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ANNOTATED BIBLIOGRAPHY:
ARTICLES

Arranged alphabetically by author

• Adan, E. (2004). The forensics of academic credential fraud analysis and detection. *ADSEC News*, 1(4), 1.
http://www.nafsa.org/_/Document/_/admissions_wrap-up_newsletter_4.pdf

This article discusses the definitions and types of academic credential fraud, and the reasons for the rise in the number of illegitimate credentials. It presents a quasi-scientific examination approach to credential analysis and fraud detection, which will allow analysis to conduct a transparent review of the elements physically identifiable as potentially questionable and lead to evidential confirmation of fraud and/or verification of legitimacy.

• Ahmadov,I. & Akbarov,E. (2007). Taxonomy of corruption in higher education system of Azerbaijan. *International Association for Educational Assessment.*
http://iaea2007.tqdk.gov.az
/cp/Taxonomy%20of%20corruption%20in%20higher%20education%20system%20of%20Azerbaijan.pdf

"This article builds on the available literature and author's knowledge to construct a new taxonomy describing corruption in higher education system of Azerbaijan by distinguishing education-specific and general (administrative) corruption. Five overlapping subcategories were identified within education-specific corruption depending on the participants involved in the act of exchange and the area of its occurrence. Different types of corruption may require different theoretical and methodological approaches if research is to be conducted on educational corruption."

• Allen, D. & Waite, D. (2003) Corruption and abuse of power in educational administration. *The Urban Review*. pp. 281-296.

• Altbach, P. G. (2005). Academic corruption: The continuing challenge. *International Higher Education, 38*, 5-6.
http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News38/text003.htm

This article reviews a number of recent press reports on academic corruption, which provide a sense of the scope and variety of the problem worldwide. The reasons for the current focus on corruption in higher education are also discussed.

• Altbach, P. G. (2004). The question of corruption in academe. *International Higher Education, 34*, 8-10.
http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News34/text004.htm

This article discusses some forms of corruption including professorial misconduct and corruption in examinations, and looks at causes and consequences of academic corruption. It also considers the characteristics of higher education systems that are especially prone to corruption.

• Barrett, R., & Cox, A. L. (2005). 'At least they're learning something': the hazy line between collaboration and collusion. *Assessment & Evaluation in Higher Education, 30*(2), 107-122.

This paper reports the results of a study which investigated whether there is a common understanding of the terms plagiarism and collusion between students and staff. Participants made judgements on scenarios describing student behaviour in assessments. The results suggest that although plagiarism is well understood, the same can not be said of collusion. Both staff and students feel that collusion is much more acceptable than plagiarism because some learning is taking place. It appears that there is no consensus on the boundary between collaborative behaviour and collusion.

• Bates, I.P., Davies, J.G., Murphy, C., Bone,A. (2005). A multi-faculty exploration of academic dishonesty. *Pharmacy Education, 5*(1), 69-76.
http://www.informaworld.com/smpp/content~db=all?content=10.1080/15602210500086264 (Accesible through informaworld. Paid subscription required)

"Background: Academic dishonesty by students, in a learning context, is known to occur, but remains a complex issue. What constitutes academic "cheating" may vary between institutions, cultures and attitudes. What is meant by dishonesty in academic contexts is also unclear. It may be related to factors such as advances in learning information technology, a greater movement towards coursework assessment, the relevance of programmes to future career aspirations, and more external factors such as culture, traditions and gender. Method: We surveyed students from six different programmes at a multi-faculty university in the UK (n=1161 students), using a previously validated, self-completion questionnaire. Results were subject to descriptive and comparative analysis. Students studying pharmacy, humanities, business, biomedical science, physiotherapy and education were sampled. Results: The prevalence of admitted dishonest behaviours varied according to degree programme (ANOVA, p<0.0001) and gender (t-test, p<0.001). There was also variation in what is perceived as dishonest behaviour, with students being ambivalent about some behaviours (e.g. "cut and paste" from internet sources). Conclusion: The extent of dishonest behaviour in this sample varied between the different faculties. There was also considerable variation between the types of dishonest behaviour exhibited by students. There is a clear need to further examine the causes and learning habits associated with cheating behaviour in higher education." (Abstract from authors).

