**Academic Integrity and Plagiarism Prevention Policies: An Investigation of Indian Universities**

Academic Integrity is a set of six core values which are honesty, trust, fairness, respect , responsibility and courage in learning, teaching and research. Violation of these values is generally referred to as academic dishonesty. The dishonest practices in academic settings range from using crib notes in examinations to publishing research papers with plagiarized content. Plagiarism is considered as the most heinous form of all types of dishonesty practices and sometimes it is referred to as a synonym for academic dishonesty [1].

Plagiarism and other types of dishonest behaviours are a common threat in the higher education institutions across the world. Formulation of academic integrity policies and procedures at the institutional level and their proper implementation are considered as the preliminary steps to curb the menace of academic dishonesty [[[[(Kibler, 1993a; Cole & McCabe, 1996). ]]]].

Mitchell and Wisbey (1995) argue that institutions can make real progress in the struggle against academic dishonesty through appropriate use of both educational and developmental programmes and due process policy responses.

All institutions of higher education are confronted with the challenge of dealing appropriately with plagiarism by students and many are devising institutional frameworks and strategies to do so

According to …… each institution’s response to student plagiarism must be informed by institutional culture and context.

Cole and Conklin (1996) claim that students learn from institutions’ responses to academic dishonesty and from institutions’ expectations about students’ response to the dishonesty of others.

Brown and Howell (2001) have shown how student perceptions of the seriousness of plagiarism as an academic problem can be changed by institutional policy statements on cheating and plagiarism.

This 3-year study, taken together with related research elsewhere, showed that some EU countries, particularly the UK, Sweden, Austria, Republic of Ireland, and Slovakia, have taken significant steps, at national and institutional levels, to identify and address threats to academic standards.

National governments should consider engaging with (text matching/similarity checking) software companies to negotiate an affordable nationwide license for use across the higher education (HE) sector.

* Academic integrity practice in India, unlike in the west and parts of the Asia Pacific region, is still in its infancy. A ready-to-handle countrywide database of academic integrity in terms of policy, planning, and implementation remains elusive. While the issue is of concern to sections of teachers, parents, policy makers, and academic administrators, organized efforts at the institutional level are yet to make an impact on the Indian educational scene. It must be admitted that though belated, the drive toward academic integrity in India, largely equated with anti-plagiarism practices, is a welcome development receiving increasing support among the different stakeholders. There is a realization that there is a need to move quickly on this front if Indian higher education is to play its rightful role at the global level. [[[Academic Integrity Practice: The View from India**/** Sachidananda Mohanty///In **Handbook of Academic Integrity Ed. By** Tracey Bretag]]]]]
* It is relatively common for students to receiving training in techniques for academic writing in Albania, Bosnia and Herzegovina [[[ETINEDVol5]]]
* It is unusual for software tools to be available within institutions for helping to detect plagiarism, and currently there is no national corpus of academic sources available in the Albanian language to use for text matching [[[[[ETINEDVol5]]]
* In Croatia , the Agency for Science and Higher Education (the national accreditation agency) requires codes of ethics of institutions to be updated every five years for re-accreditation [[[[[ETINEDVol5]]]
* Apart from the updated code of ethics, no policies for academic integrity are required by the accreditation agencies or national government in Croatia [[[[[ETINEDVol5]]
* The **Montenegro** education ministry is exploring options to purchase text-matching software to help with detecting plagiarism [[[[[ETINEDVol5]]
* Where an ethics committee was used to identify issues of academic dishonesty, students were encouraged to bring an advocate with them, such as a student union representative in **Montenegro** [[[[[ETINEDVol5]
* In former Yugoslav Republic of Macedonia, all master’s and doctoral theses are required to be deposited in a national database with software tools that can be used to check their originality [[[[[ETINEDVol5]
* The national accreditation agency for higher education in **all six countries of** South-East Europe does not currently include policies for academic integrity as a routine part of institutional audits [[[[[ETINEDVol5]
* In the majority of countries in the European Union HE institutions were seen to have inadequate policies and procedures for detecting and deterring plagiarism and academic dishonesty. [[[Glendinning I. (2013), “Comparison of policies for academic integrity in higher education across the European Union”, available at http://plagiarism.cz/ippheae/ (click on the link “Wide report”), accessed 24 August 2017]]]
* The surveys revealed a strong demand for training, personal development or collaborative workshops in academic writing skills, understand plagiarism and facts about policies for academic misconduct from most student and teacher respondents. [[[Glendinning I. (2013), “Comparison of policies for academic integrity in higher education across the European Union”, available at http://plagiarism.cz/ippheae/ (click on the link “Wide report”), accessed 24 August 2017]]]
* All UK HEIs use some form of software tool for aiding the detection of plagiarism; increasingly more institutions have introduced a policy and system for systematic use of such tools . Many institutions have implemented sophisticated techniques to counter plagiarism, by “designing out” plagiarism or through formative use of software tools in the classroom.

