

Source : Hedbib The International Association of Universities (IAU)



## **International Association of Universities (IAU)**

HEDBIB database <http://hedbib.iau-aiu.net>

## **Higher education and Corruption**

### **Selective Bibliography**

2012 – 2017

May 2017

## Monographs

**Advisory statement for effective international practice : combatting corruption and enhancing integrity : a contemporary challenge for the quality and credibility of higher education = Déclaration consultative pour des pratiques internationales efficaces : lutter contre la corruption et renforcer l'intégrité : un défi contemporain pour la qualité et la crédibilité de l'enseignement supérieur** / UNESCO International Institute for Educational Planning [IIEP]; Council for Higher Education Accreditation [CHEA] [USA] . - PARIS, Washington D.C. : IIEP, CHEA, 2016 . - 20 p.

**Abstract** : This statement calls for greater awareness and action against corruption in higher education and provides guidelines in the form of examples of corruption and their prevention. It emphasises the role that should be played by quality assurance processes.

URL : <http://www.chea.org/pdf/advisory-statement-unesco-iiep.pdf>; (English)

[http://www.chea.org/pdf/advisory\\_statement-unesco-iiep-french.pdf](http://www.chea.org/pdf/advisory_statement-unesco-iiep-french.pdf) (French)

**Comparison of policies for academic integrity in higher education across the European Union /** Irene Glendinning / Impact of Policies for Plagiarism in Higher Education Across Europe [IPPHEAE] . - Coventry : IPPHEAE, 2013 . - 44 p.

**Abstract** : This report provides an overview of the IPPHEAE project survey "Impact of Plagiarism in Higher Education Across Europe", which was funded by the European Union's Lifelong Learning Programme and operated between October 2010 and September 2013. The project aimed to establish how the difficult and growing problem of student plagiarism was being tackled by Higher Educational Institutions (HEIs) across the European Economic Area and beyond. The survey focused on policies and procedures for detecting and handling cases of student plagiarism; whether the current policies and procedures were working; what was being done to prevent student plagiarism; how policies and procedures were determined, monitored, reviewed and updated; Management and teaching staff perspectives. Summaries of the findings for each EU country are detailed a comparison of the results is used to define the "maturity" of each EU country in terms of the responses captured about academic integrity systems and policies in higher education.

URL : [http://ippheae.eu/images/results/2013\\_12\\_pdf/D2-3-00%20EU%20IPPHEAE%20CU%20Survey%20EU-wide%20report.pdf](http://ippheae.eu/images/results/2013_12_pdf/D2-3-00%20EU%20IPPHEAE%20CU%20Survey%20EU-wide%20report.pdf)

**Diploma mill\$ : How for-profit colleges stiffed students, taxpayers, and the American dream /** A. J. Angulo . - Baltimore : John Hopkins University Press, 2016 . - 203 p.  
ISBN 978-1-4214-2007-3

**Abstract** : This book explores the history of for-profit institutions in the United States from the apprenticeship system of America's early decades to today's multibillion-dollar industry. The author examines how these institutions have grown and evolved as the regulatory climate has increased. He notes that a long history of claims of quick degrees and in some cases false advertising about high job placement has beleaguered for-profit higher education. One of the main claims the author makes in the book is that historically, for-profit education often threatens academic and professional standards since the components of a quality education, such as highly trained faculty, are often expensive, and for-profit colleges are concerned with maximizing revenue often at the expense of students, faculty and long term objectives.

Classmark : US-33 ANG

**Free to Think 2016 /** Scholars at risk . - New York : Scholars at Risk, 2016 . - 26 p.

**Abstract** : This report from Scholars at Risk, an international network of higher education institutions and individuals. It documents and analyses attacks on higher education communities in 35 countries occurring between May 2015 and September 2016. The report is based on results of SAR's Academic Freedom Monitoring Project MONITOR which aims to identify, assess and track incidents which may constitute violations of academic freedom and/or the human rights of members of higher education

communities.

URL : <https://www.scholarsatrisk.org/wp-content/uploads/2016/11/Free to Think 2016.pdf>

**Free to think : report of the Scholars at Risk Academic Freedom Monitoring Project** / Scholars at risk . - New York : Scholars at Risk, 2015 . - 46 p.

