

The Problem of Plagiarism and Its Perceptions in Georgia

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A research report

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Introduction

Plagiarism, as a problem, has attracted much attention particularly in recent years. Technological advancements and globalization have created, on the one hand, more open and unified academic environment, and on the other hand, specific problems, among which is the growth of plagiarism (Diekhoff, LaBeff et al. 1996, Park 2003). The universities in Western Europe and the United States speak about the growth of plagiarism and academic dishonesty. International integration of post-Soviet countries has ended their long-lasting isolation. It is interesting to see what trends have emerged in post-Soviet, namely, Georgian academic environment? What has been the general Georgian academic ethos offered to international academic community? And what changes have occurred in this regard since the end of the isolation?

This study explores the official policy, existing practice, and the attitudes regarding plagiarism in Georgian higher education institutions as expressed in the official documents, in the interviews, focus groups and surveys. The quantitative part of this report is based on the study of the attitudes of the faculty, administrators, and students of the higher education institutions (HEI) in Georgia (about 1500 persons) towards plagiarism.

This research is part of a broader initiative to examine international best practices in combating plagiarism, to analyse plagiarism prevention and detection instruments available in Georgia, and to organize public discussions on plagiarism and related topics with participation of the academic community.

Thus, the findings and conclusions of this research, together with the findings of other components of the project, aim at starting a broader discussion on the issue and taking effective actions to combat plagiarism.

There are a number of studies that explore issues of academic dishonesty, including plagiarism (Scollon 1995, Pennycook 1996, Noah and Eckstein 2001, Park 2003). Some studies indicate that the concept of academic integrity is culturally different and has been in a way problematic in post-Soviet countries (Umland 2005, Heyneman 2007). The understanding of the academic integrity in post-Soviet academic community often does not correspond to its Western European or Northern American counterparts.

While studying the issue of academic integrity, it is important to analyse cultural background that makes academics behave in a particular way (an example of cross-cultural analysis is *Deconstructing Plagiarism: International Students and Textual Borrowing Practices* (Amsberry 2009). A study carried out in Britain by Niall Hayes and Lucas D. Introna, *Cultural Values, Plagiarism, and Fairness: When Plagiarism Gets in the Way of Learning*, published in 2005 (Hayes and Introna 2005), explores perceptions of academic integrity among people with different cultural backgrounds, and how are

their behaviours and attitudes towards academic integrity shaped depending on cultural models. According to the study, behaviours deemed exemplary and praiseworthy in some cultures are unacceptable in a different, in this example in the British academic culture. Students' motivation and experience, as well as their trust towards academia, often triggers different behaviours. Another study conducted by Pennycook (Pennycook 1996), also examines cultural differences as shaping academic behaviour. The study for example claims that when Chinese students present the words of authoritative sources as their own, this is a sign of respect towards the authorities rather than academic dishonesty.

The Soviet Union comprised of countries and nations with different historical and scholarly traditions. However, what we know from the scholarship on the post-Soviet countries, one can observe certain similarities when it comes to academic integrity. It seems that the post-Soviet practice has its roots in the everyday Soviet ethos, a way of behaving (or habitus, as Bourdieu calls it). The Soviet ethos, which presumably is still dominant, can be characterized by the following: (1) unquestioned acceptance of authority figures, (2) widespread intertextuality (Yurchak 2013), (3) suppressing individuality and critical thinking, and (4) using everyday tactics against imposed strategies and existing rules (Kotkin and Richardson 1995, Ledeneva 1998, Fitzpatrick 1999, Fitzpatrick 2005).

Widespread patrimonialism in Soviet times, the state seen as an authoritative parent, with the expectation that its citizens will be obedient and loyal to authority figures, shaped the lifestyle of Soviet citizens (Verdery 1994). At the same time, existing rules and strict state control made people look for avoidance and manoeuvring by using different escape tactics. One of the tactics is known in the Soviet studies as "khaltura," the word used in colloquial language (Ledeneva 1998) for moonlighting: that is pretending to do something that you actually are not doing. Such behaviour was necessary to meet imposed, and often unattainable, requirements. "Khaltura" became an integral part of the Soviet economy and everyday life. Another everyday tactics, highly useful, was having informal ties. Networks were essential to surviving the everyday life as well as academic life. When analysing the research results below, we will see what role does this still ingrained ethos play in the academia today.

The widespread plagiarism and academic dishonesty, as Soviet-type behaviour in post-Soviet countries, is explored in different scholarly works. Some scholars believe that suppression of critical thinking and decades of indoctrination still play a predominant role in the universities (Umland 2005, Burkhalter and Shegebayev 2012). At the same time, a model of an autonomous individual is emerging in the discourse of those, who see themselves as more modern, often "Western". This model distances itself from the image of "dependent" individuals, who are loyal to authority figures.

Keeping in mind this hybridity, the present research explores perceptions of plagiarism in Georgia. The findings of the research reveal many interesting nuances in this regard. They indicate that together with problematic aspects there are also successful practices regarding plagiarism in Georgia.

It would be impossible to complete the study without the help and frankness of students, faculty and HEI administrators.

We are grateful to all persons involved in the research for their contribution to this report. We hope that the present research will foster constructive discussions on the topic of plagiarism in the Georgian higher education system.

Key Research Questions

The aim of the present research is to explore (a) policies, (b) practice and (c) attitudes towards plagiarism in Georgian academic circles.

Thus, the authors of the study focused on gathering information on the following:

- Formal regulations and informal mechanisms for combating plagiarism at higher education institutions (HEIs);
- Assessments of the extent of plagiarism in HEIs and generally in the country;
- Existing and desirable mechanisms for combating plagiarism;
- Factors that support or hinder combating plagiarism; and
- Willingness to introduce new mechanisms for combating plagiarism.

Research Methodology

The present research can be divided into two main components:

- A study of the views and attitudes of interested parties (students, faculty and HEIs) towards plagiarism; and
- An assessment of the visibility and content of anti-plagiarism policy tools and documents through the structural and content analysis of HEI websites.

During the research, both quantitative and qualitative data analysis methods were used. However, the quantitative results mostly play an auxiliary role and the findings presented here are mainly based on the qualitative analysis of the data.

The main target group for studying the views and attitudes towards plagiarism was Georgian HEIs that have students enrolled in master's and doctoral programmes (holding active student status).

In order to gather information on plagiarism from the target universities, the following techniques were used:

- a) An electronic survey of staff of quality management services, faculty and students;
- b) Focus groups and in-depth interviews with faculty, students, administrators and independent experts.

The list of the universities provided by the National Center for Educational Quality Enhancement was used as a sampling frame.

The fieldwork was conducted from October 2015 to January 2016.

During the fieldwork, our research group was assisted by the staff of the university quality management services. First, the university presidents nominated contact persons from respective quality management services. Then those persons coordinated electronic surveys within their universities. They also coordinated participant recruitment for the qualitative component of our study, according to the recruitment strategy developed by our research group.

The research represented a joint effort of universities. The initiative was supported by the Ministry of Education and the Council of Rectors of Universities as a needs assessment stage for governmental programs to assist universities in their efforts to combat plagiarism.

In order to reduce a possible risk of response bias an electronic platform was used for the survey component. Electronic links of the instruments were distributed through mail lists of students and faculty. Responses were anonymously and automatically gathered on a server so that nobody could see them. Questionnaires didn't ask respondents to indicate the title of the university.

To enrich the data collected from the target universities, additional in-depth interviews were conducted with some other university administrators, experts in the field, and the students who have spent the past year abroad studying at master's or doctoral levels.

Overall, about 1300 respondents took part in the component of the research regarding views and attitudes towards plagiarism.

For the component of the structural and content analysis of HEI websites, the target group was all accredited HEIs in Georgia.

Table 1 depicts the target groups and methods used in the research.

Table 1. Target groups (samples) and methods used in the study

Target group	Survey	Focus group	In-depth interview	Content analysis
Undergraduate students (holding active student status) of accredited universities in Georgia		✓		
Master's students (holding active student status) of accredited universities in Georgia	✓	✓		
Doctoral students (holding active student status) of accredited universities in Georgia	✓	✓		
Associate professors of accredited universities in Georgia	✓	✓		
Full professors of accredited universities in Georgia	✓	✓		
Staff of THE quality management services or persons performing similar functions at accredited higher education institutions in Georgia	✓	✓	✓	
Students who have studied abroad at master's or doctoral levels during past year			✓	
Experts in the field			✓	
Websites of accredited universities in Georgia				✓

Focus Groups and In-depth Interviews

Focus groups and in-depth interviews mostly were free-flowing discussions on the key research questions with HEI representatives and other interested parties.

The following three sampling strategies were combined to select initial and final samples for the first component of our research: (1) typical case sampling, (2) critical case sampling, and (3) maximum variation sampling.

Namely, the following approaches were used to select initial samples – the universities:

- a) Typical case sampling was used to select public universities (there were selected two large universities in Tbilisi and two large universities in other regions of Georgia, with a large number of students);
- b) Critical case sampling was used to select private universities (one university was selected in Tbilisi).

Maximum variation sampling was used to select students and faculty within the universities:

- a) Each focus group of the students was composed of students of different levels (undergraduate, master's and doctoral), majoring in different fields (humanities, exact sciences and natural sciences);
- b) Each focus group of the faculty was composed of professors of different academic ranks (associate professors and full professors) and from different fields (humanities, exact sciences and natural sciences).

In each target university two focus groups were conducted separately with students and faculty. Number of participants in focus groups varied from 10 to 15. Overall, 10 focus groups were run with a total of up to 150 participants (students and faculty) within the framework of the qualitative component of our research. The focus-groups were moderated mainly by one team member, in some cases by moderator and an assistant. The first block of questions explored what do FG participants consider as plagiarism, to what extent were they involved with establishing regulations at their universities, were familiar with them and whether or not they felt ownership of those regulations. The second set of questions explored the prevailing culture of plagiarism and what caused cases of academic dishonesty. Third, the FG discussed the attitudes towards plagiarism and academic dishonesty and explored possible solutions.

In addition, 20 interviews were held with those students who had spent the past year studying abroad (respondents were randomly selected from the database of the National Erasmus+ Office) and 15 interviews were carried out with some other university administrators and experts in the field.

Survey

A survey was conducted online via the SurveyMonkey platform. Three separate questionnaires were developed for each of the target groups (students, administrators, and faculty)¹.

The survey was conducted at all accredited HEIs in Georgia that have master’s or doctoral programs and students enrolled in those programmes (with active student status) – 38 target universities².

Website links to three different questionnaires (for students, faculty, and staff of the quality management services) were sent to the contact persons of all target universities. The contact persons were responsible for distributing the questionnaires within their respective universities.