Institutional policies in many institutions are designed to ensure quick, consistent and fair responses and outcomes after accusations of academic misconduct

[[[Glendinning I. (2013), “Comparison of policies for academic integrity in higher education across the European Union”, available at http://plagiarism.cz/ippheae/ (click on the link “Wide report”), accessed 24 August 2017]]]

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* No standard policies and systems in HEIs for academic conduct in Austria.
* in Austria, nationally coordinated response and requirements for academic integrity policies in research by the Austrian Agency for Research Integrity (OeAWI)
* In Belgium , the complex governance arrangement with HEIs for different language groups complicate any national response to improving academic integrity
* In Belgaria, there is no repository in the Bulgarian language for academic theses and papers or for collecting student work
* In Estonia , there is no national level repository of sources exists for theses and academic papers in the Estonian language.
* In Finland, national systems exist and policies are being developed for research integrity and ethics
* In Finland, there appears to be no priority to develop institutional policies for academic dishonesty and plagiarism by bachelor and masters students.
* In Finland the software tools are not yet being applied systematically
* In France, a report was commissioned by the French government into academic fraud in higher education, published in 2012, which made recommendations about necessary improvements to policies and systems (Mazodier et al 2012) .
* Effective policies for deterring and managing plagiarism and academic misconduct are uncommon in French HEIs, either at institutional or departmental level
* A few HEIs in Germany have implemented strong policies for addressing plagiarism ad academic dishonesty
* In Germany, there is no national or regional body that provides oversight on academic quality or integrity
* In Germany, the federal system makes it impossible to implement national educational policies.
* In Germany, some student organisations and HEIs are using arguments about copyright against policies for uploading student work to academic repositories for originality checking.
* The Hellenic Quality Assurance Accreditation Agency (HQAAA) is the agency in Greece for providing oversight of quality in higher education institutions. However, the HQAAA publications do not include information about policies for student plagiarism or academic misconduct in HEIs, nor do they contain any statistics on misconduct cases that have arisen and the outcomes
* Very few universities in Greece use software tools for checking the originality of students work
* In Hungary, a national network of academics and librarians is helping to spread good practice including developing a repository for academic paper in the Hungarian language
* In Hungary some local institutional databases are being used to help to detect and deter plagiarism
* In Hungary no national repository exists yet for academic sources
* A software tool has been developed and successfully tested to search and match to Hungarian language sources
* **In Ireland, i**nconsistencies between institutions in the maturity of policies and systems for academic integrity
* **In Ireland**, no national system of oversight for quality and integrity in higher education
* In Italy, a serious lack of interest by all institutions contacted about policies and procedures for academic dishonesty and plagiarism.
* In Italy, lack for policies and systems for academic conduct on any level
* In Latvia, there is evidence that a national database is being created for the Latvian language for storing theses and to be utilised for originality checking of student work
* Lithuanian National Digital Library of academic sources contains doctoral and masters’ theses
* In Lithuania searching tools are being implemented to allow this tool to be used for originality checking of student work
* In Luxumberg, recent focus on developing policies and training for research ethics. No policies and systems in place at present at bachelor or master’s level
* In Luxumberg little evidence for use of software tools for aiding detection or deterrence of plagiarism.
* Most Dutch universities use software tools for checking the originality of student work.
* In Netherlands, there appear to be no common standards available in HEIs on penalties for academic misconduct, leading to inconsistencies in decisions and sanctions applied for plagiarism and academic misconduct
* In Poland, discussions have begun at national level concerning the support for acquisition of software licences to allow HEIs to be able to systematically check student work for plagiarism
* In Poland there is a national digital repository in the Polish language for storing doctoral and master’s theses.
* In Poland software tools are available for text matching in parts of some Polish HE institutions
* In Poland, Institutional and faculty policies do not normally support deterrence of plagiarism
* It is uncommon to have institutional policies for plagiarism and academic misconduct in Portuguese HEIs.
* In Romania no institutional policies were identified relating to plagiarism and academic misconduct.
* In Romania the use of software tools to aid plagiarism detection is uncommon, although some institutions are using free tools.
* **In Slovakia a** national policy has been introduced to implement software across all HEIs for aiding with detecting and deterring student plagiarism. However, In consistency in policies and student outcomes both within and across institutions
* **In Slovakia**  a national repository of master’s and doctoral theses has been created for the Slovak language.
* Most HE institutions in Slovenia have no specific policies or measures for either detecting or deterring student plagiarism . Penalties for plagiarism and academic dishonesty are not proportional to the offence
* In Spain there are no national policies or guidance for academic integrity and many institutions do not have effective policies for deterring or for managing plagiarism and academic dishonesty
* Guidance and training for students and teachers on the wide range of issues comprising academic integrity is weak or absent in many HEIs in Spain . There appears to be no consistency or transparency for decisions on cases of student plagiarism and academic misconduct
* Swedish universities include training in aspects of academic conduct and integrity in many bachelor and masters’ programmes
* Sweden has a nationally prescribed policy for handling accusations of academic misconduct, involving an institutional panel chaired by the university vice-chancellor
* Many Swedish universities make use of software tools for aiding detection of and discouraging student plagiarism.