ISBN 978-0-692-45867-9

**Abstract** : This report from Scholars at Risk, an international network of higher education institutions and individuals in over 37 countries is the culmination of four years of monitoring and analysis. The report analyses 333 attacks on higher education communities in 65 countries from January 2011 to May 2015. The report calls on all stakeholders, including the international community, states, the higher education sector, civil society and the public at large to undertake concrete actions to increase protection for higher education communities, including documenting and investigating attacks, and holding perpetrators accountable.

Classmark : INT-21 SCH

URL : <http://scholarsatrisk.nyu.edu/cmsfiles/File/File/SAR%20Free%20to%20Think.pdf>

**Global corruption report : education** / Transparency International . - Abingdon, New York : Routledge, 2013 . - 418 p.

ISBN 978-0-415-53549-6

**Abstract** : This publication consists of over 70 articles commissioned from experts from universities, think tanks, business, civil society and international organisations. Covering all levels of education, part one of the book provides global trends in corruption in education and international standards. Part two details corruption in school education, while part three of the book analyses the corruption risks in higher education. Articles detail case studies worldwide, covering financial fraud, degree mills, corruption in cross-border higher education, recruitment and admissions, academic misconduct, research and doctoral degrees. Part four highlights significant work already done to improve governance and educational outcomes and the tools with which this was undertaken.

Classmark : INT-21 TRA

URL : [http://www.transparency.org/gcr\\_education](http://www.transparency.org/gcr_education)

**Handbook of academic integrity** / Tracey Bretag, Ed. . - Springer, 2016 . - XXXV, 1097 p.

ISBN 978-981-287-097-1

**Abstract** : The book brings together contributions from around the world on academic integrity. Beginning with international definitions of academic integrity, the contributors explore commonalities and differences between regions and examine perspectives on academic and research integrity in Australia, the United States, the UK, Indonesia, Malaysia, India, China, Japan, the Gulf region, Egypt, Nigeria, Colombia and Latin America. In examining how to create the ethical academy, the book details some of the debates in the field and recent factors contributing to academic integrity breaches. In combination with the massification and commercialisation of higher education, new technologies have made it easier for students to plagiarise or use custom essay writers. Going beyond plagiarism, the book also examines implications for academic integrity in strategic internationalization. The final section of the book details practices to support academic integrity, and on developing and implementing an academic integrity policy.

**OECD Reviews of integrity in education : Ukraine 2017** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2017 . - 186 p.

ISBN 978-9-2642-7065-7 . - Online ISBN 978-9-2642-7067-1

**Abstract** : The report examines systemic integrity violations in Ukraine at all levels of education. In higher education this includes corrupt access, academic dishonesty, and unwarranted recognition of academic work. The report is based on a review of the legal and regulatory framework of Ukraine; site visits to educational institutions; and focus groups with students, teachers and administrators in

five regions of Ukraine. The report identifies how policy shortcomings create incentives for misconduct and provide opportunities for educators and students to act on these incentives. Targeted at policy makers and educators in Ukraine, it presents recommendations to address these weaknesses and strengthen public trust in a merit-based education system.

URL : [http://www.keepeek.com/Digital-Asset-Management/oecd/education/oecd-reviews-of-integrity-in-education-ukraine\\_9789264270664-en#page1](http://www.keepeek.com/Digital-Asset-Management/oecd/education/oecd-reviews-of-integrity-in-education-ukraine_9789264270664-en#page1)

**Power, discourse, ethics : a policy study of academic freedom** / Kenneth D. Gariepy . - Rotterdam : Sense Publishers, 2016 . - 164 p. (New Research, New Voices, 5)  
ISBN 978-94-6300-368-1

**Abstract** : This book analyses the construction and practice of academic freedom in Canadian higher education. The first part of the book reviews research on academic freedom in Canada and the United States, detailing policy research, institutional case studies, and surveys of professors and students. In the second part of the book, the author analyses, from a Foucauldian perspective, three key recent events marking academic freedom in Canada: the Olivieri affair, a case in the 1990s involving a professor of medicine undertaking pharmaceutical research who became a 'whistleblower'; the controversy surrounding the organisation of a 2009 academic conference on 'Israel-Palestine' at a Canadian university; and the dispute at a Canadian university when a professor publicly opposed the dissolution of a college.

Classmark : CA-21 GAR

**Silenced, expelled, imprisoned : repression of students and academics in Iran** / Amnesty International . - London : Amnesty International, 2014 . - 117 p.