• Benford, R. (2007). The college sports reform movement: Reframing the "edutainment" industry *Sociological Quarterly, 48*(1), 1-28.

"Evidence abounds that college sports are rife with corruption. Over a century of reform efforts have failed to bring about lasting structural and cultural changes. Drawing on interview, participant observation, and archival data, the present study examines the diagnostic and prognostic framing of the contemporary college sports reform movement. The faculty-driven wing of the social movement has identified several problems with intercollegiate athletics including (1) commercialization; (2) university involvement in the entertainment industry; (3) damage to the integrity of higher education; (4) exploitation of athletes; and (5) harm to nonathletes. Reform proposals and strategies of The Drake Group and the Coalition on Intercollegiate Athletics are summarized and compared" (Abstract from author).

• Bestuzhev, L. (2001). What is to be done with higher education? (Toward a statement of the problem). *Russian Education and Society, 43*(3), 28-35.

The problems that affect college students (and professors) today are totally due to the present situation in the subsystem of specialized secondary and higher education and in the country's system of public education as a whole.

- Brown, G. (2006). Degrees of doubt: Legitimate, real and fake qualifications in a global market. *Journal of Higher Education Policy and Management, 28*(1).

  This paper provides an analysis into the global phenomenon known as credential/qualification fraud, a $US 1 billion dollar cottage industry which has tainted higher education in Australia, and does not appear to be abating. The study is developed through a conceptual framework of credentialism, degree creep and screening theory, which the author theorises spawns the demand for degree qualifications, both legitimate and less-than-wonderful along continuums of legitimacy and acceptability. The paper suggests several key resources and tools that can be used by administrators of universities, non-self accrediting higher education providers and industry human resource managers. The paper concludes by reviewing key-global practices currently employed as proactive measures to minimise credential fraud, moving towards a best practice framework for Australia.

- Brown, G. (2005). Fighting credential fraud. *World Education News and Reviews, 18*(5).
  http://www.wes.org/ewenr/05oct/feature.htm

  Presents a brief critique of Australian and American approaches to qualification verification and authentication.

- Chapman, K., & Lupton, R. (2004). Academic dishonesty in a global educational market: A comparison of Hong Kong and American university business students. *The International Journal of Educational Management, 18*(7), 425-435.

  This study compares US and Hong Kong university business students on three areas: cheating behaviors and perceptions, relationships between academic dishonesty and gender, and prediction of academic dishonesty. A total of 443 usable surveys were collected in the USA and 622 in Hong Kong. Statistically significant differences are presented followed by discussion and implications.

- Chapman, D. (2002). *Corruption and the education sector.* Management Systems International.
  http://www.usaid.gov/our_work/democracy_and_governance/publications/

  This paper discusses reasons that national education systems are particularly vulnerable to pervasive corruption, forms that corruption takes within the education sector, and interventions that have been suggested for reducing corruption.

- Contreras, A., & Gollin, G. (2009, March). The Real and the Fake Degree and Diploma Mills. *Change, 41.* (2), 36-43.
  http://www.changemag.org/March-April%202009/abstract-real-and-fake.html

  This article distinguishesbetween diploma mills and degree mills, explains what makes a diploma valid in the US, talks about the legal but not accredited institutions, talks about the use of degree mill degrees in the US, and provides an overview of the case of St. Regis University. It also talks about the international context, and finally, it suggests what to do to reduce the impact of diploma/degree mills.

- Dahlberg, J.E. & Mahler, C.C. (2006). The Poehlman case: Running away from the truth. *Science and Engineering Ethics, 12*(1), 157-173.