The target group for the student survey was master’s and doctoral students. The respective questionnaire was sent to all graduate students within the universities.

The target group for the faculty survey was associate and full professors. The respective questionnaire was sent to all associate and full professors within the universities.

The survey data were collected during three weeks.

Overall, 1126 respondents participated in the survey: 33 administrators (from 38 target universities), 583 students (4% of the population), and 510 professors (9% of the population) which is acceptable response rate for an online survey with large population size (Nulty, 2008).

Table 2. Distribution of students and faculty according to key segments (target universities)

Students	Tbilisi		Regions		Total	
	N	%	N	%	N	
Population	Public	10115	62%	1933	12%	12049
	Private	4057	25%	100	1%	4157
Sample	Public	364	63%	72	12%	437
	Private	142	24%	4	1%	146
Professors	Tbilisi		Regions		Total	
	N	%	N	%	N	
Population	Public	3147	56%	1115	20%	4262
	Private	1237	22%	109	2%	1346
Sample	Public	345	52%	137	21%	482
	Private	165	25%	21	3%	186

¹ The survey instrument in the current study represents an adapted version of the McCabe Academic Integrity Survey Instrument used at Texas Tech University (Canham, A.A. (2008) Evaluating academic integrity and outreach efforts: changes in perceptions over a three-year period).

² The initial sampling frame included 75 accredited higher education institutions, but only 38 of them met eligibility criteria for the study.

It is not recommended to use weighting adjustments in electronic surveys (Brick and Kalton 1996). Thus, the original proportions of participants are kept.

The distribution of respondents by university location (Tbilisi/ region) and type (private/ public) is almost similar to their distribution in the population (see Table 2). The distribution of respondents generally matches up with the student-faculty ratios within these universities. However, the share of respondents from two large public universities (Tbilisi State Medical University and Tbilisi Technical University) is relatively small. At the same time, faculty and students who participated in the survey were self-selected. For these reasons, the findings of the quantitative component are not generalized to the population. They are interpreted only for discussing the trends.

Website Analysis

This component of the study was intended to identify and analyse the anti-plagiarism regulations available on HEI websites.

The target of the research was all accredited HEIs in Georgia.

By September 2015, out of 74 accredited HEIs in Georgia, it was possible to analyse the content of 71 HEI websites (3 HEIs did not have their own websites at the time of the research).

Key Findings

Existing Anti-Plagiarism Policies at Georgian Universities

Formal regulations and governing bodies are the main instruments of the official policy on plagiarism at Georgian HEIs. Hence, the policy analysis was conducted with a focus on these two aspects.

The main source for studying the official policy on plagiarism was the results of the survey of the staff of university quality management services, since, as a rule, quality management services introduce regulations on plagiarism at Georgian HEIs. Therefore, they have full information about these regulations.

The results of the content analysis of the documents available on HEI websites, focus groups and in-depth interviews were used as additional sources for the research.

Regulations

Plagiarism or academic integrity is not defined by the Law of Georgia on Higher Education. However, under this Law (Article 10. b), a higher education institution shall “draft the statute, approve institution’s internal regulations, the rules and basic principles of the Code of Ethics and disciplinary responsibility.” Under Article 18 b of the same Law, this function is assumed by the Senate. Under Article 37, 2 b, academic personnel is required to comply with the code of ethics. Article 43, 7 imposes an obligation on HEIs to design the students’ code of ethics. In this code, „a higher education institution is required to clearly define the behaviour, which can serve as grounds for a disciplinary action.”

While analysing regulations on plagiarism at Georgian universities, we focused our attention on five main questions:

- What major documents regulate the issue of plagiarism?
- In what level of detail and to what extent is the issue of plagiarism addressed in major governing documents (code of ethics, the statute of a university, the charter of a dissertation council, a guide to writing academic papers)?

- Are these basic documents available on HEI websites?
- Do these governing regulations discuss in detail the definition of plagiarism, the issue of plagiarism detection and responses to plagiarism?
- Do these regulations on plagiarism apply equally to both faculty and students?

The results of the survey of heads of quality management services show that **at almost all surveyed universities, at least one normative document or instruction covers the issues of plagiarism**: out of all respondent HEIs, only two universities failed to indicate specific documents in this regard. More than 70% of surveyed quality management staff name more than one source from the list of regulations governing plagiarism.

Table 3 Which documents regulate plagiarism? Are they available on website? What type of information do they contain? - Survey of quality management staff (N= 33).

	The document regulates the issues of plagiarism (YES – N (% of total))	The document is available on the website (YES - N)	<i>The document contains the following information about plagiarism:</i>		
			The definition of plagiarism (YES – N)	Plagiarism detection (YES - N)	Responses to plagiarism (YES – N)
Code of ethics	19 (58%)	16	17	3	13
The University Statute	6 (18%)	6	4	3	4
The Charter of the University Dissertation Council	14 (42%)	12	9	5	11
Guidelines for Writing Academic Papers ³	16 (48%)	11	12	9	10

However, the picture is less optimistic when the information received from the quality management staff is looked from a different angle. **Namely, the issue of plagiarism is not discussed consistently in main regulations governing academic activities of the universities: while one regulation discusses the issue, the other one does not.** For example, approximately half of the target HEIs referred to Code of Ethics and Guidelines for Writing Academic Papers as regulations governing the issue of plagiarism. According to our respondents, the University Statute functions as a governing document related to plagiarism only at one-fifth of the surveyed HEIs (see Table 3).

³ Apart from the documents listed here, the respondents also mentioned other sources, e.g.: regulations for different cycles of higher education, general guidelines for educational and research activities, and course syllabi.

The regulations governing the issues of plagiarism are not always available on HEI websites. For example, 5 of 16 surveyed HEIs that referred to Guidelines for Writing Academic Papers as a governing document related to plagiarism do not make this document available on their websites.

According to the results of the survey of the staff of quality management services, **different aspects of plagiarism (the definition and detection of plagiarism, as well as responses to plagiarism) are not incorporated equally in the above listed governing documents. The topic of plagiarism detection receives the least attention in these documents.** The process of plagiarism detection is set out in Codes of Ethics and Statutes of only three of the respondent HEIs.

The content analysis of governing documents available on HEI websites indicates that when plagiarism is detected, a range of sanctions are mostly directed towards students, such as a formal warning, cancellation of exam results, a course retake, termination of student status, etc. Considering these regulations, **it can be assumed that they are focused mostly on students, rather than on faculty.**

Often, Code of Ethics is also focused only on student academic integrity. For example: “academic fraud is considered improper and unethical behaviour among students,” “students should not present the work of someone else as their own,” “students should not use the words of someone else in their work without indicating the source.”

The content analysis of the governing documents available on HEI websites also indicates that **declared policies of most HEIs are oriented towards punishment rather than prevention.** Fines are also used when students are caught for fraud or plagiarism. One of the university presidents unilaterally decides what sanctions should be imposed on students in such cases. A small number of HEIs state that their goal is not to confront their students, but to teach them about academic integrity and plagiarism prevention. In such cases, a declared policy for the HEIs is not to respond to every instance of plagiarism: “if we do, 90% of our students will simply fail classes,” says the Dean of one of the universities.

Most respondent HEIs define plagiarism narrowly and these definitions are very similar. Their major governing documents define plagiarism as copying the work or words of someone else without crediting the source: “quoting text without citing the original source,” “... presenting someone else’s work, in whole or in part, as your own,” “copying the work of someone else, in whole or in part, without acknowledging the source; presenting another person’s writing, in whole or in part, as your own.” The respondents in focus groups and in-depth interviews refer to other examples of plagiarism, such as “unintentional plagiarism,” “a collage of quotes,” etc., none of which are mentioned in the governing documents.

Governing Bodies for Plagiarism Issues

According to the results of survey of heads of quality management services **most respondent HEIs do not have standing committees for plagiarism issues**. In this regard, there is a big difference depending on HEI type and location: the share of HEIs that have such committees is much lower among public universities than private universities, and on the other hand, among regional universities than Tbilisi-based universities.

Approximately half of the surveyed staff of the quality management services indicate that they have department-level governing bodies for plagiarism issues, with one-third of them saying that they have university-level bodies governing plagiarism issues at their respective universities.

The staff of the quality management services state that **when there are no university standing committees for plagiarism issues, special ad hoc committees are created by the university President to address the cases of plagiarism, but this is not often the case**.

Combating Plagiarism at Georgian Universities

The results of the research reveal that existing rules and practices often do not match. When it comes to the definition and detection of plagiarism, or sanctions for plagiarism, the faculty members usually act according to their own common sense.

The findings of the research regarding the existing practices are organized around the following four aspects: (a) plagiarism awareness, (b) plagiarism prevention, (c) plagiarism detection techniques, and (d) responses to plagiarism.

Plagiarism Awareness

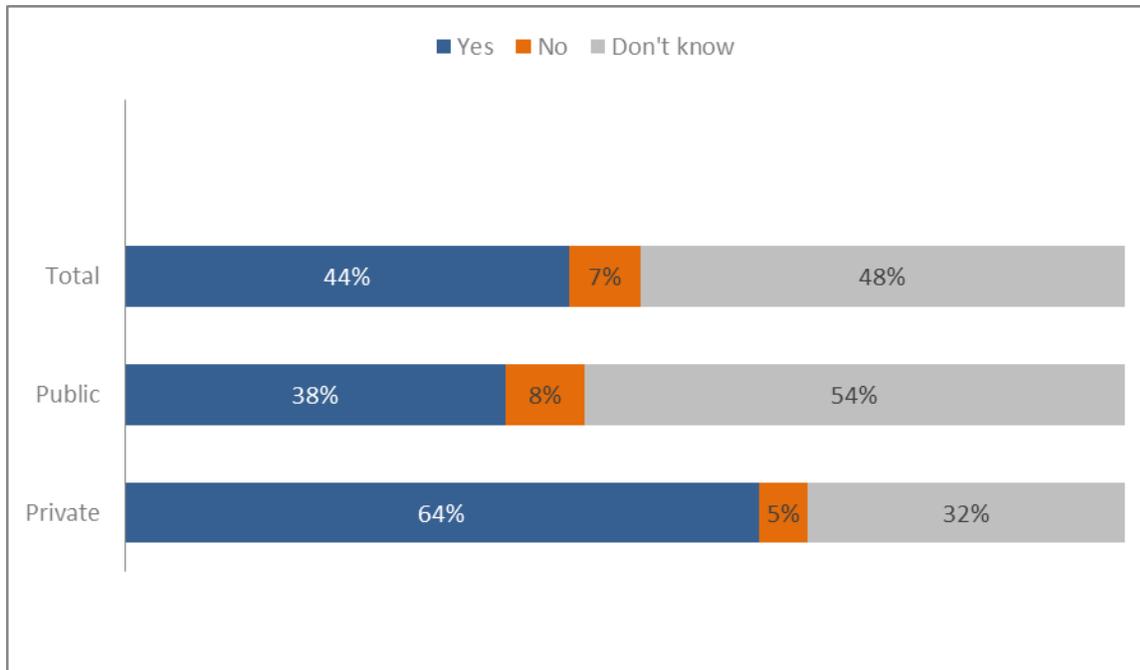
The discussions with faculty and students clearly indicate that **plagiarism awareness is a big problem, especially among the students.**

„When I was an undergraduate student, I had no information [about plagiarism]. No awareness sessions are held for undergraduate students. I did not hear anything about it during my graduate studies either” (a PhD student).