**Abstract** : The report is based on interviews with more than 50 individuals with direct knowledge of Iran's higher education system subsequent to 2005 and an analysis of publicly available documents and media reports. It provides specific information on the cases of student activists and academics who were imprisoned on national security-related charges. The report also traces efforts to further "Islamicise" Iranian higher education, by, for example, tightening rules on gender segregation and dress code, suspending and expelling student activists, cancelling or revising humanities courses deemed to be Western-influenced, and dismissing or forcing the retirement of faculty perceived as being "secular" or "reformist."

URL : <http://www.amnesty.org/en/library/asset/MDE13/015/2014/en/a44b334a-cbcb-468d-a2f8-e3e66ce9e939/mde130152014en.pdf>

**Universities in a dangerous world : defending higher education communities and values** / Scholars at risk . - New York : Scholars at Risk, 2016 . - 17 p.

**Abstract** : This report discusses issues facing higher education, including threats to physical security and core values on university campuses, supporting higher education in the refugee crisis, and promoting values in international partnerships. It is the report of Scholars at Risk eighth Global Congress held in June 2016 in Montreal in partnership with the McGill Centre for Human Rights and Legal Pluralism.

URL : <https://www.scholarsatrisk.org/wp-content/uploads/2016/10/SAR-2016-Global-Congress-Report.pdf>

## Periodical articles

**Academic integrity: a review of the literature** / Bruce Macfarlane, JingJing Zhang, Annie Pun / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 2, pp. 339-358, March 2014

**Abstract** : This article provides a literature review on academic integrity, which encompasses the values, behaviour and conduct of academics in all aspects of their practice. This is a growing area of academic research as a result of the expansion of higher education on a global basis and concerns about standards of professional conduct. The article maps the main strands of research on academic integrity by reference to teaching, research and service using 115 articles derived from both western and Chinese literature. The review indicates that much of the literature is framed in terms of misconduct or academic corruption with research ethics the dominant focus. Researchers investigating academic integrity draw predominantly on multivariate analysis using surveys/questionnaires, documentary analysis and, more occasionally, interviews. While there has been rapid growth in the literature, a stronger focus is needed on identifying 'ethical' as well as 'unethical' practice despite the methodological challenges in overcoming social desirability reporting.

**Analyzing the culture of corruption in Indian higher education** / William G. Tierney, Nidhi S. Sabharwal . - In: International Higher Education, no. 87, pp. 6-7, Fall 2016

**Abstract** : Academic corruption is an area of research that is often difficult to study. This article aims to understand what systemic corruption is and how it is done in India. The authors find a broken culture which enable corrupt practices to occur throughout the system.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9495/8460>

**Beyond honour codes : bringing students into the academic integrity equation** / Deborah Richards, Sonia Saddiqui, Nicholas McGuigan, Judi Homewood . - In: Higher Education Review, v. 49, no. 1, pp. 75 - 99, Autumn 2016  
ISSN 0018-1609

**Abstract** : Honour codes represent a successful and unique, student-led, 'bottomup' approach to the promotion of academic integrity (AI). With increased flexibility, globalisation and distance or blended education options, most institutions operate in very different climates and cultures from the US institutions that have a long-established culture of honour codes and societies. To explore the viability of a student-led academic integrity intervention similar to honour codes, we conducted a two-year national project. Forty students from three Australian universities participated in focus groups. Interviews were conducted with 45 participants occupying academic, student affairs and student representation roles at 22 of Australia's 39 universities. Our findings revealed how students currently engage (and how they prefer to engage) with the concept of AI and their views regarding student-led AI and the use of academic honour codes.

**Comportamiento responsable en la investigación y conductas no éticas en universidades de México y España** / Ana Hirsch Adler / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (3), no. 179, pp. 79-93, julio-septiembre 2016  
ISSN 0185-2760

**Abstract** : Se presentan ideas centrales sobre la conducta responsable en la investigación, e información sobre conductas no éticas que expresaron 17 coordinadores de posgrado de la Universidad Nacional Autónoma de México y 14 profesores de 3 universidades de Valencia (España). El marco de referencia proviene principalmente de libros especializados de México, de Estados Unidos y del Reino Unido. Las conclusiones tratan acerca de la importancia de los documentos internacionales, de que la percepción de las conductas no éticas es más elevada que lo que sucede en realidad, de las diferencias de gravedad y de que existen mecanismos internos y externos de detección.