UGC of India

Majority of the Institutions in the western countries have well-established policies and procedures to curb the menaces. Realising the importance of the issue, the University Grants Commission of India (UGC), the apex body of higher education in the country notified the guidelines on academic integrity and plagiarism in July 2018 under the title Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions.

The descriptions of these levels limit the focus to that of plagiarism rather than encompassing broader issues of academic integrity

The paper argues that awareness of what is entailed in academic integrity needs to be built into the curriculum, and this needs to be documented

The Academic Misconduct Policy provides the worthwhile direction that

Reporting processes about cases of academic dishonesty and penalties are clearly specified in the policy, with Faculty Academic Misconduct Committees and the Academic Misconduct Review Committee reporting to the Director, Academic Services, who then reports to the University Academic Committee. Such reporting deals with formally recorded cases of academic misconduct, and ensures that when academic misconduct has been reported through the proper channels it is recorded and dealt with according to the guidelines. It does not deal with whether lecturers have taken on their teaching responsibilities, nor whether these have been effective, nor can it report on cases that have not been formally dealt with

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The current policy calls for all suspected instances of plagiarism to be reported to Heads of Schools, but there is no direction for these Heads to receive training or support in making decisions about plagiarism. Without moderation, these Heads make decisions alone.

University could not verify if a student in one school would be treated the same way as a student in another school. While the policy does give guidelines for appropriate penalties for misdemeanours, understanding of what constitutes a serious offence varies from person to person (cf. Carroll, 2002). The policy defines plagiarism as copying without “proper acknowledgment”, and gives examples which help support the definition (Academic Misconduct Policy, 2007, p. 1). If every case of copying that was not properly acknowledged were brought to the Heads of Schools, they would be inundated.

From a learning perspective, the development of citation skills takes time and practice and requires explanation, guidance and modelling. Formative assessment can be a means for students to learn how to avoid plagiarism, attribute sources and use quotations to provide evidence. While explanations about the problem of plagiarism and models of good practice can be accessed on websites and through class activities, without the impetus of assessment, students would be unlikely to use these sources. Students are alert to assessment, and feedback from assessment is a powerful teaching strategy (Biggs & Tang, 2007, p. 97).

