

## RESEARCH ON ACADEMIC INTEGRITY. THE ROLE OF AWARENESS OF LOCAL ENVIRONMENT IN DEVELOPING UNIVERSITY ANTI-PLAGIARISM STRATEGY

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### Abstract:

The article analyses theoretical and practical aspects of institutional anti-plagiarism policy development: concept of academic integrity, policy of academic integrity, plagiarism cases, distribution of responsibilities and developing / shaping culture of honest behaviour. Practical aspects of anti-plagiarism policy are presented through analysis of a case study of research on academic integrity. Qualitative research methods such as document analysis and focus group discussions in several target groups – students, academic and administrative personnel – were applied. This article presents a case study of research on academic integrity with the purpose to (better) reveal the role that awareness of local environment plays in the development of anti-plagiarism policy in University.

**Key words:** Academic integrity, research on academic integrity, plagiarism, anti-plagiarism policy

### Introduction

Dishonest academic behaviour discredits the name and reputation of a higher educational institution detracts its institutional values and hinders competitiveness. Research on academic integrity (AI) and in depth analysis of cases of academic dishonest behaviour at a university are measures allowing to find proper solutions to the problem. Knowledge and awareness of the local environment are the major tools in developing institutional ethics policy and procedures. Identification of dominating value system enables to choose the most appropriate value management strategies and adapt them to the present socio-cultural environment and institutional context. In addition, research on AI helps to understand the objective reality and its problems, identify phenomena, facts and components, comprehend existing interdependencies and tendencies, present the models of AI reconstruction, and, thus, triggers the change of the current situation. The factor of subjectivity in AI case does no harm to the research quality, but it may help identify with better precision both the interrelated problems and their interferences.

Qualitative research strategies are the most relevant for AI research when it is not possible to ignore the impact of the context and research methods are directed towards its identification, insight analysis and search for possibilities to change the environment. Qualitative research is described in a narrative form and statements that may appeal not only to objective facts, but also to the accepted law, norm or principle and the standard of ethical behaviour. Contrary to quantitative, qualitative research strategies provide a possibility to have a deeper analysis of the research

object, depending on the peculiarities of the area which is being evaluated and on the attitude of the evaluator. Analysing individual reflections, situations, observable facts, the applied qualitative research uses formalised measurement scales, statistical data, etc. but on greater variety of facts, events and their insights by revealing conformities and discrepancies to the law, norm or principle (including identification of differences in normative and descriptive discourses, declared and real academic integrity, measurement of the distinction degree between *de jure* and *de facto* and its determinants). Conformity to the established standards, feasibility to implement organisational commitments, sufficiency of skills and competencies in implementing institutional mission and public interest are evaluated.

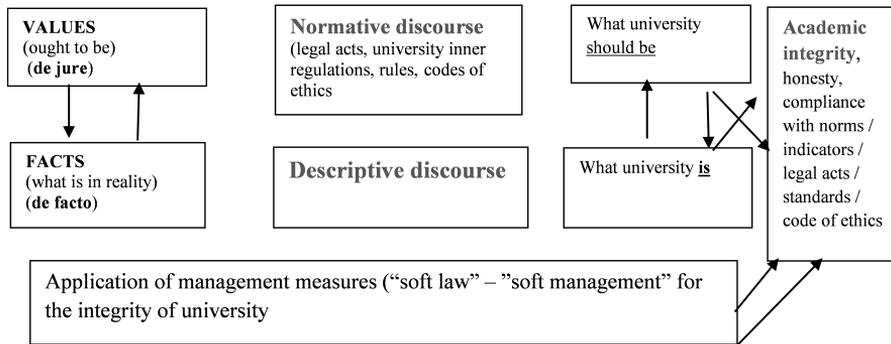
In addition, socio-ethical audit method is appropriate in AI research as it allows identification of the existing AI problems and discerning structures, processes, tendencies and incentives that support them. Asking socio-ethical audit questions helps to objectify the present situation and data of the context analysis (Vasiljević, 2006, p. 627–642) as well as identify changes that are necessary in the higher education institution including factors that need to be (re)constructed to achieve the established objectives and steps to be taken to realise AI.

This article presents a case study of research on academic integrity with the aim to reveal the role that awareness of local environment plays in the development of an anti-plagiarism policy at the university.