This article presents the key tenets regarding responsible behaviour in research, before providing information about unethical conduct in 17 postgraduate programme coordinators from the National Autonomous University of Mexico and 14 lecturers for three universities in Mexico, the United States and the United Kingdom. The research findings emphasise the importance of the international documents, while concluding that the perception of unethical conduct is greater than its actual prevalence in the university setting. The findings also outline the range of unethical practices, while highlighting the existence of internal and external detection mechanisms.

URL : [http://publicaciones.anuies.mx/pdfs/revista/Revista179\\_S2A5ES.pdf](http://publicaciones.anuies.mx/pdfs/revista/Revista179_S2A5ES.pdf)

**Degrees of integrity: the threat of corruption in higher education** / David Chapman, Samira Lindner / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 1-2, pp. 247-268, January - February 2016

**Abstract** : Corruption in higher education is the focus of growing international concern among governments, educators, students, and other stakeholders. This paper draws on recent measures of the perceived magnitude of corruption, studies of respondents' direct experience with corruption, and case studies of specific instances of corruption to illustrate the nature and extent of corruption in higher education worldwide. Up to date illustrative examples of manifestations of corruption in higher education institutions and bodies are identified and listed and effective responses to such corruption are indicated. The authors suggest that the impact of corrupt practices in higher education can have a wider negative influence to the extent that it breaks the link between personal effort and anticipation of reward.

**Economics of corruption in doctoral education: the dissertations market** / Ararat L. Osipian . - In: Economics of Education Review, v. 31, no. 1, pp. 76-83, 2012

**Abstract** : This paper addresses the issue of dissertations for sale in Russia. The tasks of this anthropological study include establishing the problem of corruption in doctoral education, identification of the dissertations suppliers, study of the specific services they offer, analysis of their prices on different services, and generalizations of findings in the context of the educational system. All of these tasks address the supply side of the dissertations market. This paper identifies a total of 169 firms that offer dissertations for sale in Russia. It concludes that the cost of the dissertations market extends far beyond its monetary expression. Fake doctorates undermine the credibility of real, earned doctorates, and erode the gold standard of quality in research and scholarship.

**External quality assurance in higher education: how can it address corruption and other malpractices?** / Michaela Martin . - In: Quality in Higher Education, v. 22, no. 1, pp. 49-63, 2016

**Abstract** : Corruption and malpractices in higher education are today a major concern in nearly all higher education systems worldwide. It is a multifaceted phenomenon and has become particularly visible in the academic domain. This paper represents an exploration of the possible role that quality assurance can play in addressing corruption and malpractices. First, it briefly studies the factors that enhance the risk of corruption and malpractice in higher education. Second, it examines how quality assurance systems can potentially identify and prevent corruption in higher education. Third, it discusses organisational options that prevent corruption in the quality assurance procedure itself. In other words, how the quality assurance procedure should be built in order to lower the risk of becoming itself the object of unethical behaviour and corruption.

**Fighting against academic corruption: a critique of recent policy developments in China** / Kai Ren / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1, pp. 19-38, March 2012

**Abstract** : Academic corruption in China's higher education institutions has become a serious issue in the last decade. This paper provides a critical discussion of the Chinese Ministry of Education's policy developments aimed to strengthen academic ethics and control academic corruption. It suggests that

while the reactions of policy-makers to the apparent deterioration of academic ethics have been cautious and relatively slow, they are headed in the right direction. A comparative study of the policy documents demonstrates that significant progress has been made, and that the policy has undergone a change from what Anderson (1979) and Prunty (1984) described as symbolic to material. Meanwhile, findings generated by qualitative interviews provide some insights into real-world academic corruption in China and indicate the complexity of the problem. Finally, some policy interventions are suggested that might be effective in reducing academic corruption.

**India's scientific publication in predatory journals: need for regulating quality of Indian science and education** / Seethapathy, Santhosh Kumar, . - In: Current Science, v. 111, no. 11, pp. 1759-1764, 10 December 2016

**Abstract** : Assessing a total of 3300 articles from 350 journals, the authors found that 51% came from private or government colleges, often affiliated with state universities. 10% came from private universities or institutes. Questionnaire results revealed pressure among researchers to publish, with appointments, promotion and tenure often linked to publishing, and lack of monitoring the research being conducted are the major factors contributing to articles published in poor quality predatory open access journals from India. The authors conclude that there is an urgent need to develop a mechanism by institutes and funding agencies to identify the quality of articles published by respective institutes and researchers.