“There should be an awareness raising campaign before imposing sanctions. People simply do not know what constitutes plagiarism” (a Master’s student).

The results of the student survey show the same trend. Namely, **approximately half of the student respondents are not aware whether or not their universities have anti-plagiarism policies** (see Chart 1). In this regard, there was no statistically significant difference between undergraduate and graduate students. However, there is a difference in student awareness between public and private universities: 64% of the student respondents from private universities state that they have a university policy for combating plagiarism, while only 38% of the student respondents from public universities claim the same; 36% of the student respondents from private universities are fully aware of the university policy, while the same applies to only 14% of the student respondents from public universities. No statistically significant differences attributable to other factors (e.g., location of the university, level of education, or age) have been identified in students’ views.

Chart 1. Does your university have a policy to combat plagiarism? - Survey of students (Valid percent of respondents by university type)



While discussing their own level of plagiarism awareness in focus groups, faculty members were less self-critical than students. During these focus groups, professors' lack of awareness about plagiarism was discussed, but the faculty members were mainly talking about others and not about themselves.

The faculty survey contained more self-critical responses than the focus group discussions, presumably, due to anonymity. The respondents of the faculty survey (associate and full professors) were asked to rate their awareness about plagiarism on a 5-point scale, where 5 denoted the maximum level of awareness. The average rating was a 3.5. However, there was a statistically significant difference between the ratings of public university professors and private university professors: the private university professors gave higher points to themselves (3.9) in this component than the professors of public universities (3.1).

Some of the comments made by the student respondents also point at the lack of plagiarism awareness among the faculty members. **The students deem it important to raise awareness of plagiarism among faculty because it is still a problem for some faculty members to write research papers or to develop their writing skills:**

“Awareness raising campaign is important not only for students but also for the faculty. They themselves should be well informed in order to then instruct their students” (a Master’s student).

The staff of the quality management services also made critical comments about the subject. **This group of respondents believes that levels of plagiarism awareness vary among students, with undergraduate students being the least aware** (see Table 4).

Table 4. How would you rate plagiarism awareness of the following groups on a five point scale (5 - very high)? – Survey of quality management staff.

	N	Mean	SE
Undergraduate students	32	3.1	0.15
Master’s students	32	3.5	0.14
Doctoral students	23	4.0	0.12
Faculty	33	3.9	0.13
Administrative staff	32	3.7	0.12

We also interviewed those students who were continuing their studies at different universities in Europe and could compare their experiences. The students indicate that universities in Europe, unlike Georgian universities, place great importance on academic integrity and student awareness in this regard. Considering this difference between the two academic settings, one student says that “this (*sc.* maintaining academic integrity) is one of the challenges of studying abroad,” which is difficult to overcome.

“During my undergraduate years in Georgia, we did not discuss such issues. And, unfortunately, most students were copying and pasting other people’s texts while preparing their assignments” (a student studying abroad).

Students studying abroad have also different attitudes towards “unintentional” plagiarism. When speaking about plagiarism policies at one of the Western European universities, one student remarks, “...we discussed specific cases. Most of them were examples of “unintentional” plagiarism, but per university policy, there is no excuse for unintentional plagiarism.”

The students studying at Western European universities observe that Georgian universities are marked by the lack of awareness about plagiarism and inconsistent approaches to the issue, especially at undergraduate level.

“Students are usually given instructions on plagiarism only when they are to write a course paper, BA, MA and PhD theses. In their early undergraduate years, they have less information about the issue because the topic of plagiarism is hardly mentioned either in the instructions for their assignments or in the course syllabi” (a student studying abroad).

Students studying in Georgia made similar comments on the subject:

“During our undergraduate years, since we didn’t have to do a BA thesis, we would think it was acceptable to copy texts from Internet or use ready-made essays” (a Master’s student).

The responses of students and faculty that were given during interviews and focus groups also indicate that **often faculty and students are not aware whether or not there are any regulations concerning the issues of academic integrity at their universities.**

“I have not been taught or given any information about it at the university. I am informed just because I read some other sources. Student awareness should be raised at all levels of education.”

Provisions of the Law of Georgia on Higher Education provide for the participation of academic personnel, through the Academic Council and the Senate, in the development of Code of Ethics. However, the academic personnel are often unaware of the content of Code of Ethics: “I am sure we have it, but I am not familiar with its content,” said a professor in the focus group. Even if they are informed about the regulations, **the academic personnel and students often do not consider themselves authors or addressees of the definitions, regulations and approaches that are part of adopted policies of HEIs.**

Excerpts from focus groups and interviews clearly indicate that **student and faculty views regarding the definition of plagiarism differ from its official definitions made by HEIs.** For example, while HEIs use brief, very similar or identical definitions of plagiarism in their official documents, there were many opinions and disputes among the participants of the focus groups on the following issues:

a) The so-called “unintentional plagiarism.” Some respondents said, “plagiarism is using someone else’s intellectual property without acknowledging the source. But I don’t know whether or not unintentional plagiarism is plagiarism.”

b) The practice of voluntarily giving your work to someone or allowing someone to copy it. Presenting other student’s work as your own is part of academic culture. Copying each other’s work is common practice. “When introducing any regulations, it should be taken into consideration that copying someone else’s work is acceptable here (in Georgia),” one professor said.

„Plagiarism is copying words from someone without giving notice. But what if s/he allows or offers you to copy from him/her? I do not think this is plagiarism” (an undergraduate student).

A number of professors take different approaches vis-a-vis different levels of education. Some of them believe that copying someone else’s work should not be considered plagiarism at the undergraduate level. According to them, plagiarism applies only to “academic space,” “research papers” and “conference papers.” Others think that while copying someone else’s works, people are learning, and so this is a useful process for them. Some students feel that discussing the issue of plagiarism regarding the papers that “will not be published” is a complete waste of time.

According to focus group discussions, it is common to have different requirements and expectations at different levels of higher education.

“It seems that a Master’s thesis, not to mention an undergraduate degree, has no value. A fully plagiarized paper is evaluated with 51 points. I have seen Master’s theses that are just copy-paste. We have to agree upon standards for each level of education because they are actually different. A Master’s degree is just a piece of paper” (a PhD student).

Thus, faculty members and students discuss whether or not plagiarism should have the same definition at undergraduate and master’s levels. Generally, students believe that a less strict approach should be applied at the undergraduate level than at the graduate level, since this is the reality in any event:

“Things that are not acceptable for a doctoral degree program from a moral point of view, should not be acceptable for a master’s degree program either, but technical specifications can be different” (a PhD student).

It is also noteworthy that official regulations are not students’ main source of information about plagiarism. As more than a half of the student respondents state, their main source of information is faculty (see Table 5). Another major source of information is the university administration (43%), especially for the students of private universities (64%). The results of the survey indicate that for getting information students prefer verbal communication over official regulations (see Table 5).

Table 5. Which are main sources of information for you about the plagiarism? - Survey of students (Percent of respondents by university type and student status)

	TOTAL	PRIVATE	PUBLIC	MA	PHD
OTHER STUDENTS	16%	16%	16%	18%	14%
FACULTY	61%	66%	59%	65%	56%
UNIVERSITY ADMINISTRATION	43%	64%	37%	48%	38%
ACADEMIC WRITING COURSE	30%	22%	32%	30%	31%
THESIS WRITING GUIDELINES	34%	27%	36%	29%	40%
SYLLABI	10%	12%	10%	14%	7%
UNIVERSITY STATUTE	29%	35%	27%	27%	31%
CODE OF ETHICS	35%	37%	34%	36%	33%

Plagiarism Prevention

According to the representatives of quality management services, incorporation of information about plagiarism into formal regulations is the most commonly used plagiarism prevention tool. This aspect of anti-plagiarism policy is also mentioned in the responses to specific questions on plagiarism prevention. Namely, nearly the half of the surveyed staff of the quality management services indicate that (1) incorporation of information about plagiarism into BA, MA or PhD thesis evaluation procedures (2) orientation meetings and (3) syllabi are the most commonly used plagiarism

prevention tools (see Table 6). Plagiarism prevention instruments such as special handbooks and instructions for students and faculty are used far less often. Only several universities mentioned such instruments.

Table 6. Do you use the following strategies to prevent plagiarism at your universities? - Survey of quality management staff (Number and percent of respondents)

	N	%
None	4	12%
Special handbooks for faculty	1	3%
Special handbooks for students	5	15%
Incorporation of information about plagiarism into faculty handbooks on academic writing	10	30%
Information meetings for faculty	12	36%
Orientation meetings for students	14	45%
Incorporation of information about plagiarism into syllabi	15	45%
Incorporation of information about plagiarism into BA, MA or PhD thesis evaluation procedures	21	64%

The results of the survey of students and faculty are more alarming in this regard. Namely, **half of the student respondents (54%) state that none of the mechanisms for preventing plagiarism were used at their universities. These students represent 23 different universities** (see Table 7).

Table 7. Which of the following plagiarism prevention mechanisms are used at your university - Survey of students (Number and percent of respondents)

	N	%
None	242	54%
Orientation meetings for students	83	18%
Special handbooks for students	44	10%
Incorporation of information about plagiarism into syllabi	70	16%
Incorporation of information about plagiarism into BA, MA or PhD thesis evaluation procedures	120	27%

Only 16% of student respondents and one-fifth of faculty respondents state that information about plagiarism is incorporated into their syllabi. The results of the survey confirm the views of the staff of the quality management services that usually universities do not use special handbooks for faculty and students (see Tables 7 and 8).

