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Developing a Rational Policy on Plagiarism for Institutions of Higher Education: A Case of Gulu University

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Methods.

Globally, plagiarism is a pervasive issue in institutions of higher education, posing challenges to academic integrity and ethical standards. Developing a policy on plagiarism is crucial for maintaining the quality and credibility of academic work within these institutions. The purpose of this paper is to discuss the development of a rational policy on plagiarism. The following are the objectives; to benchmark requirements for anti-plagiarism; to model process of procurement and detection of plagiarism process in public universities in Uganda; to examine how the challenges of Inter-Repository Plagiarism was addressed at Gulu University. The study reviewed existing literature on plagiarism policies in higher education institutions worldwide. The findings were that universities have varying views on levels of plagiarism with some policies allowing as high as 30% plagiarism level in scholarly work. Most of the peer-reviewed journals demand much lower allowable levels of plagiarism to encourage originality and sustainable adherence to copyright and intellectual property policies.

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INTRODUCTION

The rising need for policy on plagiarism across institutions of higher education globally has prompted both social and scientific discourses of the need to understand what plagiarism is, what it ought to be and what it is not (Ongaya et al., 2024) in order for a rational policy proposal by institutions of higher education to be developed. While many scholarly works examine the characteristics, awareness and impacts of plagiarism in higher institutions of learning (Glendinning, 2017; Oyewole, 2018), there are hardly scholarly works examining and defining the subject of plagiarism (Adam & Anderson, 2024). Higher education institutions therefore, are engaged in curbing an enemy that is not properly understood thus stripping them of the ability to adopt rational relevant policies.

Academic dishonesty, cheating and in particular plagiarism is not a modern problem but has been evident throughout the history of academic literary scholarly writings (Mallon, 1989; Brown & Howell, 2001). As we may be aware, it is imperative for scholars especially graduate students in the process of engaging in the various academic activities to interact with literature. This is because in order to complete an assignment, it may be necessary to visit the library and consult information resources like reference materials, textbooks and other electronic information resources or access the Internet to retrieve documents through search engines or databases (Oyewole, 2018). Further, this is because the students are expected to review related literature and this entails a harvest and logical organisation of many intellectual ideas that will help situate their work within the context of the existing literature. As a result, the issue of plagiarism is indeed on the front burner in literature and academic discussions (Oyewole, 2018).

Gulu University is a Public University in Uganda, has approved policy on plagiarism to curb the growing vice among students, especial postgraduate students (Gulu University, 2022 (c)). Establishing, Turnitin software for testing of “similarity” index of text came with the need to have a policy that would guide decisions on

plagiarism levels. Without such policy, decisions for acceptance or rejection of student’s assignments based on similarity index of text would be very subjective. This paper discusses the drafting of policy on plagiarism as was debated by a committee tasked to come up with a rational policy to guide implementation of plagiarism checks in assignments, course-works and other scholarly works at Gulu University with the following objectives.

- Benchmark rational budgetary requirement for anti-plagiarism software (Turnitin).
- Process modeling of procurement of Turnitin anti-plagiarism software at Gulu University.
- Process Modeling Plagiarism Detection Using Turnitin at Gulu University
- Examine how the challenges of Inter-Repository Plagiarism are addressed in Gulu University.

LITERATURE

The two global academic dishonesty that most, if not all academic institutions pay keen attention are: cheating in examinations and plagiarising written assignments (Mwamwenda, 2013; Law et al., 2013). Numerous universities have comprehensive policies and manuals on academic writing with focus on traditional methods of writing; Introduction, Methods, Results and Discussions (IMRAD) models, while others focused on scientific publishing and writing guides. Very few scholars however, focus on issues related to responsible writings. This is an area that continues to receive increasing attention (Roig, 2015). Plagiarism is about scholarly integrity of an individual who produces a manuscript. It is may be characterized as speaking to one's own, another's work or thoughts, or any part thereof, distributed or unpublished (Ananth, 2019). Further, incorporates replicating an expression, sentence, or section from another's work and not distinguishing or referring to that source; neglecting to refer to a source completely, deficient rewording or outlining; or endeavouring to go off as one's paper composed by another (Ananth, 2019).”

It is now a common practice of most of the journals to check similarity of texts for newly submitted manuscripts for publication. This process is one of the essential steps in the decision of acceptance or rejection of journal manuscripts (Habibzadeh, 2023). The overall similarity index (OSI) acceptable for consideration for publication are not uniform across journal spectrum (Rohwer et al., 2018). Some journals accept up-to 32% similarity index arguing that text similarities does not tantamount to plagiarism, while other journals, find that 32% is a justifiable reason for quick rejection (Habibzadeh, 2023). Because of the subjective reasoning of (OSI)/(plagiarism) levels, journal established criteria for ranking the levels as; 'minor', 'moderate' and 'severe' overall similarity index. This ranking attracts varying responses from editors. For instance manuscripts submitted to AJR undergo OSI check and are subjected to the following verdicts (Taylor, 2017).