  Eric T Poehlman, Ph.D., was an internationally recognized, tenured professor at the University of Vermont (UVM) in Burlington when, in October 2000, a junior member of Poehlman's laboratory became convinced that he had altered data from a study on aging volunteers from the Burlington area. This suspicion developed into one of the most significant cases of scientific misconduct in the history of the US Department of Health and Human Services' (HHS) Office of Research Integrity (ORI), launching a US Department of Justice (DOJ) civil and criminal fraud investigation and, eventually, to a much publicized guilty plea and felony conviction. In the end, Dr. Poehlman admitted to 54 findings of scientific misconduct made by the UVM and ORI, agreed to retract or correct ten of his publications and to exclude himself from federal procurement and nonprocurement transactions for life. The United States Government's handling of this case was distinguished by a highly cooperative approach that integrated the resources of the US Attorney's Office for the District Of Vermont (USAO) and both ORI and the Office of the Inspector General (OIG) in HHS in the common goal of prosecuting research fraud.

- Errami, M., Sun, Z., Long, T., George A., and Garner, H. (2009). Dèjà vu: a database of highly similar citations in the scientific literature. *Nucleics Acids Research, 37*(Suppl. 1), D921-D924.
  http://nar.oxfordjournals.org/cgi/content/abstract/gkn546v2

  This article introduces "Dèjà vu, a publicly available database of highly similar Medline citations identified by the text similarity search engine eTBLAST."

- Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data
  http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0005738

  "The frequency with which scientists fabricate and falsify data, or commit other forms of scientific misconduct is a matter of controversy. Many surveys have asked scientists directly whether they have committed or know of a colleague who committed research misconduct, but their results appeared difficult to compare and synthesize. This is the first meta-analysis of these surveys.

  To standardize outcomes, the number of respondents who recalled at least one incident of misconduct was calculated for each question, and the analysis was limited to behaviours that distort scientific knowledge: fabrication, falsification, "cooking" of data, etc... Survey questions on plagiarism and other forms of professional misconduct were excluded. The final sample consisted of 21 surveys that were included in the systematic review, and 18 in the meta-analysis.

  A pooled weighted average of 1.97% (N=7, 95%CI: 0.86–4.45) of scientists admitted to have fabricated, falsified or modified data or results at least once –a serious form of misconduct by any standard– and up to 33.7% admitted other questionable research practices. In surveys asking about the behaviour of colleagues, admission rates were 14.12% (N=12, 95% CI: 9.91–19.72) for falsification, and up to 72% for other questionable research practices. Meta-regression showed that self reports surveys, surveys using the words "falsification" or "fabrication", and mailed surveys yielded lower percentages of misconduct. When these factors were controlled for, misconduct was reported more frequently by medical/pharmacological researchers than others.

  Considering that these surveys ask sensitive questions and have other limitations, it appears likely that this is a conservative estimate of the true prevalence of scientific misconduct." (Abstract by the author).

- Hallak, J. & Poisson, M. (2006). Academic fraud, accreditation and quality assurance: Learning from the past and challenges for the future. In *Higher education in the world 2007: Accreditation for quality assurance: What is at stake?* New York: Palgrave Macmillan.

- Hallak, J. & Poisson, M. (2004). Ethics and corruption in education: An overview. *Journal of Education for International Development 1*(1).

   This journal article argues that the problems posed by corruption in education have been neglected for too long. It details the three assumptions that underlie the IIEP's project on "Ethics and corruption in education". It then describes the approach followed to tackle this sensitive issue within the framework of the project.

- Hallak, J., & Poisson, M. (2003). Lithuania's ten-year bid to improve transparency in education. *IIEP Newsletter, XXI*(4), 7-8.
   http://www.unesco.org/iiep/eng/newsletter/2003/octe03.pdf

   The article highlights the strategies developed by Lithuania to improve transparency and accountability in the use of educational resources. The reforms included the development of more transparent regulatory systems in key domains such as school financing and examinations.

- Heyneman, S. P., Anderson K. H., Nuraliyeva, N. (2008). The cost of corruption in higher education. *Comparative Education Review 52*(1;1)(02), 1-25.
   http://www.journals.uchicago.edu/doi/abs/10.1086/524367

- Heyneman, S. P. (2004). Education and corruption. *International Journal of Educational Development, 24*(6), 638 ? 48.