Table 8. Which of the following mechanisms do you use? - Survey of faculty (Number and percent of respondents)

	N	%
Do you use the mechanisms listed below?		
None	43	8%
The definition of plagiarism is included in syllabi	105	20%
Sanctions for plagiarism are mentioned in student evaluation procedures	162	31%
The issue of academic integrity is discussed with students	369	70%
Students are notified that all written assignments will be checked for plagiarism	327	62%

I change exam questions	183	35%
I change written assignments	161	31%
I familiarize students with the university's policy on plagiarism	152	29%

Another important issue discussed in focus groups was teaching of academic writing to university students.

Faculty and students believe that the academic writing course, in its present form, is an ineffective tool to prevent plagiarism because it usually develops in isolation from general studying process and does not become part of the mainstream academic culture. In focus groups and interviews, students stated that they had taken an academic writing course but had heard nothing, or almost nothing, about plagiarism:

“We took academic writing in our freshman year. During the course, [the issue of plagiarism] was mentioned but there was no discussion about it” (an undergraduate student).

Faculty and student respondents indicate that academic writing courses are just “a fashionable trend” at their universities and that most often they do not serve their purpose. Some instructors of academic writing were even unable to say whether or not their courses covered the issue of plagiarism. According to students, “academic writing course is just a formality.”

„The course is often developed by philologists and it mainly covers Georgian orthography issues. Students believe that it is important to revise the course content” (a PhD student).

“Academic writing course needs revisions. I was teaching it and I think, it can be revised so as to become more effective” (a professor).

Students and faculty state that the course should focus more on the nuances of academic writing, on discussion of concrete examples and ethical standards. The fact that **academic writing is not a mandatory course for all students in all disciplines at some universities and that mainly philologists teach it** is also considered to be a problem by our respondents.

In group discussions some students declare that **academic writing was the only course through which they learned about the importance of citation. However, they have not used the rules taught in academic writing very often. Students are often not required to follow those rules or principles in their written assignments.** Some students admit that they are not given analytical assignments and thus are unable to use their academic writing skills. Academic Writing is often the only course in a four-year program to develop students’ academic writing skills and it does not provide a sufficient foundation for writing an academic paper at the undergraduate or master’s level. It often depends on professors’ personal initiative whether or not written assignments are part of academic process:

“When I read through students’ assignments, I detect plagiarism among fourth-year students. They are astonished... Not everyone allows them to copy someone else’s work” (a professor).

According to faculty respondents, students are either never or very rarely given written assignments. This can be caused, as they think, by the following reasons: (a) a large number of students and limited resources, (b) low wages, (c) a bad wage payment system: “we are paid hourly wages and are not supposed to assess students’ writings.”

Problems are also detected in cases when the universities instruct their faculty members to develop writing skills among freshmen and sophomores and create “writing intensive” courses for this reason. Here again faculty opinions and existing practice do not meet the expectations of university administrators.

“Students should be assigned to write essays, but we have 500 students. They probably copy texts from Internet or each other. It’s impossible to check this” (faculty members).

Faculty and students believe that this problem is caused by the mismatch between the goals and resources.

The results of focus groups and interviews demonstrate that academic writing courses, unless they become part of a systemic approach, cannot foster academic integrity and prevent plagiarism among students.

Plagiarism Detection

The results of our study indicate that plagiarism detection usually happens by chance at Georgian HEIs. It is almost unexceptionally a professor’s or a student’s initiative to detect cases of plagiarism or academic dishonesty. It should also be mentioned that regulations on plagiarism detection is far more scarce than the practice of such detection.

In the discussions, students and faculty maintain that **official sanctions for plagiarism are often not imposed since universities lack effective mechanisms for plagiarism detection.**

“The issue of sanctions is linked to the existence of plagiarism detection mechanisms, since it is difficult to detect plagiarism if such mechanisms don’t exist” (a Master’s student).

Faculty and student respondents also emphasize the **selective use of plagiarism detection instruments.**

According to university quality managers, **checking students’ writings for plagiarism is the most common plagiarism detection instrument at their universities. Faculty writings are rarely monitored.** In the survey of the staff of the quality management services 12 of them said they had no instruments regarding faculty members scholarly works (36%) (see Table 9). This may mean that the quantity and quality of faculty members’ scholarly works are not regarded as important criteria in the performance evaluation of the personnel at these universities. Only half of the surveyed respondents (from universities with doctoral stage) considered peer review to be an instrument for the evaluation of

dissertations. It should also be noted that quality managers at one-third (8) of the universities with doctoral degree programs did not mention any source for monitoring their faculty members' scholarly works.

Table 9. Do you use the following plagiarism detection mechanisms for different documents? –Survey of quality management staff (YES - number and percent of respondents).

	Turnitin or other electronic program		Peer review		Professor's assessment		Online scanner		none	
	N	%	N	%	N	%	N	%	N	%
Doctoral dissertations *	4	17	11	48	14	61	5	22	5	22
MA theses	4	12	12	36	22	67	8	24	6	18
BA theses	4	12	8	24	19	58	4	12	9	27
Students' written assignments	3	9	1	3	21	64	5	15	10	30
Faculty members' scholarly works	2	6	14	42	12	36	4	12	12	36

* The percentage in the first row (Doctoral dissertations) is calculated from only those HEIs that have doctoral programs (n=23)

Repositories of Academic Works

Faculty and students believe that **one of the obstacles to effectively combating plagiarism is the lack of repositories of academic works**. It is difficult to compare academic works and protect copyrights when there are no repositories of such works:

“A repository as well as sanctions should exist. We have neither the repository nor sanctions. If my academic work is published in the repository, it will become my intellectual property and I will be able to protect my rights under the law” (a PhD student).

Our research group was not able to check academic works for plagiarism because there is no unified repository of academic works in which these works would be compared. It seems that Georgia still lacks an open academic environment, oriented towards knowledge sharing. Faculty and students state that knowledge sharing does not take place, that they are not aware of their colleagues' research topics or whether or not others use their works. The majority of universities do not publish doctoral dissertations or MA theses on their websites. And even if they are published, it is often difficult to find them. In this regard, general policy is more oriented towards concealing information than

sharing it. About a quarter of surveyed professors are not aware whether or not their universities have internal repositories and whether or not they are published on websites.

The results of the survey of quality management staff also demonstrate that most universities have the problem of internal repositories and their availability. Only 3 universities have doctoral dissertations and other scholarly works of their faculty and students published on their websites (see Table 10). Please note, that the first column in this table shows

Every fifth HEI with doctoral programs does not have an internal repository of doctoral dissertations. According to quality management staff members, many universities have no internal repositories of BA (46%) and MA theses (36%) or any other academic works (36%), while most of the rest of the universities do have such repositories, but they are not available on their websites.

Table 10. Internal repositories in the universities –Survey of the quality management staff (Number and percent of responses)

	PhD theses *		MA theses		BA theses		Other academic works	
	N	%	N	%	N	%	N	%
There is no internal repository	5	22	12	36	15	46	12	36
There is an internal repository but it is not available on the website	7	30	18	55	13	39	14	42
There is an internal repository and it is available on the website	3	13					3	9
Refused to answer	8	35	3	9	5	15	4	12

* The percentage in the first column (PhD theses) is calculated from only those HEIs that have doctoral programs (n=23)

Our research group interviewed Irakli Garibashvili, the director of National Science Library. He said that the Library was ready to provide technical support for developing a unified repository of doctoral dissertations and MA theses of all universities. In this regard, the universities find problematic the fact that the Library is not an independent unit but belongs to a particular university, namely Tbilisi State University. On different solutions regarding repositories and anti-plagiarism programs, see S. Janashia’s chapter in this volume.

Plagiarism Detection Tools

The results of the survey of students and faculty indicate that **electronic plagiarism detection tools are not popular instruments for plagiarism prevention**. Almost half of student respondents are not aware whether or not their universities use plagiarism detection tools, such as electronic programs, professors’ assessments, or online scanners. Only 27% of faculty respondents state that their universities use peer review and only 15% of faculty respondents mention online plagiarism scanners.

Only 4 universities state that they use Turnitin or other electronic programs (such as PlagiarismDetector® Software, as quality management staff indicated).

It happens rarely that a university makes it mandatory to use anti-plagiarism programme. In this regard, Ilia State University is an interesting example.

The experience of Ilia State University in using electronic plagiarism detection tool – Turnitin.

Ilia State University initiated anti-plagiarism activities in 2014 when the university purchased an electronic plagiarism detection system. As administrative staff of the university indicated during in-depth interviews, the necessity for such a system became evident because the university was offering courses for large groups (at undergraduate level). About 3500-4000 students at a time would enrol in these introductory courses and the risk of them cheating on the tests and written assignments was increasing. For this reason, the university administration, together with the university quality management service, developed an anti-plagiarism strategy. The course instructors were trained and in fall 2014, the electronic plagiarism detection program (Turnitin) was introduced. The program was selected based on its very positive reviews worldwide. Unfortunately, the program does not translate from Georgian into other languages, but it now supports the Georgian language. The Georgian script was installed in the program and the program itself was integrated into already existing Moodle at the university. Before launching the program, the students were once again notified that their writings would be checked for plagiarism. According to the university policy, on the first day of class, the faculty members, while presenting the syllabi to their students, inform them about potential sanctions for plagiarism.

“We started with this course to help our students develop this skill. Getting a zero when committing plagiarism and talking about it with their instructors helps them to avoid repeating mistakes” (a member of the administrative staff of the university).

The results of interviews with the administrative staff indicate that after using Turnitin in certain courses, plagiarism was significantly reduced. According to the respondents, those students who took the risk to cheat on their written assignments “were exemplarily punished” by getting a zero on the class grade or failing the assignment, or by using some other methods.

The course instructors have a slightly different view of the same subject. After they were interviewed, it was clear that despite plagiarism reduction, problems still remain. The instructors note that plagiarists become repeat offenders and this, as they feel, may be caused by an unsystematic approach to the issue. When plagiarism is detected and punished only in one of the five first-year courses offered in the first semester, this may “not have a big impact and other learning experiences may become prevalent.” It is difficult to assess the

effectiveness of anti-plagiarism program and strict measures based on this one course only, also considering that the program has been introduced recently. Some faculty members say that they would be willing to use the program in other classes too. In this regard, the university does not have a clear policy yet and refers to financial and technical problems. According to some faculty members, in this case, the university administration is oriented towards restriction rather than expansion of the program. The administration also considers its function to be to control the faculty: “the course supervisors have access to Moodle and a top-down control is possible.”