A study of the American Journal of Roentgenology (AJR), one of the world's longest continuously published with impact factor of 5.0 in 2022, classifies minor plagiarism using similarity index detected using prescribed anti-plagiarism software in the range of 10% to 25% (Taylor, 2017). Minor plagiarism verdicts are mild, usually, the chief editor informs the submitters of the overlap detected by detection software. The submitter is informed that his/her manuscript is pending until corrections or satisfactory explanation is provided. Where necessary, the editor request that the submitter should obtain copyright of materials used (Taylor, 2017). Further, the journal classifies moderate plagiarism as one in which the manuscript has 25% to 35% overall similarity index. This should be characterised by inadequate citation and referencing, not declaring the use of similar results in other publications (Taylor, 2017). Moderate plagiarism verdict of the submission is more or less the same with minor, but the editor can also reject the manuscript without peer review (Taylor, 2017). Furthermore, when a manuscript has major plagiarism, it means the overall similarity index ranges from 35% and above. The verdict for this circumstance is notification of the

significant overlap of similarities. The submission is rejected without subjecting to peer review processes. In addition, the writer is warned that he will be put on the watch list for future submissions (Taylor, 2017).

Internationally, universities have recognized the importance of policy on plagiarism in ensuring quality of publication that results. Since the University of the West Indies (UWI) 2018 debut in times higher education's prestigious rankings, it has consistently performed well in multiple schemes and have their plagiarism policy at 15%, and University of Limpopo in South Africa have their acceptable level at 15%. One of the oldest Ghanaian University of Professional Studies in Accra (UPSA) has an acceptable level of plagiarism at 20% (Gulu University, 2022). Further, the bench-marking report shows that other Tanzanian and Kenyan universities such as; University of Dar es salaam, Sokonie University of Agriculture, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Mzumba University and Moshi Co-operative Universities have their acceptable level of overall similarity index at 30% (Moshi Co-operative University, 2020).

Only Kenyatta University (KU) has its acceptable similarity index at 16% (Wainaina, 2022). Many universities in Uganda are equally adopting policies of plagiarism with varying acceptable degrees. Uganda Management Institute puts their acceptable level at 15%, while Kampala International University, a privately owned University has their level at 20% (Gulu University, 2022).

These definitions of the degrees of plagiarism is based on the editorial committee agreed positions for responses following work processes (Zhang et al., 2012). At the University of Melbourne however, the degree of similarity was amended to provide greater clarity to support students; the second was to remove the phrase, guidance on collaborative work; to improve the informal process applicable when plagiarism was suspected so that there was greater consistency across the institution and so that the protection of

student rights were retained (Devlin & Devlin, 2006).

Following these varying degrees of acceptable level of plagiarism, the over hatching question is, “What is the rational /reasoning for the varying choices of overall similarity index (acceptable level plagiarism)?”

METHODOLOGY

This paper is a product of reports that emanated from the implementation of Turnitin anti-plagiarism software and DSpace software for institutional repository at Gulu University. The central concern of the enquiry was how three policies emerged from the implementation of these soft wares.

To address how to arrive at a rational budget for subscription to the Turnitin software, secondary data was collected about the budget, subscription and number of users subscribed from the various universities in Uganda. The procurement of Turnitin software in public universities is done through the Research and Education Network in Uganda (RENU). The process of procurement is modeled using Unified Modeling Language (UML) to provide exact details of steps involved. This is based on Gulu University experience. To demonstrate the exact support Turnitin provides to address plagiarism of manuscripts, a conceptual functionality of Turnitin was modeled to provide an overview of how text similarities are detected across the internet. To address the challenges of inter-repository plagiarism, an interview was conducted with key informers (Delphi techniques) was used to gather expert views. This was done with those who were involved in drafting the policies. Finally, desktop literature review was done on policies of Gulu University associated with plagiarism, and also across peer reviewed journals on acceptable level allowable for scholarly work.

FINDINGS

Collaborative role has seen Gulu University Library emerging service as pioneer in implementation of policy on plagiarism across the University community. The Internet-based

similarity detection software (Turnitin) mediated by the Research and Education Network for Uganda (RENU) became a key software in provision of the business process. RENU supports Ugandan institutions in negotiations and mediations to procure anti-plagiarism software (Turnitin). The software is an intellectual property of California Limited Liability Company Turnitin.

