Main monitoring tools and experiences. How and for whom is academic freedom relevant? Is there academic freedom for students? Relationship with other fundamental values. Academic freedom and freedom of speech.</p>		
<p><b>3. University autonomy</b> Scholarly approaches and debates Regulation and practice of university autonomy. Role of the state. Main monitoring tools and experiences. Is university autonomy relevant for individuals (students, academics, all staff) or only for institutions?</p>	Lecture, explanation, conversation	2 ore
<p><b>4. Academic integrity</b> The place of integrity in the current debates about higher education and its social role. Academic integrity and contemporary challenges to scientific research. Studying integrity: approaches and current state of the art. Regulation and practice of integrity: advances and deficits. Main monitoring tools and experiences.</p>	Lecture, explanation, conversation	2 ore
<p><b>5. Responsibility in and of higher education</b> The third mission of higher education: does it apply to all academic disciplines/areas/fields? Social responsibility in research and education. Moral responsibility and moral failures in science. Solidarity in higher education and science as a form of responsibility. Approaches to the study and regulation of responsibility.</p>	Lecture, explanation, conversation	2 ore
<p><b>6. The fundamental values in the everyday life and work in higher education.</b> How do they impact teaching, learning, research, governance, and outreach? Which internal higher education constituencies and which individual members of these are affected?</p>	Lecture, explanation, conversation	2 ore
<p><b>General references</b></p> <p>Matei, L., Crăciun, D., &amp; Potapova, E. (2025). <i>The emergence and design of a transnational policy tool: Monitoring the fundamental values of higher education in the European Higher Education Area</i>. In A. Curaj, C. M. Hâj, &amp; R. Pricopie (Eds.), <i>European Higher Education Area 2030: Bridging realities for tomorrow's higher education</i> (pp. 431-449). Springer.</p> <p>Dang, Q. A., Matei, L., &amp; Popovic, M. (2023). "Reimagining Academic Freedom". <i>An Introduction. Philosophy and Theory in Higher Education</i>, 5(2), 209-222.</p> <p>Karran, T. (2009). "Academic freedom: in justification of a universal ideal". <i>Studies in Higher Education</i>, 34(3), 263-283.</p> <p>Matei, L., &amp; D'Aquila, G. (2025). <i>Newly emerging frameworks of reference and conceptual references for academic freedom: Institutional, national, regional, and global</i>. In A. Curaj, C. M. Hâj, &amp; R.</p>		

Pricopie (Eds.), *European Higher Education Area 2030: Bridging realities for tomorrow's higher education*. Springer.

European University Association. (2023). *University Autonomy in Europe IV: The Scorecard 2023*. European University Association.

University of Chicago Committee on Freedom of Expression. (2015). *Report of the Committee on Freedom of Expression (The Chicago Principles)*. University of Chicago.

8.2 Seminar	Methods	Observations
<p><b>Seminar/presentations topics:</b></p> <ol style="list-style-type: none"> <li>1. Is the Humboldtian tradition of academic freedom relevant today?</li> <li>2. Are current debates about academic freedom and free speech relevant in the natural sciences?</li> <li>3. Decolonising academic freedom – what does it mean?</li> <li>4. Country and regional experiences with regard to the conceptualisation, codification and practice of individual fundamental values of higher education (e.g. the US, South Africa, Chile, the UK, Sweden, Hungary, Romania, the EU, ASEAN, UN, UNESCO, etc.).</li> <li>5. Case studies of particular tools for safeguarding the fundamental values of higher education: specific international agreements (legal or non-legal), statements of principle, legislation, codes of conduct, jurisprudence, codes of conducts, professional regulations, various forms of protest, movements of solidarity, etc.</li> <li>6. Academic freedom: a human right, fundamental right, governance principle or value?</li> <li>7. Do students have academic freedom?</li> <li>8. Are the fundamental values of higher education freedoms or obligations?</li> <li>9. Reimagining academic freedom: Is it necessary? Is it possible?</li> <li>10. What is the meaning of value neutrality in higher education and science?</li> <li>11. Social responsibility or public responsibility? Is responsibility in higher education a fundamental value?</li> <li>12. The Chicago Principles – and institutional, national or global framework of reference?</li> <li>13. Fundamental values, democratic governance and efficiency in higher education and science.</li> <li>14. Values export-import in higher education. Higher education and science diplomacy.</li> <li>15. Fundamental values and international cooperation in higher education: what limitations are justified?</li> </ol>	<p>Class discussion based on student presentations.</p> <p>Presentations prepared with significant support (tutoring, bibliography, etc.) from the course/seminar holder.</p> <p>Each presentation is 15-minute long, followed by discussion.</p> <p>All presentations (PPTs), including their bibliography, are made available to the entire class</p>	<p>6*2h = 2 h/seminar</p>

### Seminar references

The bibliography for individual presentations is put together by the course instructor and the students, depending on the topic and the interest of the student presenting. This bibliography includes a combination of policy papers, laws and regulations, fundamental scholarly work (multi-disciplinary), and focused research articles.

### 8. Correlating the content of the discipline with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the program

The instructor is involved in major policy projects aiming at better conceptualisation and codification of the fundamental values of higher education. He currently leads a major, all-European monitoring project, overseen by an inter-ministerial committee in which he represents the UK. He is also an active member of the scholarly community doing research in this area, or areas. He brings this double experience, scholarly and policy/practical, to the course. He is a member of the governing council of Magna Charta Universitatum, director of the Global Observatory on Academic Freedom, and served as member of the advisory council of Autonomy Scorecard 2. He consults regularly for universities, national authorities and international organisations on matters of fundamental values and is engaged in educational and advocacy activities in this area.

### 9. Assessment

Type of activity	Assessment criteria	Evaluation methods	Weight in the final grade
Course	Sustained class and course forum participation that demonstrates acquisition of the learning outcomes	Class participation, including in weekly course forum	60%
Seminar / laboratory	Capacity to complete a small piece of original research on a topic directly relevant to the course.  Capacity to communicate the results of individual research according to regular academic standards.  Support others to learn about key concepts and analytical perspectives regarding the fundamental values.	Seminar presentation	40%
Minimum performance standard	Passing grade for the individual presentation; active participation in each class; informed comments on the course forum for each session		

Fill in date:  
16.10.2025

Holder of the course,  
Prof. dr. Liviu MATEI

Director ISDS-UB,  
Conf. Dr. Habil. Mihaela MATACHE