The research was carried out in two stages. During the first stage, that took place in 2012, a research group collected the data. A pilot AI research study aiming at identifying major AI problems and providing solutions to the identified problems was launched at Mykolas Romeris University, Lithuania. Recommendations for guidelines on academic integrity policy at the university as well as improvement of institutionalisation of ethical processes were built on the grounds of the analysis of the research results. The second research stage launched in autumn 2014 was aimed at systematising experience as to how the recommendations were integrated into the study and research processes and what impact they had on the change of the AI situation at the university.

## **1 Theoretical framework behind the research on academic integrity**

The recent years witnessed the increasing role of higher education in the context of knowledge society (Etzkowitz, Leydesdorff, 1997), thus increasing societal pressure for higher education institutions to foster transparency. This university transformation is particularly evident in Europe (Maassen, Olsen, 2007; Mazza, Quattrone, Riccaboni, 2008; Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region, 2004). Therefore, the universities seeking the status of a socially responsible institution (Hill, 2004; Reed, 2004; etc) declare academic values and foster them in daily activities. Such institutions go far and beyond to make sure that their actions correspond to the words spoken. Integrity can be simply defined in terms of individual integrity as it has been understood for ages: “do as you say” and “go where you are heading” (Simons, 2002).



Source: modified from Vasiljeviè, 2013.

Figure 1. Developing integrity – implementation of code of ethics, legal acts, norms of behaviour

The volumes of the scientific literature on managing organisational integrity / honesty has considerably increased during the two past decades (for example.: Brown, 2005; Johnson, Phillips, 2003; Kaptein, 1999; Koehn, 2005; LeClair, Ferrell, Fraedrich, 1998; Maak, 2008; Paine, 1994; Palanski, Yammarino, 2009; Pritchard, 2006; Shrivastva S. and all, 1988; Worden, 2003; etc). Especially bearing in mind that behaviour problems of any nature can be solved if they are solved systematically by the methods of management. Integrity concept encourages the development of research in the area (Davis, 2008; George, 2003; Hamilton, 2002; Magyar, 2006; Macfarlane, 2004; Macfarlane, 2008; Macfarlane, Zhang, Pun, 2012; McCabe, 2003; Moore, 2006; Norvaiša, 2011; Vasiljeviè, Pučėtaitė, 2009; Whitley, Keith-Spiegei, 2001; etc).

Universities today are more aware of academic ethics as a form of *academic community self-organisation*. It is no longer enough to simply declare the values without integrating them into university strategies, managerial processes, and organisational procedures. Only properly integrated values serve self-regulation purposes (which should be regularly examined by auditing and monitoring systems) and give insight into whether the university actually meets stakeholders' legitimate societal expectations, cultivates the strategies of social responsiveness, introduces changes in its mission and vision as well as in the implementation processes of code of ethics and behaviour. In other words it is a good way to know if the university analyses how consistently its AI is developed and managed at the same time it stresses and reflects the distinction between reality and obligation (please refer to Picture 1). It is the essence of academic integrity that is built on methodological principals, i.e. instrumentally developed university corporate *integrity which is measured ("scanned") prior to implementing AI in a concrete institution* (Vasiljeviè, 2013).

Implementation of complex multifunctional value management models requires comprehensive research which examines different dimensions of an organisation, its structures and their components, interdependancies and relations, networks and interactions, various analyses of different institutional contexts and concrete situations

with the focus placed on operational steps of strategies. The article presents a pilot research study carried out at a faculty of the university and it was aimed at identifying *the status quo* of an institution in order to development anti-plagiarism policy in University.

## 2 Methods

The strategy of qualitative research has been chosen. As it was mentioned in the introduction qualitative research methods are the most suitable ones in identifying the factors behind dishonest behaviour. Focus group discussion was the major data collection method. The choice of the data collection method was based on the fact that a group of interacting respondents provides maximum data and insights. In order to receive more profound data, additional data collection methods including analysis of documents and secondary sources were used. Certain phenomena, characteristics, and tendencies of academic life were benchmarked against the documented data, theoretical literature and case studies (documented or presented in a narrative form). The methods were useful when comparing and evaluating the progress of AI at the second research stage.

Focus group respondents were chosen applying the criteria selection method (knowledge, work experience, relation with the phenomenon analysed). The respondents meeting the selection criteria were asked to participate in the research. The ones who agreed were later invited to focus group discussions. While forming focus groups a particular attention was paid to the composition of a particular group so that the research results would reflect the attitude of all the stakeholders: students, teachers, administration. The focus groups were formed in line with homogeneity principle grouping respondents according to the functions performed at the university and avoiding subordination as it might have had a negative impact on participation activity and content of critical reflections.