   This paper draws on standard international definitions of corruption and applies them to the education sector. It defines corruption in education, explains why it is important, and describes various types of corruption and their causes. Emphasis is placed on the role of higher education institutions in educational corruption, but the paper does not limit itself to higher education. In the end the paper suggests four categories of reforms designed to minimize the risk of educational corruption. These include reforms to: (i) educational structures, (ii) the processes of management and adjudication, (iii) the mechanisms of prevention and when wrongdoing occurs, (iv) the system of sanctions.

- Heyneman, S.P. (2003). Education and Misconduct. In James Guthrie (Ed.) *Encyclopedia of Education*, vol. 5, (pp. 1659 ? 1668). New York, NY: Macmillan Publishers.

- Howard, R., Davies, L. (2004). Plagiarism in the Internet Age. *Educational Leadership, 66*(6), 64-67.
   http://www.ascd.org/publications/educational_leadership/mar09/vol66/num06/Plagiarism_in_the_Internet_Age.aspx

   "Using sources with integrity is complex. The solution is teaching skills, not vilifying the Internet."

- Janashia, N. (2004a). Corruption and higher education in Georgia. *International Higher Education, 34*, 10-12.
   http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News34/text006.htm

   This articles discusses the prevalence and magnitude of corruption in Georgia's higher education system, examines its causes and effects, and provides suggestions on how to curb academic corruption.

- Janashia, N. (2004b). Fighting corruption in Georgia's universities. *Academe, 90*(5), 43-46.

   This article discusses the prevalence and magnitude of corruption in Georgia's higher education system, and examines its causes and effects. It also discusses the recent reforms and current challenges facing Georgia's higher education system. Specific recommendations for addressing the challenge of academic corruption are presented.

- Leeuw, H. de. (2004). Dealing with document fraud- the case of Afghanistan: Part 1. *ADSEC News, 1*(3), 10-12.
   http://www.adsec.nafsa.org/news0412.pdf

   This article discusses the context in which document fraud takes place among Afghan applicants.

- Leeuw, H. de. (2004). Dealing with document fraud- the case of Afghanistan: Part 2. *ADSEC News, 1*(4), 6-15.
   http://www.adsec.nafsa.org/news0412.pdf

   This article presents the examples of both authentic and falsified documents from Afghanistan and offers a number of hints that might be helpful in detecting forgeries.

- Malgwi, C.A., Rakovski, C.C. (2009). Combating Academic Fraud: Are Students Reticent About Uncovering the Covert? *Journal of Academic Ethics*. Available on line: June 23.
   http://www.springerlink.com/content/5562636350236152/fulltext.pdf

   "This study links Cressey's established fraud triangle theory to a recently developed academic fraud risk triangle as a platform for identifying the determinants of academic fraud risk factors. The study then evaluates the magnitude and extent to which students are willing to confront the realities of academic fraud and move towards a culture of academic integrity. Most of the studies pertaining to combating academic fraud have primarily been the opinions of the researchers, namely, the faculty. Although students may not be expected to police the fight against academic fraud, their opinions as to what would work and what would not, have not been sufficiently examined, and this study contributes to filling that void. We explore the agreement among students and groups of students concerning specific deterrent strategies. We find two types of strategies, student action and faculty/administration action . Results from 740 students surveyed found that the most widely supported strategies are stronger penalties, parental notification, an anonymous tip line, and administering a uniform policy. The least supported strategies were academic honor code, no strategy at all, requiring an ethics course, and leaving individual instructors to determine penalties. Further, full time, domestic, undergraduate, and male students favor student action strategies, which are more reactionary and less punitive." (Abstract from authors).