Some faculty members of Ilia State University consider that in spite of apparent success, the use of the anti-plagiarism program remains a top-down initiative, whereas the introduction of Moodle was totally initiated by the faculty. Careful use of anti-plagiarism program is presumably encouraged by the decision of the university to change the extensive practice of plagiarism gradually, through raising awareness. An example of this is a soft approach to the issue that some faculty members deem necessary:

“I have not assigned a zero grade yet, since we are at the initial stage. Instead, I explain them that [plagiarism] is not acceptable and as a result, we have fewer instances [of plagiarism]” (a professor).

Members of the university administration also think that a solution to this situation is prevention and not punishment:

“If we were very strict, 90% of our freshmen would fail. They had copied texts directly from Wikipedia. We thought it would be better if we could teach them [about plagiarism]” (an administrative staff member).

Both faculty and administration state that the success of the program is raising student awareness on plagiarism:

“There is no lack of information about plagiarism in classes. Apart from offering a first-year course and program, we also hold information meetings. There is a very low probability that a student will not be aware of what plagiarism entails.”

Most universities that have no anti-plagiarism mechanisms are willing to introduce such tools. However, they also refer to some problems: “to introduce such a program, we should purchase *Learning Management System*. Currently, we use a trial version. Or we should obtain some other database software, or install Moodle, which is free. Then we would check [for plagiarism] through it.” Administrative staff members often do not fully comprehend such problems due to their lack of knowledge of technical issues. Nevertheless, discussions with faculty members, students and administrative staff clearly show their willingness to make changes. At some universities faculty members, at their own initiative, seek different programs or use free resources. “It would be great if someone could instruct us which [programs] should be used,” say other faculty members.

In the discussions, our respondents also state that electronic plagiarism detection programs will not be effective without a broader and more systemic approach to combating plagiarism.

„One of the biggest problems is that current teaching practices do not enable students to develop their writing skills. Therefore, technological support is not enough to address this issue” (a professor).

Responding to Plagiarism

One of the main themes raised during the focus group discussions with students and faculty was unsystematic and selective responses to plagiarism. Despite the fact that plagiarism regulations do not provide for diverse sanctions, administrative staff and faculty accept the idea of diversity of sanctions:

“While exercising their academic freedom, all faculty members should decide themselves what measures should be taken. We have the regulations that govern plagiarism issues, but it still mainly depends on faculty members’ choice [of how to respond to plagiarism]” (an administrative staff member).

Some professors share this opinion. According to them, since there is no systemic approach to plagiarism, professors should decide themselves whether or not to accept a paper or to impose a sanction.

Under such conditions, responses to plagiarism and **strictness of sanctions vary within and across universities.**

Both students and faculty have the feeling that **plagiarism sanctions are not often used at their universities, or they are not used in accordance with established rules.** Students note that downgrading is usually the maximum penalty for copying the work of someone else or presenting another person’s work as your own. Thus, as students remark, they are still able to earn passing grades. Selective approaches to faculty plagiarism and turning a blind eye to faculty misconduct is also common. Students believe that a selective approach generates a sense of unfairness and encourages superficiality.

Students put major responsibility on faculty. They think that faculty members should be more active and consistent in responding to plagiarism.

I have been the opponent for MA theses and have witnessed fully copied papers. Students should not be allowed to defend in such cases. This may stem from negligence or system inefficiencies. Each student is assigned a thesis advisor. I think that the source of the problem is faculty. If an advisor approves [a plagiarized paper], it means that s/he turns a blind eye” (a PhD student).

„It should be the advisor’s responsibility [to check the paper for plagiarism]. The reviewer is unable to do anything afterwards. The advisor often does not even read through the paper” (a PhD student).

„Faculty members should also be held responsible for this. Sometimes they grade student presentations and midterms without even reading/listening to them. Many faculty members in my department are idle” (an undergraduate student).

One student criticizes even more strongly his/her university's approach to plagiarism and says that the university has systemic problems:

“Some people cannot or do not detect plagiarism because they think that their precious time should not be spent on that. The university should develop its policy on plagiarism. Otherwise there is a double standard because some faculty members take plagiarism very seriously and others do not care about it. But the main problem is that the current generation of faculty members has no idea what is research. This is the situation in the humanities. And these people teach future generations. We are trapped in a vicious circle...”

This excerpt demonstrates that the student criticizes not only selective approaches to plagiarism, but also the fact that faculty members are not equally competent in detecting plagiarism.

On the other hand, faculty members note that the main reason for turning a blind eye to plagiarism is the magnitude of the problem, especially at the undergraduate level:

“I usually give them their written assignments back because they mostly submit to me plagiarized writings. But then 80% of my students still resubmit plagiarized writings and... I give them passing grades. What else can I do?” (A professor).

Sometimes faculty members justify their turning a blind eye to student plagiarism by the subject matter. The typical answer given by them regarding undergraduate students was: “s/he cannot say anything new in our discipline. And while copying [someone else's work], s/he is still learning.” However, most faculty members doing research think that such an approach shapes the ethos of student behaviour and hinders some professors from establishing different standards.

Another important issue discussed by our respondents was that **sometimes plagiarism sanctions are not imposed on students and faculty equally.**

“Whenever plagiarism is detected, we should not turn a blind eye to it. It should be exemplarily punished. There may be a teacher who stole a student's work and presented as his/her own. In this case, the teacher's reputation and influence should be unimportant. All should be equal before the law” (a student).

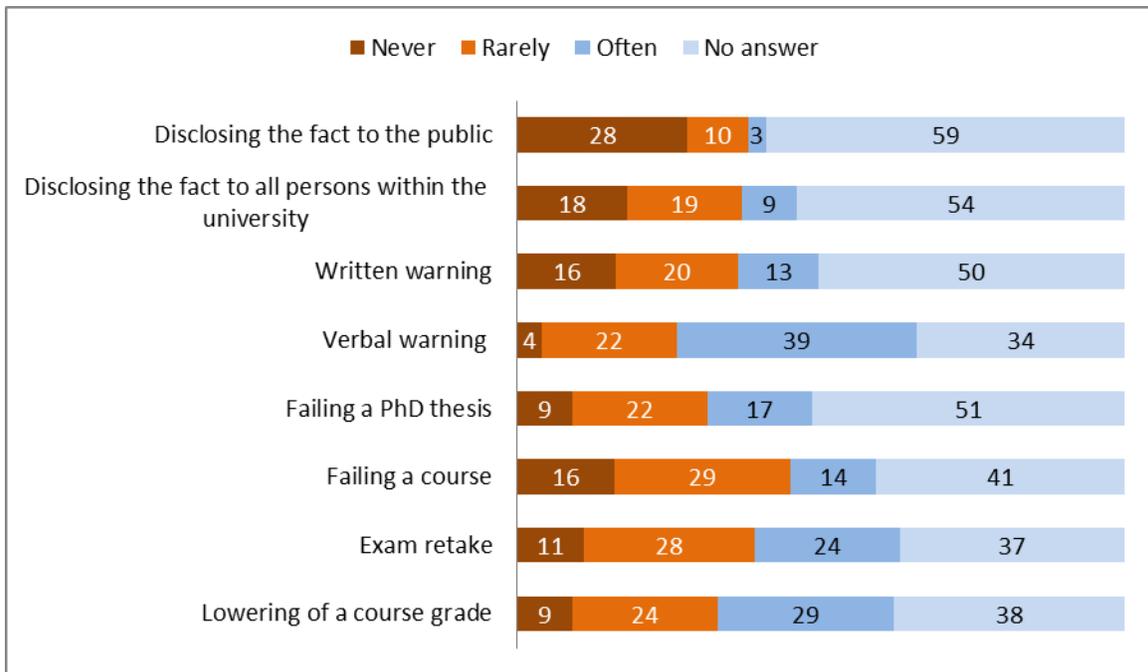
Such an approach of faculty and students does not coincide with the regulations of the most of the universities because these regulations mainly consider student plagiarism as a problem and impose sanctions only on student offenders.

A professor recalls the case of a PhD student who had to repeat a semester due to plagiarism, whereas his /her professor, who was his /her co-author, was not sanctioned. In an interview, a PhD student says that s/he notified the university administration about an instance of plagiarism, but the paper in question is still available on the university's website: “although the university claims to take plagiarism very seriously.”

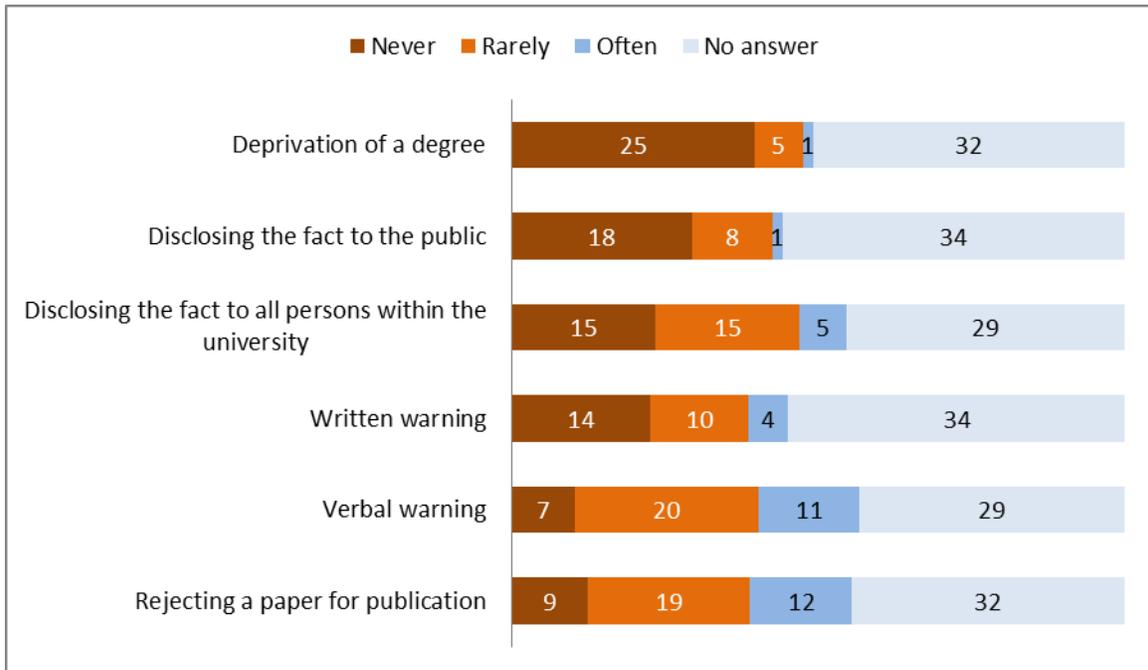
Survey results also indicate that there is a tendency towards inconsistent application of plagiarism sanctions. More than half of the quality management staff state that there is a low or very low probability of faculty members responding to plagiarism among their colleagues. More than half of the quality management staff also believe that there is a low or very low probability of students responding to plagiarism among their peers. Approximately 40% or more among students and approximately 30% among faculty members are unaware how often plagiarism sanctions are used at their universities (see Chart 2).