The discussions took place in five focus groups: teaching staff (6 representatives (code – T)), 2 student groups (26 Bachelor, Master and Doctoral level students (code – S)), the heads of departments (leaders) (5 representatives (code – M)), and administrative staff (7 representatives (code – A)). The average duration of the discussion was 70 minutes. The discussions were audio recorded and later transcribed.

The questions covered in discussions included several thematic areas: *awareness of academic integrity, anti-plagiarism policy, distribution of responsibilities, suggestions regarding prevention of dishonest behaviour and forming a positive university image in the eyes of society*. It is important to mention that although the research questions were more oriented towards study processes and factors determining them, some elements of research activities were discussed as well.

## 3 Results and Discussion

### 3.1 Perception of academic dishonesty

In the beginning of the focus group discussions respondents were asked a question allowing (participants) them to clarify their understanding / perception of academic

Table 1

*Perception of academic dishonesty*

<b>Dominating definitions / descriptions of honest behaviour</b>	<b>Dominating definitions / descriptions of dishonest behaviour</b>
<ul style="list-style-type: none"> <li>• Honest performance of his / her (student, teacher, leader, administrator) duties;</li> <li>• Accountability to a certain professional community.</li> </ul>	<ul style="list-style-type: none"> <li>• Dishonest behaviour is related to breaches of certain requirements and rules obligatory for academic community members;</li> <li>• Violation of equal opportunities and competition;</li> <li>• Appropriation of intellectual property rights, etc.</li> </ul>

dishonesty. It brought some light on the way they see AI, its dynamics, expectations and attitudes of different stakeholders (students, academic staff, and university administration). *“The relations between teachers and students always have a subjective nuance. Undoubtedly, they could be modelled to a certain extent but inside our academic community it is possible to observe a different understanding of the standard of academic integrity”* (T). Similarities and differences of respondents’ opinions helped to identify the degree of consent between different groups of stakeholders that can determine smooth academic integrity management process “Clarity and consistency in defining misconduct are prerequisites to establishing or evaluating an administrative system for processing misconduct allegations, and for understanding the underlying causes and effective remedies” (OECD, 2007).

Some respondents have indicated that plagiarism is when *“a person uses an intellectual asset created by another person but not by himself / herself”* (S). Teachers have emphasized that *“it is the behaviour that violates equal opportunities and competition between students in a broader sense.”* (T). Students have identified that *“it is the result obtained in a manner of deception/cheating or attempts to do so”* (S).

To summarise, the respondent perception of academic integrity corresponds to the definition of the dishonest behaviour as provided in OECD (2007) report – “Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit, including those obtained through confidential review of others’ research proposals and manuscripts” (p. 4).

The abstracted research findings indicating AI perception are provided in Table 1.

The analysis of critical reflections regarding academic integrity indicates that different groups of stakeholders have similar perceptions regarding dishonest behaviour in student – teacher relations in different stages of study process.

However, while analysing the content of focus group discussions many questions were raised about the ultimate value of integrity – *honest to whom?* To myself, students, colleagues, institution, professional community, society, etc.? Many respondents have

emphasized the importance of professionalism, competence and academic integrity highlighting an approach that academic community of university is a professional community that is accountable to the profession (for instance, lawyers, doctors, engineers, etc.). Such an approach has logical justification because university research and study output is reflected in alumni skills that will have an impact on the development of a certain sector, innovation and societal welfare on the whole. Students have suggested that *“it is necessary to emphasize the importance of responsibility towards an academic community so that everyone would be held accountable for his / her actions and understand that one will not achieve much by cheating because one will cheat not only against a community, but also against oneself”* (S).

Respondents agreed regarding the content of dishonest behaviour, but they did not have firm convictions on how to understand dishonest behaviour and ignoring rules due to lack of understanding. There were some doubts raised regarding additional presentation of research work and teachers connivance to malpractices.

Intensive discussions regarding the relationship between academic and financial integrity took place in the focus group formed from personnel taking leading positions. Two opposing approaches dominated. The supporters of one approach emphasised that *“dishonest behaviour is not important in a broader academic and scientific sense as such because an individual who chooses to behave in a dishonest way himself / herself puts his/her reputation at risk”* (M). One respondent has suggested that financial dishonesty is important in this case because an individual or an institution receives remuneration for dishonest activity. According to the opinion of this group of respondents, there is no need to establish rules / standards for research because *“life will rank researchers according to the market laws”* (M).