**URL** : <http://www.currentscience.ac.in/Volumes/111/11/1759.pdf>

**Institutional corruption in Russian universities** / Nataliya L. Rumyantseva, Elena Denisova-Schmidt . - In: International Higher Education, no. 82, pp. 18-19, Fall 2015

**Abstract** : This article focuses on the institutional aspects of corruption, arguing that the universities need student numbers, and thus permit a certain amount of corruption to enroll and retain them.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/8871/7942>

**Is plagiarism changing over time? A 10-year time-lag study with three points of measurement** / Guy J. Curtis, Lucia Vardanega . - In: Higher Education Research and Development, v. 35, no. 6, December 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper reports the results of a longitudinal study of plagiarism in an Australian university. Self-reported engagement in, awareness of, and attitudes towards plagiarism were assessed in three comparable groups of students at the same university on three occasions, 2004, 2009, and 2014). The data from the study indicates an increased understanding and reduced occurrence of several forms of plagiarism, with no upward trend in verbatim copying or ghostwriting. The authors suggest that technological and educational initiatives are counteracting the potential for increased plagiarism from online sources.

**Management and academic practices to prevent higher education corruption: a case review of an international branch campus in Uzbekistan** / Eng Kee Sia . - In: Tertiary Education and Management, v. 20, no. 4, pp. 354-362, December 2014

**Abstract** : This paper identifies and discusses academic and management measures that are implemented in an international branch campuses in Uzbekistan to prevent academic malpractice in student admission, course attendance, plagiarism in coursework, and examinations.

**Reglamentación contra el fraude académico en las universidades españolas = Anti-academic fraud regulations in Spanish universities** / Jaume Sureda-Negre, Jerónimo Reynes-Vives, Rubén Comas-Forgas / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (2), no. 178, pp. 31-44, abril-junio 2016  
ISSN 0185-2760



**Abstract** : Para combatir el fraude en las evaluaciones se suelen instrumentar 3 tipos de dispositivos: los normativos o reguladores, los formativos e informativos y, finalmente, los mecanismos de detección. En este trabajo, centrado en los primeros de estos dispositivos, se estudian 72 normativas universitarias para averiguar hasta qué punto y de qué manera las universidades españolas contemplan el tema del fraude en las evaluaciones. Se constata que, en general, el tratamiento que se hace del tema es limitado y poco ajustado a los tiempos actuales, y se sugieren medidas y disposiciones con el fin de mejorar la situación que se describe.

This paper uses content analysis to assess regulatory systems in 72 Spanish universities for mechanisms to reduce fraudulent evaluation practices. The authors found a lack of attention to the issue, as well as inadequate or outdated mechanisms in place in many universities. These factors suggest the need for new measures and provisions to improve the institutions' capacity to combat fraud in the evaluation process.

URL : [http://publicaciones.anuies.mx/pdfs/revista/Revista178\\_S3A3ES.pdf](http://publicaciones.anuies.mx/pdfs/revista/Revista178_S3A3ES.pdf)

**Plagiarism in academics : examining the issues, incidence and 'intent'** / Preeti Vivek Mishra . - In: Journal of Indian Education, v. XXXI, no. 2, pp. 89-96, 2015

**Abstract** : Whereas attempts have been made to find a nuanced response to the question "what constitutes plagiarism", the academic community engaging with anti-plagiarism efforts has found it increasingly difficult to do so, conclusively. The author forwards that plagiarism is to be understood against the backdrop of the changing academic and research scenarios. With the dependence and legitimisation of internet as a source of knowledge-sharing, newer forms of plagiarism have surfaced and found a place in an already open ended discourse. This paper argues for the "accidental plagiarist". It posits intent as the definitive touchstone of plagiarism. It provides narrative evidence of the prevalence of unintentional plagiarism among research scholars and advocates for concrete steps to not let a budding scholar become an accidental plagiarist. (Abstract adapted from publisher)

URL : [http://www.ncert.nic.in/publication/journals/pdf\\_files/jie/jieaugust2015.pdf](http://www.ncert.nic.in/publication/journals/pdf_files/jie/jieaugust2015.pdf)