Chart 2. Frequency of the use of sanctions at the universities -Surveys of students and faculty)

Sanctions imposed on students – valid % of responses (Students)



Sanctions imposed on faculty – valid % of responses (faculty)



General Attitudes and Value Judgments at Georgian universities regarding Plagiarism

Contradictory Attitudes towards Plagiarism

In focus groups and interviews, our respondents openly discuss specific cases of plagiarism and state that plagiarism is a major problem. According to them, it is common practice to copy someone else’s presentations during midterms or finals. As one student notes, “one and the same presentation has been circulated for years. Our professors are aware of it, but I guess they do not care.”

According to focus group participants, at some universities, students do not hesitate to take writings and presentations done by former students and present them as their own. And they do not even conceal it from the university administration and faculty. “My child also left earlier today saying s/he was going to give his/her writing to a friend before class would begin,” says one professor.

It frequently happens that, during the actual exam, students publish exam questions on the official university Facebook page and beg more competent persons for answers. “Some people trade their essays even for a slice of Lobiani,” says one student.

Some students also believe that faculty members themselves often directly or indirectly encourage plagiarism. PhD students at one university say that some professors instruct the PhD students to translate foreign scholarly works into Georgian. Then they as co-authors present these works in Georgia as their own articles. Faculty members also have a good grasp of this problem. One professor says:

“Professors are a bigger problem than students. You can find their books which contain only three citations or cite newspaper articles rather than academic papers... What should a student do? S/he does what s/he sees [his/her professors doing]. There is the problem of quality. A professor thinks that s/he can write a handbook without citing sources, and that it is ok. And his/her university will easily include this handbook in the syllabus” (a professor).

Some universities consider student conferences a serious problem because at these conferences students present papers done by other persons. Students believe that professors take credit for their students' participation in a student conference. That is why, according to the students, a professor sometimes encourages his/her student to present a paper on a topic the student is unfamiliar with, a paper that is largely plagiarized. Such facts are highly demotivating to those students who try to conduct original research.

„I will tell you my story. I worked hard to present my paper at a student conference. You would laugh if you saw who won the award at the conference. The awarded paper was better than mine, but the student who presented it, was not familiar with his paper. S/he did not listen to other speakers either. His/her teacher just gave him/her the paper to present at the conference. This happens very frequently. The thing is that teachers take credit for their students' participation in conferences. So they try to ensure that many of their students present papers at the conferences. It is very frustrating to see that a student who is presenting a paper written by someone else and given to him/her by his/her teacher wins the award at the conference” (an MA student).

Against this backdrop, it is surprising that plagiarism is not perceived as a very severe problem in Georgia. According to the results of the survey of the quality management staff, students and faculty, students of different levels and faculty members rate the plagiarism problem at average severity levels between 2 and 3 on a 5-point scale (where 5 = very severe).

These conflicting results indicate that generally academic circles are aware of plagiarism and they deem widespread plagiarism to be a problem. However, it should also be noted that students and faculty mostly perceive plagiarism as part of Georgian academic culture, as something that is present at all levels of education and in research. On the one hand, this acceptance and omnipresence of plagiarism and on the other hand, acknowledgment of the omnipresence of plagiarism as a major concern was cross-cutting themes of our focus groups and interviews.

The results of our survey also demonstrate that students and faculty tend to turn a blind eye to plagiarism or academic dishonesty. The most frequent justification given by students for their turning

a blind eye to academic offences is that those offences were minor or unintentional minor. In this regard, they also frequently mention insufficiency of evidence.

Most faculty members also give the same justifications for their turning a blind eye to student plagiarism: they were minor or unintentional offences. As regards actions against faculty plagiarism, members of the faculty mainly cite insufficiency of evidence (about one-fifth of faculty respondents give this justification). Some faculty members also state that they would not receive sufficient backing of the administration, or they simply view it as an unethical behaviour.

The views of the faculty and students differ according to whether they see themselves as agents of change: whether they are active and independent actors or passively wait for others to solve their problems or just prefer to conform to the existing situation. These two positions are clearly expressed in the following quotes:

“People should be well-informed in order to protect themselves. Deep down we are all good and decent people. There is no communism anymore. You should take care of yourself. You will become a victim if you are naïve and ignorant.”

A PhD student’s attitude expressed above differs from the following more conforming position: “let them decide and tell us what to do and we will do it. It has always been like that here.”

“It has always been like that” mainly refers to the belief that “real research is not being done.” The lack of scientific research and quality culture was mentioned as the main reason for plagiarism in research. It is important to discuss briefly the cultural basis of this attitude and practice and to interpret it in the light of recent history. Conflicting attitudes and practices regarding plagiarism probably result from the ethos established in the Soviet era, on the one hand, and current needs, limited resources and new trends, on the other.

Plagiarism in Research

Academic staff admits that plagiarism is very widespread in academic circles. During the focus group discussions about the current situation and issues of plagiarism or academic integrity, our respondents often talked about whether or not academic circles managed to distance themselves from the Soviet way and the “Soviet mentality”. “Lack of research” or “pseudo-research” was an important topic of our group discussions.

“Research should be done. You have to do the work to write an article.”

“You need some motivation to work. If you do not work and you still get paid ... While I work and there is not much difference... The universities should have incentives.”

Soviet scientific discourse revolves around the widespread practice of “khaltura.” “Everybody knows that s/he has not done that research, but what can we do?” says a professor. According to students and faculty, today, as in Soviet times, unrealistic expectations and limited resources foster the ethos in which academic circles try to circumvent established rules by using various tactics. One such tactic is when students and faculty are not “actually” doing what they say they do, or they are doing it differently – they falsify data, “steal time,” tailor existing rules to meet their own needs and employ camouflage. For example, if a university requires PhD students to publish several articles in international peer-reviewed journals, both students and their professors would try to find such journals from among those published in neighbouring countries (thus, they would be considered international journals) and employing particular forms of peer review. Formalistic rules with the expectation that they would actually be circumvented were a constant topic of our focus group discussions.

“Accreditation standards include academic staff performance evaluation. Among other things, their publication records are evaluated. The number of publications is the only criterion in the evaluation process. Anyone who has publications even in suspicious journals can meet this standard. No one checks their quality. Whereas we all know that they are sheer nonsense and that those hundred articles taken together are less valuable than one article published in a high quality, peer-reviewed journal” (a professor).

The Gap between Requirements and Reality

According to our respondents, the lack of a research culture is caused by different factors, including limited funding. It gives rise to a constant reproduction of existing knowledge or in the worst case – to academic fraud.

“There is neither opportunity nor expectation to produce new [knowledge]. Thus, reproduction of the existing knowledge takes place.”

It is difficult to estimate exact amount of funding, which goes into research. We know that for 2016 only 0.78% of the state budget was allocated for research. It is certainly not the only indicator but clearly shows the tendency. Besides the state funding, there is an obligation for research universities to have a budget heading for research, but without further specification of the minimum amount. Our research showed that professors are mostly paid for teaching, without any incentives or support for pursuing research goals.

In general the financing of HE is much lower in Georgia than the OECD average as calculated in 2012. OECD average public expenditure per HE student was USD 11913 in 2012 (OECD 2015, 251). The same indicator in Georgia was at that time 850 USD.

Against this backdrop, it is a “well-known secret” that the easiest and most common way to meet research requirements of vacancy announcements is to falsify data and to present someone else’s work as your own. Job requirements “do not correspond to reality” and encourage academic fraud and plagiarism among students and faculty. Our respondents reiterate: “there is a gap between requirements and resources.” An example of this is when articles in the natural sciences based on original experimental data are presented, whereas there are no laboratories that conduct such experiments in Georgia:

“Whenever they visit us, we expect them to ask us how could s/he write this [article] or conduct this [experiment], but they say that we should take care of ourselves, and that’s it” (a professor).

According to the discussions with our respondents, a critical approach to reality coexists with the necessity of certain “understanding” and solidarity which prevails over academic integrity:

“There was a case when I found large chunks of my text pasted into another person’s work, but I did not say anything” (a professor).

In such cases, faculty members try to prevent each other from losing their jobs because they think that nobody will protect them and that “they will be doomed.” Many students and professors who participated in our focus groups and discussions consider social solidarity support more important than academic honesty.

Quality Culture and Isolation

For quite many participants of our focus groups and interviews, “the widespread acceptance” of academic misconduct is part of academic culture:

“The main problem is that people do not have a quality-oriented approach. You can always find a new job or a university that will hire you... You still work somewhere. So you do not care if an American says that you are a plagiarist” (a professor).

According to some professors, one of the reasons for this is the lack of culture of the quality performance and being in a closed environment.

“When social sciences become prestigious and our scholars attend conferences abroad, they will be told that they have done nothing in the field. Otherwise, now they have no motivation to be “cool” scholars and write their papers in English” (a professor).

Most faculty members and students believe that the solution to the existing situation is a more effective integration into the international academic environment.

“We do not live in the Soviet Union any more. We should be integrated into the [international academic] environment and become contributors” (a professor).

According to our study, the extent of plagiarism varies across different fields and depends on how isolated a field is. “There is a more lenient approach to local publications. There are a very limited number of professional circles. When an author is writing a text in Georgian, s/he knows to whom the text will be submitted. If his/her manuscript is rejected for publication, s/he will take it personally,” says a Political Science professor.

As the interviews and focus group discussions revealed, faculty members believe that plagiarism is part of academic life in the fields of social sciences and especially – the humanities. An art historian recounts:

“I was sitting in the front row and listening to a [presentation of a] paper... The text was copied, word-for-word, from my work. I expected the presenter to acknowledge the source, but s/he did not. Then the paper was published without mentioning my name. I was told to speak to him/her but I did not know what to say to him/her.”

Scholars in certain fields, who have a stronger tradition of publishing in peer-reviewed journals abroad, are more aware of plagiarism and have a stronger quality culture. However, there is a difference between the center and periphery. “When we know someone who has plagiarized, we do not even shake him/her hand,” says one physicist. On the other hand, some humanities professors think that it is often impossible “to say any better than already said by some distinguished scholars.” And the repetition of their words is sometimes perceived as a sign of respect towards authority figures.

During the focus group discussions, plagiarism was occasionally seen from a victim’s perspective – i.e., not as a moral problem, but as a violation of a specific human right. However, this approach is less common.