The supporters of another approach were more radical. They believed that appropriation of ideas generated by another person when developing research output or incorrect citation as well as *“teaching from old material, lack of references in study material”* (T), etc. refer to dishonest behaviour. They emphasised the importance of individual responsibility though agreed that work conditions provided by institution have an impact on the formation of responsibility culture.

### 3.2 Factors of individual dishonest behaviour

Based on the research results the factors determining dishonest behaviour were grouped into two categories:

#### *External:*

- *Macro-level:* competition between universities in attracting students (determined by a country's demographic situation and the model of university financing). *“University competition is a negative phenomenon but we have to adapt to it whether we like it or not”* (M).
- dominating traditions of societal behaviour: *“I would like to add that copying is widely spread in the society, it is tolerated too much and understood as a natural learning method, especially in high schools”, [...]* (S).

- *Micro-level*: peculiarities of personnel and study process management, norms of performance / research output evaluation, etc. “*It is difficult to carry out one’s duties in a due course if the academic staff is overloaded with tasks (S).*”

*Internal:*

- Student motivation and consciousness regarding study objectives: “*A number of young people happen to enrol into study programmes they do not like; therefore, sometimes they fail to understand where they are and have low motivation to study. As a result they study under compulsion and tend to choose the easiest way out – to behave dishonestly*” (S).
- Different level of student academic literacy;
- Ignorance of standards and procedures:
- Passivity of students and teachers: “*The problem is that there are quite favourable conditions to cheat and cheating is tolerated by teachers. They see what’s happening, they see who is cheating and who is not; and maybe sanctions for dishonest behaviour and motivation not to cheat are too weak*” (S)

Our research findings also validate the results of research carried out by McCabe and Trevino (1993) that revealed several students perceptions affecting the likelihood of students to violate AI: (1) peer behaviour, (2) the level of faculty understanding of AI policies and procedures, (3) the overall effectiveness of AI policies and procedures, and (4) severity of the penalties for misbehaviour.

In addition, participants at the focus groups have noticed that one of the factors of dishonest behaviour could be lack of time though not always necessary/ justified. The phenomenon when the time of high competences staff is exhausted by work requiring low competences is called irrational use of human resources.

In the discussion of academic and administrative staff quantitative research performance norms were touched upon and critically assessed.

In addition, research findings also suggest that one of the most frequent factors behind dishonest behaviour is excessive “clientelism” – “[...] *when you pay for your studies, you can dictate the conditions ...*” (S). Quantitative analysis of dishonest behaviour experience raises the problem of a teacher’s authority that is influenced by treating students as clients since a teacher becomes “a service provider”, one-sidedly oriented to accountability of service quality. Students avoid teachers that require putting more efforts and accountability for their actions. Students often ignore the remarks of their teachers and supervisors, are free to change them, misbehave during lessons. Students have suggested that “*If a student is viewed as a client, he / she can determine conditions but if as a partner, a student himself becomes more demanding (S).*”

However, future employer is the real client that requires professionalism from his employee and his / her Alma Mater. The current situation triggers the change of institutional discourse because not the students’ but the market (employers) needs should dictate the degree of study liberalisation. This approach increases professionalism and

does not hinder it, orients towards a free self-realisation stipulating perfectionistic approach towards work and to the knowledge gained during the study processes.

In addition, lack of clear integrity standards and procedures determines irresponsible teacher behaviour. It causes different interpretations of honesty limits, tolerance of AI breach to avoid procedures, application of double standards, etc.

Respondents indicated that most often in cases of AI breaches are cribbing / copying off, cheating and buying final theses from outside sources. According to the opinion of respondents, plagiarism was in the fourth place in terms of frequency of dishonest behaviour. Buying written papers or plagiarism are related to lack of ability and responsibility. These circumstances stipulate the need for academic writing courses. That is why respondents have emphasised that such courses should be aimed at the development of practical skills.

It is worth mentioning in this context that students are well aware that plagiarism should be taken into consideration. However, as Power (2009) concluded, “students did not seem to care about it intrinsically, as a matter of concern stemming from themselves. It was almost always a function of their professors and what they cared about” (Power, 2009). Moreover, the problem is increasing because “the digital age poses new challenges never seen before in the profession” (Thomas and Sassi, 2011). On one hand, plagiarism possibilities expand but on the other hand, digital technologies are improving and helping identify the cases of plagiarism.