- Nwaopara,A, Ifebhor, A., Ohiwerei, F. (2008). Proliferating illiteracy in the universities: A Nigerian perspective. *International Journal of Educational Integrity, 4*(1), 31-42.
   http://www.ojs.unisa.edu.au/index.php/IJEI/article/download/194/147

   The Nigerian educational system is in crisis. This paper aims to describe that crisis and demonstrate how this situation is contributing to a downward spiral in academic standards, and in particular its effect on decreasing literacy among Nigerian students. While recognising that the educational system is part of a much broader societal predicament, this paper nevertheless makes a number of recommendations for improvements to the Nigerian educational system, including a call for increased government funding of the education system, the need for constructive solutions to end cultism, and a multifaceted approach to entrenched social problems (Abstract from authors).

- Ordóñez, C. L., Mejía, J. F., Castellanos, Sonia (2006). Percepciones estudiantiles sobre el fraude académico: hallazgos y reflexiones pedagógicas. *Revista de Estudios Sociales,1* (23) 37-42.
   http://www.doaj.org/doaj?func=fulltext&passMe=http://res.uniandes.edu.co/view.php/324/1.php

"The present article gives information about the findings of the third stage of a research project on academic fraud that has been conducted by the Centro de Investigación y Formación en Educación, CIFE, from the Andes University, Bogotá, with the purpose of developing interventions to fight it. Facing upsetting findings in the first two stages about the frequency of fraudulent behaviors and the reasons given by the students to justify academic fraud, we conducted a detailed qualitative study that analyzes these reasons. From the results we propose a cultural explanation for students' decisions on academic fraud, instead of one that only takes into account factors related to individual moral development. Then we use constructivist learning principles and their possible applications to support the need to fight against academic fraud from pedagogical change." (Abstract from authors).

- Osipian, A.L. (2008). Corruption in Higher Education: does it differ across the nations and why? *Research in Comparative and International Education, 3*(4), 345-365.
  http://dx.doi.org/10.2304/rcie.2008.3.4.345

  Corruption in higher education is a newly emerging topic in the field of education research. Some aspects of corruption in education have been addressed in recent works by Eckstein, Hallak & Poisson, Heyneman, Noah & Eckstein, Segal, and Washburn. However, rigorous systematic research is lacking. This article considers corruption in higher education as reported in the media, following publications in the United States, the United Kingdom, and the Russian Federation. It addresses the differences in forms of corruption across the nations, identifying how exactly they differ and why. Major findings point to the following: some forms of corruption are region-specific while others are universal; types of corruption are connected to the characteristics of the national systems; the general trend in the media attention reflects growing concern about corruption in academia; in the United States more attention is now paid to fraud, plagiarism, and cheating, but in Russia to bribery in admissions. The findings help to determine which aspects of corruption in higher education should be given more consideration in future research and which might be prioritised, as well as how the national systems of higher education can be improved. (Abstract from the author).

- Rezaee, Z. & Elmore, R.C. (2001). Ethical behavior in higher educational institutions: The role of the code of conduct. *Journal of Business and Ethics, 30*(2), 171-183.

  The need for written "codes of conduct" for businesses is evident in the current literature. However, then is not sufficient evidence regarding the implication of codes of conduct in a college. Academic dishonesty has become an important issue in institutions of higher education. Codes of conduct can also provide a basis for ethical behavior in colleges and universities. Survey respondents were generally supportive of the concept of codes of ethical conduct in colleges and universities. The results of this study indicate that college codes of conduct tend to follow a "low road" approach. The results also suggest the following needed improvements in college and university codes of conduct: (1) greater emphasis on preventing financial, scientific, and academic fraud; (2) more inclusion of the faculty in the process; and (3) establishment of a proper process for implementation of the code.

- Riddoch, I., & Riddoch, B. J. (2004). A question of ethics: Tertiary-level teaching in botswana. *International Higher Education, 34*, 9-10.
  http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News34/text005.htm

  The article focuses on unethical teaching practices in tertiary institutions in Botswana, including reduced teaching efforts, plagiarism, abandonment of teaching responsibilities, and avoiding accountability. Wider implications of these abuses are discussed.