Some Australian universities in implementing academic integrity have taken a comprehensive approach, which involves education, detection, and explicit designation of responsibility and accountability. These universities have an office assigned to deal with issues of academic integrity, and they not only allocate time for academic staff to deal with suspected instances of academic misconduct, they also provide staff development and support for staff who have taken on the role of academic integrity officers. The University of Newcastle, in reaction to a public outing of poor handling of student plagiarism, investigated ways to avoid further instances of academic misconduct and became a leader in setting standards for academic integrity. The University of Newcastle (2008) has comprehensive resources and staff development, a central register for student breaches of academic conduct, and a group of Student Academic Conduct Officers (appointed by Heads of Schools). Similarly, as part of its academic integrity approach, the University of South Australia (2008) has Academic Integrity Officers. They have a central coordinator and a comprehensive program of moderation, support and a discussion forum

Macdonald and Carroll (2007, pp. 241-243) point out that a holistic approach ensures that staff as well as students get the message about academic integrity. They argue for a proactive analysis and tracking of procedures as follows. Documenting evidence of teaching about academic integrity and conventions

1. Recording when and how students are informed of regulations and responsibilities

2. Recording the ways in which the university promotes academic integrity

3. Ongoing staff development

4. Preventing individual decision making – which leads to inconsistency and unfairness

5. Systematic collection of data on plagiarism and how it is treated

6. Checking for under reporting

Finally, like Devlin they argue for “assessment-led solutions” (p. 243) in which formative assessments are used to teach students how and why to avoid plagiarism.

Bertram Gallant (2007, p. 108) in her review of the literature suggests that an educational approach has more impact on students than do statements about cheating (see also Twomey et al., 2009).

Many institutions have adopted proactive strategies to tackle student plagiarism, involving integrated campus initiatives, including honour codes, communication, training, assistance and support for academic staff, disciplinary policies and processes and promotion of academic integrity (Kibler, 1993a; Cole & McCabe, 1996).

An institutional approach to dealing with plagiarism by students should set plagiarism clearly into context as a breach of academic integrity, frame it as inappropriate and unacceptable behaviour rather than criminalizing it, embed it into the academic rules and regulations and promote it throughout the institution. An enlightened and positive approach would place the emphasis on prevention and education, backed up by robust and transparent procedures for detecting and punishing plagiarism.

The UGC directed the HEIs in the country to implement the guidelines in their respective organization. Major guidelines are:

* Formulation institutional policies and procedures on academic integrity and plagiarism
* Development of Institutional repositories
* Organizing traing and education on reference management and plagiarism
* Inclusion of topics in UG & PG syllabus
* Development of IT based mechanism for curbing plagiarism

**Institutional Policy**

Formulation of policies and procedures are considered as one of the major measures for curbing plagiarism [[[ ]]]]

Institutional policy has an important role to play in managing the issue of student plagiarism and other forms of unacceptable academic practice (e.g.data fabrication, duplication, ‘contract cheating’).There have been concerted responses in HEIs to address these difficult issues, as institutions have developed relevant regulations, so that cases are consistently recorded, procedures are followed, and appropriate penalties are determined and applied.Co-ordinated institutional activity, guidance and good practice recommendations have recognised that the development of robust policy and procedures are part of a wider institutional approach, which must also look to teaching, learning and assessment strategies to ensure that students have opportunities to acquire literacies and skills for good academic practice (Carroll and Appleton, 2001; JISC, 2005; Macdonald and Carroll, 2006; Park, 2004).

Within higher education, it has also become clear that there are issues in how policy is applied and implemented. In recent years, studies have highlighted significant concerns as inter- and intra-institutional variation in the use of penalties for student plagiarism has been reported (Badge and Scott, 2008; Tennant and Duggan, 2008; Yakovchuk, Badge and Scott, 2009).