### 3.3 *Academic integrity policy and regulation*

The earlier research revealed that one of the most important factors determining student dishonest behaviour is involvement of their peers and colleagues into such activities (McCabe and Trevino, 1993, Broeckelman-Post, 2008, p. 206). For this reason, university academic and administrative staff have to analyse seriously how they address AI violation (Finn and Frone, 2004; Caldwell, 2009, p. 2). If academic and administrative staff “seem to ignore or condone academic dishonesty, students are more likely to engage in dishonest behaviours”, Broeckelman-Post (2008) suggests. Teachers who participated in the research have emphasized that “*standards should be clearly defined because otherwise there is a lot of room for various interpretations*” (T).

Majority of respondents have agreed that university mission appeals to academic integrity and ethical values. They also agree with a statement that university documents clearly define the policy of academic integrity (characteristics that are not tolerated by the community, procedures for identifying breaches and sanctions applied). However, answers to more profound questions revealed that AI policy elements and procedures are not known and equally clear to all respondents. The critical reflection analysis of respondents’ answers, especially those of administrative staff, point out to the need of clearer AI regulation and more severe sanctions. However, teachers have noticed that “*it is not necessary to standardise everything but to indicate how to behave in situations that are not typical*” (T). “*because university is not any other bureaucratic institution but educational entity that forms thinking [...]*” (T). Thus, it is not necessary to formalise everything.

Although intolerance to infringements becomes more severe (stickter) and self-discipline is consolidated more actively, majority of informants think that in order to prevent abuse, deception and fraud in academic activities, it is necessary to focus not on punishment (that need to be referred to any way) but on the desired behaviour and concrete directions / guidelines towards correct/honest academic practice. It is more important to orient academic community to the pursuit of “high academic” and obligatory behaviour than only to prohibit and punish. In each case, it is worth noting that “it is always better to prevent bad behaviour than to be forced to deal with its consequences” (OECD, 2007, p.5).

### 3.4 Responsibility for academic integrity

Proceeding from the research results we can distinguish three levels of responsibility:

- *Institutional responsibility* – formulating policy and conditions for academic integrity culture in an institution;
- *Individual responsibility* (students, academic staff) – honest fulfilment of his / her duties;
- *Collegial responsibility* (thesis defence commissions and committees, etc.) – consentaneous and objective decision-making and their implementation.

When assessing the distribution of responsibility respondents have emphasised honest fulfilment of his / her duties (students and academic staff) despite the conditions and impact of the environment. “*Everyone has to have intrinsic responsibility because honesty and dishonesty depend on your role in the university. Student status should incorporate in itself certain honesty verdicts and criteria whereas a teacher has to have his/her methods how to implement honesty and how to avoid dishonesty*” (S). Teachers think that “[...] *if I respect myself as a teacher, I need to maintain the standard of objectivity*” (T). Honest student behaviour, in its turn, “*depends on student interest – how much he is willing to study and learn*” (A).

Noteworthy, due / honest behaviour on an individual level inevitably determines the increase in work quality. For example, one respondent has indicated that university leadership behaviour when a dishonest activity was disclosed had an impact on his/her behaviour. “[...] *I have seen the reaction of university leaders, how they respected me when I disclosed such cases, when I was fighting against them [...]*” (T). Talking about the research on (dis)honest behaviour of researchers it is important to pay exceptional attention to professionalism and thoroughness in identifying a violation “since the reputations of scientists are easily damaged and difficult to restore” (OECD, 2007, p. 11).

It is important to emphasise in this context that as the role of a university changes in the society, the role of research staff evolves as well. A researcher gains more functions that transform their academic habits (Gordon and Whitchurch, 2007, p. 157). Therefore, in the event of multitude of reciprocally contradicting factors that impact the development of a researcher’s performance and his / her environment, insensibly the behaviour of a researchers shifts from universal behavioural norms and it is the cause of infringements ranging from ethical to legal. Objective behavioural norms