- Rumyantseva, N. L. (2005). Taxonomy of corruption in higher education. *Peabody Journal of Education, 80*(1), 81-92.

  This article explores the phenomenon of corruption that has become common in higher education in developing countries around the world. It develops the taxonomy of corruption in higher education, which distinguishes educational-specific corruption from that common to any public sector by identifying corruption that directly and indirectly involves students. It also distinguishes different types of educational specific corruption depending on the area of occurrence and the agents involved. The argument is presented that this classification disaggregates the complex phenomenon of corruption in higher education and develops common understanding of its structure and possible agreement on definitions.

- Rumyantseva, N. L. (2004b). Higher education in Kazakhstan: The issue of corruption. *International Higher Education, 37*, 24-25.
  http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News37/text013.htm

  The article presents the findings of the two surveys which were administered to students and faculty of a large state university in Kazakhstan. The questions discussed include the evidence of corruption, formal and informal control mechanisms to regulate corruption, and perceived impact of corruption.

- Rumyantseva, N. L. (2004c). Taxonomy of corruption in higher education. *Peabody Journal of Education, 80*(1), 81-92.

  This article explores the phenomenon of corruption that has become common in higher education in developing countries around the world. It develops the taxonomy of corruption in higher education, which distinguishes educational-specific corruption from that common to any public sector by identifying corruption that directly and indirectly involves students. It also distinguishes different types of educational specific corruption depending on the area of occurrence and the agents involved. The argument is presented that this classification disaggregates the complex phenomenon of corruption in higher education and develops common understanding of its structure and possible agreement on definitions.

- Saguier, E. R. (2004). Prebendarismo y Faccionalismo en la institucionlización del conocimiento: el caso de la investigación y la docencia argentinas (1989-2003). *Education Policy Analysis Archives, 12*(6).

  The study of the centralizing mechanisms of academic power that very often work to obstruct and boycott individual and collective demands to produce critical knowledge, as well as impose circuits or networks made of multiple and combined knots (clientelism, nepotism, careerism and ethnocentric, sectarian and nepotic reciprocities), must necessarily go to their historical origins, analyzing several phenomena such as the coloniality of power, the subordination to a geopolitical and socio-technological stratification of knowledge, the fragmentation of knowledge processes, and other phenomena like endogamy, sectarianism, corruption and social, economic and political crises. Also, we are going to study the centripetal forces of decentralization, privatization or education federalism and their academic demands, the role of confidentiality in the formation of networks in academic and scientific environments, as well as their noxious effects in the practice of academic freedoms, the dissociations of power from knowledge and research from teaching, the distinction of teaching decentralization from research decentralization, the segregated education circuits, the intensity of the market of human capital and the quality of the levels of excellence of social and cultural capital, in the knowledge society. Also, we are going to refer to deformations in philanthropic politics and subsidies to scientific research, to models of technological innovation, the origin and development of the triadic partition of academic power or the tri-functional academic model, and the evaluation functions such as accreditation, extension, transference, counseling, programming and planning (Abstract from the author).

  El estudio de los mecanismos concentradores de poder académico que inveteradamente operan obstruyendo y boicoteando las