The second phase of the Academic Misconduct Benchmarking Research (AMBeR) project, involving a survey of UK HEIs, investigated the recorded incidences of plagiarism in an academic year and the penalties applied. It was found that there was inconsistency across the sector in how penalties for student plagiarism were applied and it was recommended that HEIs use more effective “recording procedures to aid transparency and communication within the sector” (Tennant and Duggan, 2008, p19).

-An earlier study of 27 EU member states conducted in 2010-13 by some members of the SEEPPAI team, Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE), provided the starting point and initial resources for the new study

- Council of Europe established the Platform

on Ethics, Transparency and Integrity in Education (ETINED). One of the initiatives of

ETINED is to extend to other regions in Europe the EU-funded research conducted

in 27 EU countries during the IPPHEAE project in 2010-13.

- IPPHEAE project, which focused on EU countries..

- The methodology adopted for the IPPHEAE project formed the basis of this new

Research

- The research explored policies nationally and institutionally for deterring

and detecting academic dishonesty (SEEPPAI)

- The methodology adopted for the IPPHEAE project formed the basis of this new

research. The previous project and subsequent related research included a mixed

methods survey that generated over 5 000 survey responses from HEIs in 27 EU

countries (excluding Croatia, which was not an EU member during the data collection

period). The research explored policies nationally and institutionally for deterring

and detecting academic dishonesty, focusing on bachelor and master’s levels

rather than doctoral studies and research. The findings revealed some examples of

effective practice, but also showed that there are inconsistencies in how policies are

implemented, both within and between institutions, in every EU country studied

(IPPHEAE results).

The analysis demonstrated policy weaknesses in many of the participating institutions.

Where policies were in place, there was often a lack of understanding and little

transparency. It was recommended by the majority of participants that the provision

of more information and training regarding policies and penalties to both students

and academic teachers would raise awareness and help to develop scholarship and

encourage a culture of academic integrity (Glendinning 2013).

--Differential treatment for similar offences is unfair between institutions

The present study investigates extend of implementation of the policies and procedures in India higher education institutions as it is nearing two years.

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“suggests that, where there are policies in place, much more could be done to inform students about the policies and consequences to them” = The institutions with plagiarism policy in place could convey the consequences of the menace to the students more effectively.

[[[ ***Impact of Policies for Plagiarism in Higher Education Across Europe:* Plagiarism Policies in Austria */***  *Irene Glendinning , Prof. Krzysztof Jóźwik, Agnieszka Michałowska-Dutkiewicz , 2013)*

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institutional policies and systems in Austria are still quite immature

[[[ ***Impact of Policies for Plagiarism in Higher Education Across Europe:* Plagiarism Policies in Austria */***  *Irene Glendinning , Prof. Krzysztof Jóźwik, Agnieszka Michałowska-Dutkiewicz , 2013)*

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Austrian HEIs are already developing policies and procedures for encouraging good academic practice to sit alongside the processes for detecting and penalising poor practice

[[[ ***Impact of Policies for Plagiarism in Higher Education Across Europe:* Plagiarism Policies in Austria */***  *Irene Glendinning , Prof. Krzysztof Jóźwik, Agnieszka Michałowska-Dutkiewicz , 2013)*

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there appears to be a particular gap with bachelor level student work, policies and processes need to be developed with some urgency to ensure all students begin to develop necessary skills and values for academic integrity when they enter higher education

[[[ ***Impact of Policies for Plagiarism in Higher Education Across Europe:* Plagiarism Policies in Austria */***  *Irene Glendinning , Prof. Krzysztof Jóźwik, Agnieszka Michałowska-Dutkiewicz , 2013)*

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Some guidance on limitations and applications of digital tools could be developed nationally (or perhaps internationally) for use in education and research, based on research elsewhere

[[[ ***Impact of Policies for Plagiarism in Higher Education Across Europe:* Plagiarism Policies in Austria */***  *Irene Glendinning , Prof. Krzysztof Jóźwik, Agnieszka Michałowska-Dutkiewicz , 2013)*

Institutions need to ensure that a set of effective and clear policies and procedures are in place applying across all levels and types of student work. The policies must be effectively communicated to academic staff and students to ensure a fair, transparent and consistent response to any accusations of plagiarism or academic dishonesty