„We often say that we should not [plagiarize], because it is unethical. I think, first of all, scholars themselves should be interested in plagiarism prevention so that someone [else] cannot steal their ideas. The instances of plagiarism should concern the scholars because if someone steals another person’s idea, s/he can also steal your ideas” (a PhD student).

Intertextuality and Loyalty to Authority Figures

Those of our respondents, who were generally critical, think that one of the main reasons for plagiarism is a widespread attitude which stems from the Soviet era and entails obedience to authority figures and reproduction of “correct” texts or accepted interpretations. According to them, plagiarism was, and is still fostered by widespread intertextuality: repetition of texts and mandatory inclusion of authoritative texts in one’s own work was common practice in the Soviet Union. A history professor recalled his student days when students were trying to figure out what to write in the methodology section until one student “found a solution – Lenin’s quote: ‘a primary source should be fully read.’ The students kept writing this quote.”

Students and professors think that such practices still exist in secondary and higher education. According to them, “schools do not encourage independent and original thinking. Students are trained only to repeat their parents’ or teachers’ opinions... That’s why they do not have analytical skills.”

Memorization of texts is still a widespread practice at schools. A teacher explains it as follows: “a student cannot say any better than Ilia [Chavchavadze] already said, can s/he?” Such attitudes encourage students to repeat blindly the views of authority figures and use someone else’s words in their speeches. This then becomes the norm.

“When they enter college, they are not equipped with the necessary learning skills. At school they are trained to use someone else’s views” (a professor).

This approach does not imply comprehension-oriented teaching. Instead, it entails memorization-oriented teaching. Students still spend much of their energy on memorization of texts written by others, dates, facts.

The current examination system also encourages repetition. The system rewards those students who are better at memorizing information or repeating others’ views. “The examination system encourages a focus on tests and memorization and discourages the development of analytical skills,” says a professor.

The Use of Textbooks in Teaching

Summaries and textbooks are still extensively used for teaching in universities. “Otherwise, it’s impossible [to teach] in our field,” often say representatives of different fields. The results of our focus groups indicate that teachers in Georgia, unlike their counterparts in Western universities, often prepare summaries of course readings for their students. Students should memorize those summaries and narrate them during their exams. During exam periods, in Georgian universities one can often see students buried in such handwritten summaries and memorizing their professors’ interpretations of course materials. When students narrate such a summary or use it in their writings, they do not present it as a specific professor’s view, but as factual material and the only possible interpretation.

„The use of summaries is a problem among students. We develop summaries and then they circulate. I give them to another student who uses them. Then that student lends them to someone else. Nobody tries to comprehend such texts. They are used just to write exams” (an undergraduate student).

Such summaries often constitute a compilation of writings by different authors, without acknowledging the sources. Students use those summaries in their written assignments. Thus, a long chain of plagiarism is created and it is often very difficult to find the starting point of the chain.

Textbooks are available to students at some universities. According to students, the use of textbooks in teaching is a step forward compared to handwritten summaries, but it does not develop research and analytical skills among students either. Student participants of our discussions were uncertain about how to write an essay so that it would not be regarded as plagiarism.

„The thing is that we have more or less clear guidelines for master’s theses and doctoral dissertations, but not for midterm papers. When we write an essay, for example, on the issue of declension, we use one book. At best, students include some analysis in their papers, but mostly they do not. We just copy texts from sources. Maybe it’s unethical to copy a text from a book, but, in my opinion, that’s not plagiarism” (an undergraduate student).

Textbook authors often believe that they show respect to a previous generation of scholars by copying their words or text structures. Students also often think that their own texts would be less academic than those by textbook authors, and they often just copy them. Some scholars deem that international students, who study in English-speaking universities, often plagiarize, since, due to their limited language skills, it is difficult for them to express themselves or paraphrase texts (Hayes and Introna 2005). Contrary to this opinion, our study demonstrated that, while speaking in their mother-tongue, people often prefer to use other people’s words, even for expressing their views on simple matter, if they are accustomed to it and if their loyalty to authority figures has roots in early childhood.

Students' and Professors' Recommendations

Faculty members think that a solution may be **to fill the gap between requirements and resources** and to take steps to enhance academic culture. This may involve the development of scholarly periodicals and especially peer review system in Georgia. “It would be great if a paper underwent the internal peer review process prior to publication. And in certain cases, the use of international peer review would be great,” says a professor of natural sciences.

According to faculty and students, another solution may be, **even under the conditions of limited resources, the development of unified repositories of doctoral dissertations and scholarly works, and the extensive use of peer review.**

“A much wider group of people can evaluate whether or not sources are cited. Peer review should be enhanced. This would be a solution. A biologist says that a physicist should not read it, but I am sure that this group can be expanded” (a professor).

At the same time, it is important that (a) a new repository is as large as possible and is connected to other large repositories; (b) uploading works to the repository is a mandatory procedure and sanctions are imposed for violations of the procedure, because otherwise it would be an incomplete repository.

Faculty respondents also think that **imposing the requirement that PhD students publish articles in international peer-reviewed journals** would be another important step in the right direction. However, according to our respondents, universities should give careful consideration to defining their requirements in this regard:

“The requirement should be defined so that it would not encourage cheating. It should not be an unreasonable requirement” (a professor).

The growth and development of international publications depend on an effective allocation of resources. Students and faculty believe that without funding, it is impossible to encourage scientific research. Thus, **the allocation of resources to research activities and research infrastructure** is one of the main recommendations given by our respondents.

According to faculty members, one of the biggest challenges for students is **improving their knowledge of a foreign language**. Owing to their limited language skills, students are unable to read and comprehend foreign scientific literature. On the other hand, students think that faculty members have the same problem because many professors don't have foreign language skills.

Students and faculty also think that another important step would be **the development of precise guidelines for plagiarism prevention and detection, as well as clear procedures for responding to plagiarism.**

„It should not be just a formality. It should work. There are rules on everything, but they remain on paper. Perhaps, they should be completely rewritten” (a student).

Some student and faculty participants deem it important **to increase young people’s role and involvement in scientific research.**

„The state should support young researchers because it has to do with different cultures of different generations. To my mind, young researchers have a better sense of cooperation and respect for each other’s scholarly abilities. The National Academy of Sciences does not elect new members. There will be a lack of young scientists at universities as long as scientific research is just a formality. In universities abroad, on the other hand, young people play a key role. They perform scientific research. New traditions should be introduced by a new generation” (a student).

Another important recommendation given by our respondents is that **universities introduce systemic approaches to combating plagiarism and develop precise instruments for detecting and responding to plagiarism.**

„In my opinion, if there are penalties, awareness comes about automatically. I studied abroad. And since I was informed of the potential penalties [for plagiarism], I became fully aware of the issue. All my three assignment sheets contained warnings [against plagiarism]. People feel afraid there because the penalties are actually imposed. There are also [plagiarism] detection mechanisms. Without sanctions, awareness does not make sense. And without monitoring mechanisms, sanctions do not make sense. Everything is intertwined” (a Master’s student).

Conclusion

The results of our study indicate that the issue of academic integrity is an important component of official policies of Georgian HEIs. However, **formal regulations regarding plagiarism define plagiarism rather narrowly and describe superficially the anti-plagiarism procedures.**

At least one normative document of almost every HEI covers the issue of plagiarism. However, a detailed analysis of the current regulations of Georgian HEIs demonstrates that the official regulations (a) are not detailed enough and adequately reflected in main regulations governing academic activities in universities; (b) are not always available on HEI websites; (c) insufficiently cover the plagiarism detection processes and procedures; (d) are punishment-oriented rather than prevention-oriented; and (e) are focused more on students than faculty.

The study results also indicate that anti-plagiarism policies of HEIs are mainly a formality. **There is a low level of awareness of university policies on plagiarism among faculty, administrative staff and students:** half of the student respondents are not aware whether or not their universities have anti-plagiarism policies.

Unlike the declared plagiarism policies, the practices are much more diverse. **Students and faculty often argue about specific interpretations of plagiarism, which differ from official definitions made by their HEIs:** some students and faculty define plagiarism differently at different levels of education and think that “unintentional plagiarism” is not plagiarism.

While the procedures for detecting and responding to plagiarism are vague, anti-plagiarism activities, in most cases, depend on faculty and student initiatives and motivation: sometimes plagiarism detection instruments and respective sanctions are used selectively with respect to different courses, students and faculty.

There is a scarcity of plagiarism detection instruments at HEIs: professors checking students’ writings for plagiarism is the main strategy in this regard. According to most quality assurance services, there is a low or very low probability of faculty members detecting plagiarism among their colleagues. There is also a lack of instruments for peer review. Only 3 Georgian HEIs use electronic plagiarism detection resources.

One of the main obstacles to detecting and responding to plagiarism is the lack of electronic repositories of academic works in Georgia: every fifth HEI with doctoral programs does not have an internal repository of doctoral dissertations. According to the quality management staff, about 40% of the universities have no internal repositories of BA and MA theses or any other academic works.

Only 3 universities have doctoral dissertations and other scholarly works of their faculty and students published on their websites.

Despite the fact that the participants in the qualitative component of our study describe in detail various instances of plagiarism and talk about its widespread use, the plagiarism problem is rated as not exceeding level 3 on a 5-point severity scale (where 5 = very severe). These conflicting trends indicate that **generally academic circles are aware of plagiarism and consider widespread plagiarism to be a problem. However, students and faculty mostly perceive plagiarism as part of Georgian academic culture, as something which is present at all levels of education and research:** according to students and faculty, today, as in Soviet times, unrealistic expectations and the lack of resources foster an ethos in which academic circles try to circumvent established rules by using various tactics.

Almost all respondents of our study consider it important to strengthen the fight against plagiarism in Georgian academic circles and express readiness to take part in debates on this issue, which is an important precondition for starting a constructive discussion on the issue of plagiarism.

According to the student and faculty respondents, it would contribute to reducing plagiarism if: (a) the mismatch between academic requirements and available resources is reduced; (b) unified repositories of doctoral dissertations and scholarly works are developed and peer review is more extensively used; (c) more resources are allocated to research activities and research infrastructure; (d) research competencies are developed among faculty and students; (e) precise guidelines for plagiarism prevention and detection, as well as clear procedures for responding to plagiarism are developed; (f) young people's role and involvement in scientific research are increased; (g) the universities introduce systemic, comprehensive approaches to combating plagiarism, develop precise instruments for detecting and responding to plagiarism and use them consistently.