demandas individuales y colectivas para producir conocimiento crítico, y que imponen redes hechas de múltiples y combinados nudos o trabas (patronazgos, clientelismos, carrerismos, caudillismos, amiguismos y reciprocidades negativas etnocéntricas, sectarias, y népóticas), requiere desentrañar sus orígenes históricos indagando en diversos fenómenos tales como la colonialidad del poder,la triple disociación del poder y el saber, la ciencia y la investigación, y la investigación y la docencia; la sumisión en la estratificación geopolítica y sociotecnológica del conocimiento, el conocimiento institucionalizado excluyente; la fragmentación o segmentación disciplinar (en especialidades), el fraccionamiento de los poderes académicos, la conversión de los conocimientos en oficios artesanales, ocupaciones rentables y profesiones liberales, y otras manifestaciones convergentes como la endogamia, el sectarismo, el prebendarismo, el patrimonialismo, la corrupción y las crisis sociales, políticas y económicas, a saber: golpes de estado, genocidios indígenas, dictaduras militares, legados coloniales e imperiales, y guerras civiles, nacionales y mundiales. Para ello nos abocaremos a una múltiple aproximación histórica y paradigmática en los campos de las filosofías, psicologías y sociologías de la ciencia y de la educación; de las antropologías simbólica, jurídica y corporativa; de las ciencias de la comunicación y la educación; y de los Estudios Culturales; a una multiplicidad de procesos de: a) diversificación del conocimiento; b) brechas cronológicas (generacionales) y geográficas (entre metrópolis académicas y periferias científicas); c) modernización de la ciencia y la educación; d) centralización educativa y sus impactos geográficamente diferenciales; e) segregación de la promoción educativa; y f) formación de las redes virtuales locales y nacionales y sus conexiones con la red global. También nos abocaremos a los flujos del aparato científico-educativo; al monopolio de las estructuras de control simbólico; a su desagregación en segmentos o agencias, y sus componentes míticos, simbólicos, litúrgicos y jurídicos; y a la distinción entre la descentralización y/o privatización del aprendizaje y la docencia y la descentralización y/o privatización de la investigación científica. Asimismo, nos referiremos a la relación del conocimiento con la estructura productiva y el poder político, a las deformaciones en las políticas filantrópicas, de mecenazgo y subvención a la investigación científica, a los modelos de innovación tecnológica lineales, espiralados y reticulares, al divorcio de la docencia respecto de la acreditación de la docencia, y a la diferenciación de las tareas ejecutivas o administrativas de las tareas normativas, evaluadoras y divulgadoras (Abstract from the author).

- Salzwedel, M.R. & Ericson, J. (2003). Cleaning up Buckley: How the Family Educational Rights and Privacy Act shields academic corruption in college athletics. *Wisconsin Law Review, 6*, 1053-1113.

- Sessink, O., et al. (2004). Securing web-based exams. *Journal of Universal Computer Science, 10*(2), 145-157.

  Learning management systems may offer web-based exam facilities. Such facilities entail a higher risk to exams fraud than traditional paper-based exams. The article discusses security issues with web-based exams, and proposes precautionary measures to reduce the risks. A security model is presented that distinguishes supervision support, software restrictions, and network restrictions. Solutions to security problems are tools to supervise and monitor web-based exams, measures for exam computers with Windows and Linux, and secure network setups in common network architectures. The article intends to raise risk awareness among faculty in higher education, and to help technical staff to implement precautions.

- Shen, Y., Li, S., Tian, C., Cheng, M. (2009). Research on anti-plagiarism system and the law of plagiarism. *hi.baidu.com*. http://hi.baidu.com/whusoft/blog/item/cef2f31c09fdab8386d6b64f.html

  "Internet plagiarism and paper industry's development lead to the extension of plagiarism phenomenon, so it is urgently necessary to do research on it and develop anti-plagiarism system. Some countries have obtained huge achievement in anti-plagiarism field, but because of the heavy workload of literature collection and Chinese letter's special characteristics, Chinese anti-plagiarism is still in the initial stages of development. Moreover, plagiarism activities involve directly copying and semantic plagiarizing, so the definition of plagiarism cannot be unified. From 2006 to 2008, based on two patents, we implement an anti-plagiarism system named ROST AntiP which covers 18.8 billion web pages and 4.9 million literatures, presents flexible match technology based on attribute value strings, can flexibly define plagiarism rule, and can implement fuzzy detection. This system has been practically using in several editorial office and universities. According to the practical collecting data, we find the PlagTrendHot phenomenon and the first page plagiarism phenomenon, thereby we improve the macroscopical algorithm to solve detecting speed problem. Besides, we accurately estimate the context bound errors involved in fuzzy matching, and preliminarily achieve the practice implementation goal." (Abstract by authors.)