[[[ ***Impact of Policies for Plagiarism in Higher Education Across Europe:* Plagiarism Policies in Austria */***  *Irene Glendinning , Prof. Krzysztof Jóźwik, Agnieszka Michałowska-Dutkiewicz , 2013)*

*Price (2009), Davis(), and* Pecorari (2001)  *reported that the definition of the term ‘plagiarism’ is not clear and consistent in the institutional policy documents.*

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When deans, vice-deans or teachers at HEIs were asked about policies concerning

plagiarism and academic integrity, typically they mentioned the following:

►► code of ethics;

►► ethics committee;

►► national standards for accreditation (in some countries).

Codes of ethics can be set either at faculty or university level. However, the existence

of a university-level code of ethics does not exclude the existence of regulations on

ethics for faculty, which are usually more specific and oriented towards particular

fields of study. In some countries (such as Croatia), there are national recommendations

on the content of codes of ethics prescribed by the Agency for Science and

Higher Education (AZVO).

In all countries in the study where faculty members said that they had high autonomy,

policies on academic integrity differed by faculty. In some institutions, the policies

are not defined at all. In some institutions the policies are defined, but not really

followed. In addition, management’s awareness of academic integrity issues differs

between institutions [[[**ETINED Volume 5]]]**

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National governments, through their education ministries and accreditation and

quality agencies, should proactively provide oversight for, and guidance in, strengthening

policies and procedures for academic integrity in HEIs as a crucial component

of quality assurance. Where institutional policies are deficient, accreditation should

be conditional on their continuing development. Accreditation and quality agencies

should be empowered to monitor the quality of education and academic integrity in

both public and private HEIs. Research into and development of strategies, policies

and systems for academic integrity should be encouraged, preferably through the

provision of small-grant funding.

[[[**ETINED Volume 5]]]**

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National governments should consider engaging with (text matching/similarity

checking) software companies to negotiate an affordable nationwide licence

[[[**ETINED Volume 5]]]**

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The project Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE 2010–2013) aimed to explore how academic integrity was understood and managed in different parts of the EU. The geographical scope of the research was confined to the then 27 member states of the EU.

 there were indications across many of the countries and higher education institutions (HEI) studied of lack of awareness and immaturity in institutional responses for assuring integrity and academic quality affecting all parts of the educational process

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-Digital tools or other techniques are available at your institution for helping to detect plagiarism

-Students are required to sign a declaration about originality and academic honesty

**Methodology**

As per the official website of the UGC, the higher education institutions in the country are as follows:

The study surveyed all the official websites of the HEIs using the keywords .. Also, all the pdf documents have been checked

According to the official website of the UGC, there are totally, 935 universities in the country constituted of the following four types.

1. State Universities (409 nos.)
2. Deemed to be Universities (127 nos.)
3. Central Universities (50 Nos.)
4. Private Universities (349 Nos.) **35**.

A representative sample of Indian HEI were taken to determine

20% of the Universities from all the four types

Care has been taken to represent

Analysis of documentary sources available on the official websites

The survey tools developed for the IPPHEAE project provided a suitable starting

point

Discussions

the institution needs to develop clear policies on how the tools

should be deployed and guidelines for the interpretation and use of the outputs.

The institution should consider establishing procedures to allow the reporting of

cases of academic misconduct

To address the disparity in policies and practices across different faculties within HEIs,

institutional leaders should initiate an internal review of local policies and practices

with a view to establishing an institution-wide working group that will co-ordinate

the development and implementation of common institutional strategy, policies

and systems for academic integrity.

The institution should consider establishing procedures to allow the reporting of

cases of academic misconduct (“whistle-blowing”) by either students or teachers,

and particularly by students.

1. **PLAGIARISMS, AUTHORSHIPS, AND THE**

**ACADEMIC DEATH PENALTY**

**Rebecca Moore Howard**

**COLLEGE ENGLISH, VOLUME 57, NUMBER 7, NOVEMBER 1995**

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