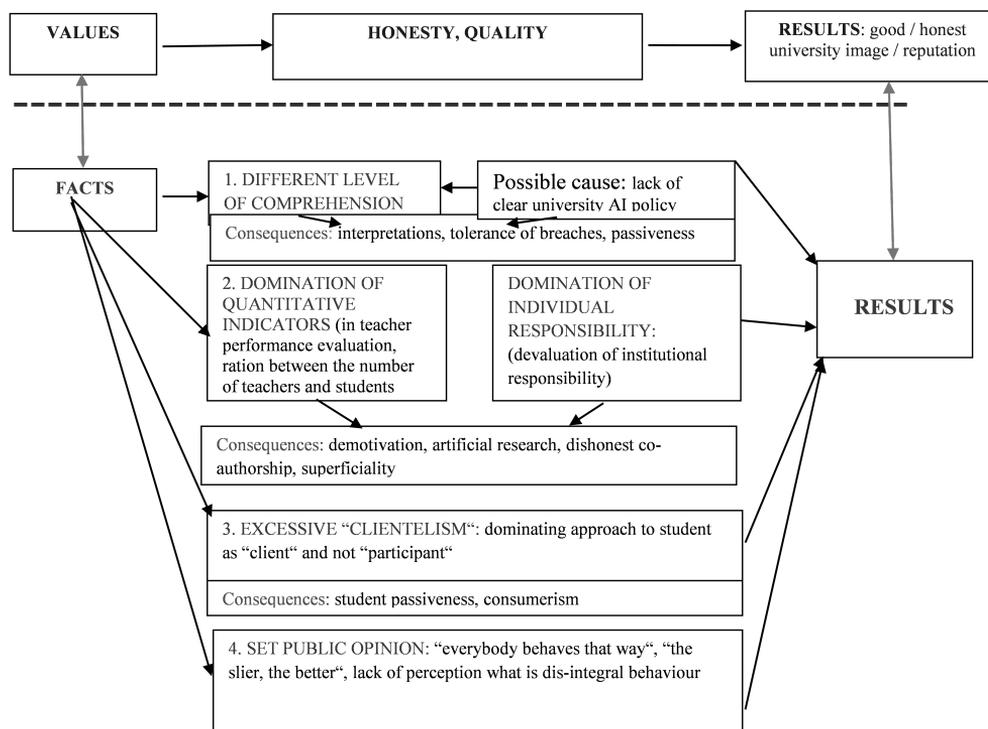


Figure 2. Constructing integrity with values infrastructure

developed at the institutional level may help to decrease the risk of such infringements (Urbanovič and Tauginienė, 2013, p. 77). Also, it is worth mentioning that the research findings by McCabe indicate that the determining factor of AI violation in university "has been the culture of academic integrity to which incoming students were exposed" (McCabe 2005, p.26). As students who participated in the research have suggested "it is important to inform students about the university policy and its ethics so that they could feel part of an academic community where dishonest behaviour is not tolerated. It is important how the information is presented. Students have to be informed and motivated not to violate honest behaviour". (S).

To summarise, the research carried out at the university enables to identify the distinction between values (university mission appeals to academic integrity and ethical values) and facts (cases of dishonest behaviour) as well as factors that determine the gap between them. The summarised results of the theoretical and empirical research are provided in Picture 2.

In the top part of Picture 2 we can see that university declares and seeks to foster honesty (values) but certain factor (facts) existing in reality hinder the process of implementation:

- Different perception of (dis)honest behaviour and ignorance of procedures lead to different interpretations, stimulate progressive tolerance and passivity of both teachers and students.
- The domination of quantitative parameters. *“This quantitative expression serves as a motivator; however, it tends to overshadow good intentions”* (T). High quantitative requirements for teacher research activities and the number of students per teacher determined shallowness and decrease in quality.
- Approach to a student as to a client but not as participant / partner stimulated passiveness and consumerism. A student paying tuition fee has the right to receive the service he / she paid for. *“Also, there are students who demand a lot from a teacher, they want to receive processed information but will not bother to open notes or read what they have not heard in the class. It depends on student interest – how much is he willing to study and learn (A).”*
- It is difficult for universities to affect the traditional attitude formed in the society that *“dishonest behaviour is clever behaviour (A)”*, that *“it is normal because everyone wants to survive”* (S).

The university can create the base for academic integrity using elements of ethics infrastructure when managing the complex of factors, modelling required processes, motivating individuals to behave in a definite way according to the organisation's standards, thus constructs integrity on institutional level. “Creating an academic culture [...] requires a visionary administration that understands the importance of system reinforcing cultural factors (Schein, 2003) that are essential to aligning practices with principles and actions with ideals” (Caldwell. 2009, p. 9).