- Song-Turner, H. (2008). Plagiarism: academic dishonesty or 'blind spot' of multicultural education? *Australian Universities Review*.(2), 50 no. 2 (2008) 39-50. http://www.aur.org.au/archive/50-02/aur_50-02.pdf

  "Given the large numbers of overseas students studying in Australia, and offshore in Australian administered programmes, plagiarism is of particular concern. Students from a number of countries were interviewed for this paper to identify their own views about plagiarism."

- Tanaka, S. (2001). Corruption in education sector development: A suggestion of anticipatory strategy. *International Journal of Educational Management, 15*(4), 158-166.

  In this article, the author proposes an anticipatory strategy that will help professionals to protect an education project from corruption. Stating that there is no universal definition of corruption, the author argues that in anticipating corruption, one should be aware of possible disparities in recognizing corruption, and avoid imposing inappropriate culturally defined ideas when administering a project. Suggests that an anticipatory strategy is not a direct anti-corruption strategy, and may exist as a "hidden agenda" within the main project.

- Teferra, D. (2001). Academic dishonesty in African universities--trends, challenges, and repercussions: An Ethiopian case study. *International Journal of Educational Development, 21*(2), 163-178.

  This article presents the analysis of the findings of the survey administered to sixty Ethiopian academic staff with the aim to examine the state and gravity of academic misconduct in exam sessions in higher education institutions in Ethiopia. The state of academic dishonesty in Ethiopian higher education institutions is established, and a broader and comparative overview of the problem is presented. The repercussions of pervasive academic malpractice in a nation are discussed within the context of a family of the international academic and knowledge network.

- Temple, P., & Petrov, G. (2004). Corruption in higher education: Some findings from the states of the former Soviet Union. *Higher Education Management and Policy, 16*(1), 83-99.

  This article examines some theoretical approaches to the study of corruption, and presents empirical data on corruption in higher education from Russia and Azerbaijan. While both states examined have a common political heritage, higher education corruption appears to be of a diverging character in the two states. The authors suggest that social capital offers a helpful theory in understanding the varying levels of corruption encountered in the two states. Social capital theory also perhaps suggests that significant reductions in the extent of corruption will not be achieved by purely technical means, but require a broader approach to achieve a strengthened civil society.

- Waite, D., & Allen, D. (2003). Corruption and abuse of power in educational administration. *The Urban Review, 35*(4), 281-296.

This article begins to uncover the range, if not the depth, of corruption and abuse of power in educational administration in K-12 and higher education institutions. It represents an initial ethnology of the topic. Examples are taken from several countries, most notably Mexico, China, and the United States, and discussion revolves around the relation between corruption and hierarchical, pyramidal bureaucracies.

- Yang, R. (2005). Corruption in China's higher education: A malignant tumor. *International Higher Education, 39*, 18-20.
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  This article discusses three aspects of academic corruption in mainland China, including corruption in research administration, academic promotion, and doctoral students' training. It examines the causes and consequences of various corrupt practices prevalent in the three areas.

- Yang, R. (2004). Corruptness in education: A tentative discussion. *Chinese Education and Society, 37*(1), 89-100.

  The writer discusses corruption in higher education in China. After considering the concept and definition of corruption in education, the writer examines the reasons for such corruption and discusses the need to improve systemic construction at higher education institutions in order to tackle corruption.

- Zhang, Q. (2007). Political Embeddedness and Academic Corruption in Chinese Universitie. *All Academic Incorporated.*
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  "China's efforts in reforming its universities have only intensified unethical practices ("academic corruption") in—and by—universities. Using qualitative data from three Chinese universities, I argue academic corruption is rooted in a distinctive quality of Chinese universities: embeddedness in the political/bureaucratic system. Three institutional arrangements—Party penetration, hierarchical integration, and administrative dominance—integrate universities into the state bureaucratic hierarchy and deprive them of political autonomy. Universities and their employees responded by producing "bureaucratically recognizable signals", often disregarding scholarly standards and professional ethics. Without liberating universities and intellectuals from political embeddedness, China risks suffocating its innovative capacity and endangers long-term growth." (Abstract from author).

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