**'Teach us how to do it properly!': an Australian academic integrity student survey** / Tracey Bretag, Saadia Mahmud, Margaret Wallace, Ruth Walker, Ursula McGowan, Julianne East, Margaret Green, Lee Partridge, Colin James / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1150-1169, September 2014

**Abstract** : The results of a large online student survey (n=8201; 8201;15,304), on academic integrity at six Australian universities, indicate that a majority of respondents reported a good awareness of academic integrity and knowledge of academic integrity policy at their university and were satisfied with the information and support they receive. Response varied across cohorts, with international students expressing a lower awareness of academic integrity and academic integrity policy, and lower confidence in how to avoid academic integrity breaches. Postgraduate research student respondents were the least satisfied with the information they had received about how to avoid an academic integrity breach. The authors advance that the results from this survey provide an opportunity to inform the higher education sector in relation to communicating with and educating students about academic integrity. Further, the study indicates that Australian universities need to move beyond the mere provision of information to ensure a holistic approach that engages students about academic integrity. (Abstract adapted from Publisher)

**The corruption of ethics in higher education** / Stephen P. Heyneman . - In: International Higher Education, no. 9, pp. 8-9, Winter 2011  
ISSN 1084-0613

**Abstract** : Universities can be corrupt through the abuse of authority for both personal and material gain. In order to reduce corruption, quality assurance mechanisms might include anti-corruption evidence as a criterion for accreditation. Another implication is that development assistance agencies



that make investments in higher education may have to consider the level of corruption when making those investments.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/8530/7664>

**The global challenge of academic integrity** / Elena Denisova-Schmidt . - In: International Higher Education, no. 87, pp. 4-6, Fall 2016

**Abstract** : The lack of academic integrity is a huge problem at many universities around the world. International students seem to be more frequently involved in various types of cheating compared to domestic ones. This paper discusses some possible reasons for academic dishonesty and shows some successful remedies from different countries.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9494/8459>

**The scourge of fraud and corruption in higher education** / Goolam Mohamedbhai . - In: International Higher Education, no. 84, pp. 12-14, Winter 2016

**Abstract** : Corruption in higher education affects the developed and the developing world equally, even if the motivation and the actors are different. Through a global scan, this article first surveys examples of corruption in higher education in a few countries. It then looks at some actions taken to fight corruption at institutional and global levels, and proposes a way forward.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9111/8211>

**Will bribery and fraud converge? Comparative corruption in higher education in Russia and the USA** / Ararat L. Osipian . - In: Compare, v. 44, no. 2, pp. 252-273, 2014.

**Abstract** : This study analyses the issue of comparative corruption in the national higher education sectors in the United States of America (USA) and the Russian Federation (RF). Corruption in higher education, as well as the way it is addressed in legislation and court cases and reflected in the media, appears to be consistent with the trajectory and pace of reforms that take place in the USA and the RF. The continuing massification of higher education, with increasing enrolment rates in both countries, as well as the emergence of the for-profit sector, necessitate more control and coordination on the part of the governments, educational institutions and the public. The two systems of higher education slowly and independently converge. In both systems, professional hierarchies based on meritocracy clash with managerialism based on the thriving for-profit principle. As a result, forms of corruption in higher education may become more similar. [Abstract from publisher]

**Who is guilty and what to do? Popular opinion and public discourse of corruption in Russian higher education = Qui est coupable et que faut-il faire? L'opinion populaire et le discours public de la corruption dans l'éducation supérieure russe** / Ararat L. Osipian / Comparative and International Education Society (Canada) [CIES] . - In: Canadian and International Education = Education canadienne et internationale, v. 41, no. 1, pp. 81-95, 2012

**Abstract** : Corruption in higher education in Russia is a growing problem. This paper considers scholarly and popular discourse in Russia around this corruption and the discussion examines its context within the overall corruptness of the society and reflects on measures of comprehensive educational reform. Drawing upon a theoretical framework linking popular opinion and public discourse, discussion in the scholarly and popular press between 1998 and 2011 is analyzed, and the themes of the discourse are traced. Results focus on the reasons for corruption in the higher education sector, as well as on current and potential ways to tackle corruption, including the newly introduced standardized testing. Even though the national test will not solve the problem of corruption in education, its full scale, country-wide implementation at this point appears to be inevitable.

URL : <https://my.vanderbilt.edu/araratosipian/files/2012/06/CorrRusCIEJ2012.pdf>