### 3.5 Impact on university AI policy

Based on the research results the following recommendations were formed:

#### 1. Formation of student academic literacy skills:

- (a) Compulsory course on academic literacy;
- (b) Integration of academic literacy / ethics norms in all academic areas;
- (c) Strengthened / expanded (if included into the study plan) course on methodology;
- (d) Expanding library functions to enable students to improve academic literacy skills, consult with specialists;

#### 2. Improving qualification of academic staff:

- (a) Methodological courses on teaching (compulsory for the early-stage and periodically recommended to advanced academic staff members);
- (b) Training on academic literacy (compulsory for the early-stage and periodically recommended to advanced academic staff members);

#### 3. Formation of academic integrity policy

- (a) Guidelines for academic ethics procedures including:
  - i. Identification of dishonest behaviour content and cases;

- ii. The order / procedures of recording, information, consideration, confirmation, assignation of sanctions for dishonest behaviour;
- iii. Determined distribution of responsibilities;
- iv. Clearly defined sanctions;
- (b) Strengthening development of) student consciousness (and responsibility):
  - i. Involvement in study quality assurance processes;
  - ii. Enhancing student role (responsibility / accountability) in the study processes.
- 4. **Review of academic staff performance organisation and evaluation order**
  - (a) The ratio between students and academic staff numbers;
  - (b) Limits or supervising final thesis student number;
  - (c) Assistance to academic staff during exams (administrational and technical);
  - (d) Research activity evaluation system.
- 5. **Regular roundtable discussion (between students, academic and administrative staff).**
- 6. **Implementation of periodical / longitude research.**

With regard to AI research results and recommendations provided, during the last two years the following ethics processes were developed at the university:

- The concepts of plagiarism and dishonest behaviour were defined in the documents regulating study process and the procedures were explained how to behave in the case of dishonest behaviour;
- A header of commitment to academic integrity during exams and written papers were prepared;
- Consideration of the Code of Ethics have taken place and amendments will be made after carrying out more extensive research on AI;
- The academic integrity and academic writing themes were included into Introduction to Studies course;
- Academic Integrity promotional material (posters, booklets) are prepared and distributed within academic community;
- Anti-plagiarism system is integrated and used in publishing process;
- University joined the International Center for Academic Integrity, expressed it's commitment to the Fundamental Values of Academic Integrity (**honesty, trust, fairness, respect, responsibility, and courage**) and integrated it into it's inner documents;
- During the consideration regarding amendments of documents regulating study processes at the university major stakeholder groups (students, academic and administrative staff) were proceeded.

Creation of university reputation led to harnessing of academic faults, introduction of the principles of (self-) discipline and more severe sanctions. When analysing measures against plagiarism and fraud it should be emphasised that the major orientation is not towards punishment but to the creation of preventive system that

ensures compliance with ethical norms and standards. The policy of many universities with regard to plagiarism indicates commitment to provide educational support to students and strengthen measures aimed at clarifying those cases that consciously or unconsciously violate (miss) the required standards (James, McInnis and Devlin, 2002). To conclude, plagiarism is curbed by strengthening educational support to students, as well as implementing structural and functional changes at the university. After overcoming typical academic faults, (at least not tolerating them) it became possible to develop pride in the organisation that leads to real loyalty and commitment.

## 4 Conclusions

- Knowledge and awareness of the local environment in research on AI enhances the development of ethics process. Identification of dominating value system allows the institution to choose and adequately adapt to socio-cultural environment and value management strategies within institutional context and to foresee relevant steps of their implementation.
- The analysis of plagiarism indicates that “support” processes are necessary for formation of the culture of academic and real implementation of the provisions of the code of ethics: clear institutional AI policy and defined procedures of misbehaviour identification, the workload and performance evaluation of the teaching staff, role of the student (client vs. participant) in the study process, clear system of study result / achievement evaluation, public opinion etc.
- The success of a higher education institution highly depends on public opinion and especially on that of stakeholders. If an institution manages to build a positive image in a society and especially among stakeholders, it considerably facilitates achievement of its objectives. It encourages institutions to change their attitude towards the interaction between declared and really functioning value systems. Long-term relations with consumers enable them to become aware and evaluate the values and norms of ethics cherished at university. It stimulates university to review the values and objectives declared. Thus, modern university management requires comprehending why and how the reality (facts) corresponds to due values as well as making practical efforts to abolish the distinction between them. By doing so University essentially promotes academic integrity.

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