Recommendations

Promoting transparency of academic integrity at national level			
Recommendations	Follow-on Actions/Activities	Possible Actors	Notes
Establishment of repository of academic works	<p>Special normative act, regulating the establishment of national repository, its management, access and storage of academic works.</p> <p>Funding for repository software development/purchasing, and for ensuring access to international data bases.</p>	The Ministry of Education and Science of Georgia shall initiate the process.	Academic works database/repository could be established at the National Parliamentary Library of Georgia, National Scientific Library or on the bases of universities.
Responsibility of uploading the academic papers (dissertations) to the national repository	<p>Changes in accreditation standards, obliging HEIs to upload degree leading works (Bachelor paper, Master theses and PhD dissertation) to the national repository.</p> <p>Changes in legal acts (Law on Higher Education in Georgia, paragraph # 49): ensuring public access to PhD dissertations through the national repository.</p>	<p>The Ministry of Education and Science of Georgia;</p> <p>National Center for Educational Quality Enhancement;</p> <p>HEIs.</p>	
Establishing connectons/links with international data bases/archives		<p>The Ministry of Science and Education of Georgia;</p> <p>Institution responsible for repository.</p>	
Supporting plagiarism management (control) mechanisms at national level			
Recommendations	Follow-on Actions/Activities	Possible Actors	Notes
Establishing plagiarism	Changes/amendments to accreditation standards defining plagiarism	National Center for Educational Quality	

management systems/processes	<p>prevention, detection and reaction procedures. Consider existing European practice (for example Academic Codex of the Quality Assurance Agency for Higher Education, UK)</p> <p>Organize public discussions on plagiarism and related topics with participation of the academic community.</p> <p>Revise all legal acts concerning anti-plagiarism activities, student assessments, mobility and further studies, in order to ensure development of plagiarism combat mechanisms.</p>	Enhancement (local accreditation agency); HEIs.	
Linking scientific grant systems with plagiarism detection	Shota Rustaveli National Science Foundation should elaborate guideline for good scientific practice with participation of academic community	Shota Rustaveli National Science Foundation	

Improvement of plagiarism management at HEIs level

Recommendations	Follow-on Actions/Activities	Possible Actors	Notes
Elaboration of plagiarism definitions, prevention, detection and combat mechanisms and procedures with involvement of academic community	<p>Elaborating special university policy on academic integrity;</p> <p>Organization of discussions and working sessions by National Center for Educational Quality Enhancement and Shota Rustaveli National Science Foundation to agree on definitions.</p> <p>Establishment of unions (groups) of university representatives, to agree on approaches of academic integrity.</p>	<p>HEIs;</p> <p>National Center for Educational Quality Enhancement (local accreditation agency);</p> <p>Shota Rustaveli National Science Foundation.</p>	Draft definitions have been developed during the project.
Introduction of short courses and orientation meetings for students	<p>On the basis of institutional policy of academic integrity: HEIs should organize special introductory courses for newcomers.</p> <p>HEIs should provide special orientation meetings with all staff involved in</p>	HEIs	

	student assessment/plagiarism detection process.		
Raising awareness on plagiarism and developing plagiarism prevention mechanisms			
Recommendations	Follow-on Actions/Activities	Possible Actors	Notes
Manual on academic integrity; Manual on good scientific and teaching practices	Translation of relevant manuals/guidelines; Development of new manuals/guidelines; Supporting the development of manuals/guidelines by the Shota Rustaveli National Science Foundation	Shota Rustaveli National Science Foundation; HEIs; Other Stakeholders: - Academic staff, - NGOs operating in education sector	The Ministry of Education and Science of Georgia should implement a special programme for awareness raising on plagiarism and enhancing/developing plagiarism prevention mechanisms through Shota Rustaveli National Science Foundation.
On-line Courses	Supporting the development of relevant on-line courses by the Shota Rustaveli National Science Foundation	Shota Rustaveli National Science Foundation; HEIs.	
Media-resources	Supporting the development of media resources by the Shota Rustaveli National Science Foundation	Shota Rustaveli National Science Foundation; HEIs.	
Web-portals	Web-portal should host all relevant supportive and informational resources; It can be developed at institutional as well as at national levels.	HEIs; NGOs operating in education sector	
Introduction of reference management/citation software	Purchasing software by HEIs or by Shota Rustaveli National Science Foundation; Also inform relevant stakeholders about free software programmes (for example “world cat”). Publish relevant links on web-portals; Conduct trainings on these resources.	Shota Rustaveli National Science Foundation, HEIs.	

Curriculum and teaching practice			
Recommendations	Follow-on Actions/Activities	Possible Actors	Notes
Organize series of workshops on academic writing for teaching staff	Activities envisaged for academic staff professional development and workshops on plagiarism prevention issues should be supported by quality assurance departments at HEIs	HEIs; Other stakeholders.	
Informing all interested parties on different plagiarism detection e-programmes and technical tools/instruments.	Following activities should be implemented by quality assurance departments at HEIs in order to ensure the professional development of academic staff: 1) To disseminate information on relevant e-programmes; 2) Consultations and/or trainings for academic staff on these programmes.	HEIs; Other stakeholders.	
Linking academic writing course with other courses/modules	Academic writing courses for each discipline/field of study should be designed by HEIs	HEIs.	
Effective communication			
Recommendations	Follow-on Actions/Activities	Possible Actors	Notes
Active and intensive communication with professors and students	Surveys on plagiarism related issues should be conducted at HEIs on regular basis and the results should be discussed with academic staff and students. Inform students on academic dishonesty practices, including all regulations and procedures on different types of academic misconduct.	Quality Assurance Departments at HEIs; Other stakeholders.	
Set up discussion spaces	Organize thematic conferences, seminars and discussion clubs for students and academic staff.	HEIs (academic staff, students); Other stakeholders.	

Collect existing resources in media	Analyze existing information in media in the framework of education quality monitoring process.	Quality Assurance Departments at HEIs.	
Share/filter information in social networks	Analyze and react on existing information in social network in the framework of education quality monitoring process.	Quality Assurance Departments at HEIs.	

Additional Tables

Average ratings of different aspects of plagiarism (5 = very high) – Survey of quality management staff

	N	Mean	SE
Strictness of action against plagiarism	33	3.21	0.37
Availability of information	33	3.30	0.37
Effectiveness of action	32	3.06	0.40
Awareness level (among undergraduate students)	32	3.06	0.40
Awareness level (among master's students)	32	3.50	0.40
Awareness level (among doctoral students)	23	4.00	0.41
Awareness level (among faculty)	33	3.88	0.37
Awareness level (among administrative staff members)	32	3.72	0.40
Rule-abidance (among undergraduate students)	32	2.78	0.40
Rule-abidance (among master's students)	32	3.19	0.40
Rule-abidance (among doctoral students)	23	3.65	0.44
Rule-abidance (among faculty)	32	3.59	0.40
The degree of strictness of sanctions (undergraduate students)	30	2.93	0.46
The degree of strictness of sanctions (master's students)	31	3.39	0.43
The degree of strictness of sanctions (doctoral students)	22	3.86	0.52
The degree of strictness of sanctions (faculty)	29	3.52	0.49
Level of effort (undergraduate students)	31	3.19	0.43
Level of effort (master's students)	31	3.42	0.43
Level of effort (doctoral students)	22	3.91	0.66
Level of effort (faculty)	31	3.58	0.43
Seriousness of problem (Undergraduate students)	32	2.81	0.40
Seriousness of problem (master's students)	32	2.63	0.40
Seriousness of problem (doctoral students)	23	2.52	0.44
Seriousness of problem (faculty)	32	2.47	0.40
Probability of responding (undergraduate students)	32	2.91	0.40
Probability of responding (master's students)	32	3.13	0.40
Probability of responding (doctoral students)	23	3.57	0.52
Probability of responding (faculty)	33	3.52	0.37

Average ratings of different aspects of plagiarism (5 = very high) – Survey of students

	N	Mean	SE
Strictness of action against plagiarism	393	2.18	.041
Availability of information	403	1.98	.042
Effectiveness of action	356	2.00	.043
Awareness level (among master's students)	249	3.09	.074
Awareness level (among doctoral students)	180	3.07	.088
Awareness level (among faculty)	362	3.76	.059
Awareness level (among administrative staff members)	343	3.71	.061
Rule-abidance (among master's students)	232	3.21	.074
Rule-abidance (among doctoral students)	168	3.24	.084
Rule-abidance (among faculty)	343	3.69	.059
The degree of strictness of sanctions (master's students)	216	3.17	.086
The degree of strictness of sanctions (doctoral students)	157	3.15	.097
The degree of strictness of sanctions (faculty)	305	3.41	.070
Level of effort (master's students)	225	3.12	.083
Level of effort (doctoral students)	157	3.08	.088
Level of effort (faculty)	307	3.31	.070
Seriousness of problem (master's students)	230	3.17	0.07
Seriousness of problem (doctoral students)	169	3.21	0.08
Seriousness of problem (faculty)	316	3.07	.065
Probability of responding (master's students)	237	3.23	.081
Probability of responding (doctoral students)	174	3.21	.090
Probability of responding (faculty)	342	3.44	.066

Average ratings of different aspects of plagiarism (5 = very high) – Survey of faculty

	N	Mean	SE
Strictness of action against plagiarism	533	3.01	.049
Availability of information	523	2.93	.048
Effectiveness of action	499	2.83	.047
Awareness level (among undergraduate students)	519	2.63	.047
Awareness level (among master's students)	473	3.00	.050
Awareness level (among doctoral students)	383	3.32	.057
Awareness level (among faculty)	528	3.46	.047
Awareness level (among administrative staff members)	446	3.45	.052
Rule-abidance (among undergraduate students)	524	2.89	.044
Rule-abidance (among master's students)	474	3.21	.045
Rule-abidance (among doctoral students)	391	3.48	.050
Rule-abidance (among faculty)	510	3.65	.042
The degree of strictness of sanctions (undergraduate students)	482	2.69	.051
The degree of strictness of sanctions (master's students)	444	2.89	.054
The degree of strictness of sanctions (doctoral students)	372	3.19	.062
The degree of strictness of sanctions (faculty)	480	3.31	.053
Level of effort (undergraduate students)	494	2.76	.049
Level of effort (master's students)	454	2.94	.052
Level of effort (doctoral students)	373	3.16	.061
Level of effort (faculty)	489	3.24	.052
Seriousness of problem (undergraduate students)	506	2.96	.048
Seriousness of problem (master's students)	464	2.94	.048
Seriousness of problem (doctoral students)	375	3.04	.057
Seriousness of problem (faculty)	497	2.99	.051
Probability of responding (undergraduate students)	471	2.60	.048
Probability of responding (master's students)	435	2.76	.051
Probability of responding (doctoral students)	362	3.03	.060
Probability of responding (faculty)	467	3.10	.054

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