In Gulu University, the Policy on Plagiarism has been made following consultations and review of similar policies from regional and international practices. The Policy was meant to guarantee academic integrity, ethical scholarly practices, professionalism and honesty. It outlines its general goal and objectives and all the implementation arrangements. The Policy was designed to improve the quality of academic, research and innovation in the University and all members of academic and administrative staff and supervisors to refer their students to the Policy. One of the core mandates of the University is provision of higher education, promotion of quality training, research and innovations, dissemination of knowledge to promote community transformation and industrialization. Research is anchored on knowledge generation which is built through acknowledgement of works by other scholars. However, these core values are under threat due to acts of duplication relating to plagiarism (Gulu University, 2022 (a)). The University realized that plagiarism could pose severe consequences to the integrity and quality of its outputs. Plagiarism undermines the standards of the institution, as well as individual career. The University therefore formulated the Gulu University Policy on Plagiarism as a safeguard measure. The Policy was therefore adopted and implemented to promote academic integrity in research and innovation (Gulu University, 2022 (c)).

Gulu University was blessed to have support from Northern partners who are participants in the Building Stronger University (BSU) Project. Building Stronger Universities is a collaboration between African and Danish universities with a common goal of strengthening research capacity in developing countries. The program is supported

by DANIDA. Gulu University (GU) in Uganda became a prime target because it was established in 2002/3 and plays an important role in developing and transforming the Northern region of Uganda educating the new generation of leaders and making higher education accessible to all. The BSU III - GU project focus especially on two themes: transforming education and rights, resources and gender (Dirckinck-Holmfeld, 2022). BSU I was formed by a consortium of Danish Universities made up of Aarhus University, University of Copenhagen and Aalborg Universities led by the Aarhus University. The project recognizes that for universities in developing countries to strengthen their role in sustainable development, they need to be able to undertake high-quality research and provide relevant educational courses using new learning methods. They also needed to have adequate structures and infrastructure for governance, including access to state-of-the-art information technologies. North-south and north-south-south networks have proved to be an effective way of transferring knowledge and good practices to and between universities in developing countries. In this respect, universities in developing countries can benefit significantly from partnerships with research and higher

education institutions from other countries (Konradsen et al., 2011).

Benchmark Rational Budgetary Requirement for Anti-Plagiarism Software (Turnitin)

One critical issue in implementation of policy on plagiarism is appropriate budgetary allocation. There are associated soft wares that provide an institution platform for innovations into this direction. The question is how much should be the budget allocation? One can only answer this by benchmarking with sister institutions as indicated in **Table 1**. To strengthen research, the project sponsored acquisition of various software to support Library services. Notably installation of DSpace for institutional repository, subscription to anti-plagiarism software (Turnitin), and capacity building of library staff. When the infrastructure was set up, the library began populating DSpace repository and implementing plagiarism checks. Soon, the library realised the need for associated policies as crucial decisions have to be made to accept and reject research articles onto the repository. While the utilisation of anti-plagiarism software helps in quality checks, it too ushered the need to agree on what level of similarity of text should be acceptable in scholarly documents. This also pointed the need of a policy on plagiarism.

Table 1: Members’ subscription type for Turnitin software by universities in Uganda.

Sn	University Subscribing for Turnitin	Subscription type						
		e.g.100, 200, 500 users, 1000 users						
		Year of subscription						
		2024	2023	2022	2021	2020	2019	2018
1	Gulu University	1000	1000	1000				
2	Makerere University	2000	2000	2000	2000			
3	Kyambogo University	1000	1000	1000	1000	1000		
4	Kampala International University (KIU)	1000	1000	1000	1000	1000		
5	Mbarara University of Science & Technology (MUST)	1000	1000	1000	1000	1000		
6	Kabale University	1000	1000	1000	1000	1000		
7	Busitema University	1000	1000	1000	1000			
8	Uganda Christian University (UCU)	1500	1500	1500	1500			
9	Islamic University in Uganda (IUIU)		1000	1000	1000			

As can be observed from **Table 1** above, most of the universities adopting policy on plagiarism subscribe for access and use of Turnitin for 1000 members of their community. It is advisable that for universities who want to join a new membership subscription, it should be planned incrementally as the responsible departments popularize the software for use by students and

staff. The rate of subscription may also be influenced by the economic inflation rate of a country since subscriptions are paid in US dollars. Table 2 below shows the rate of subscription for Turnitin anti-plagiarism software for Ugandan universities for a period of four years.

Budgetary Allocation for Turnitin

Table 2: Cost of subscription for Turnitin anti-plagiarism software of Universities in Uganda in US dollars.

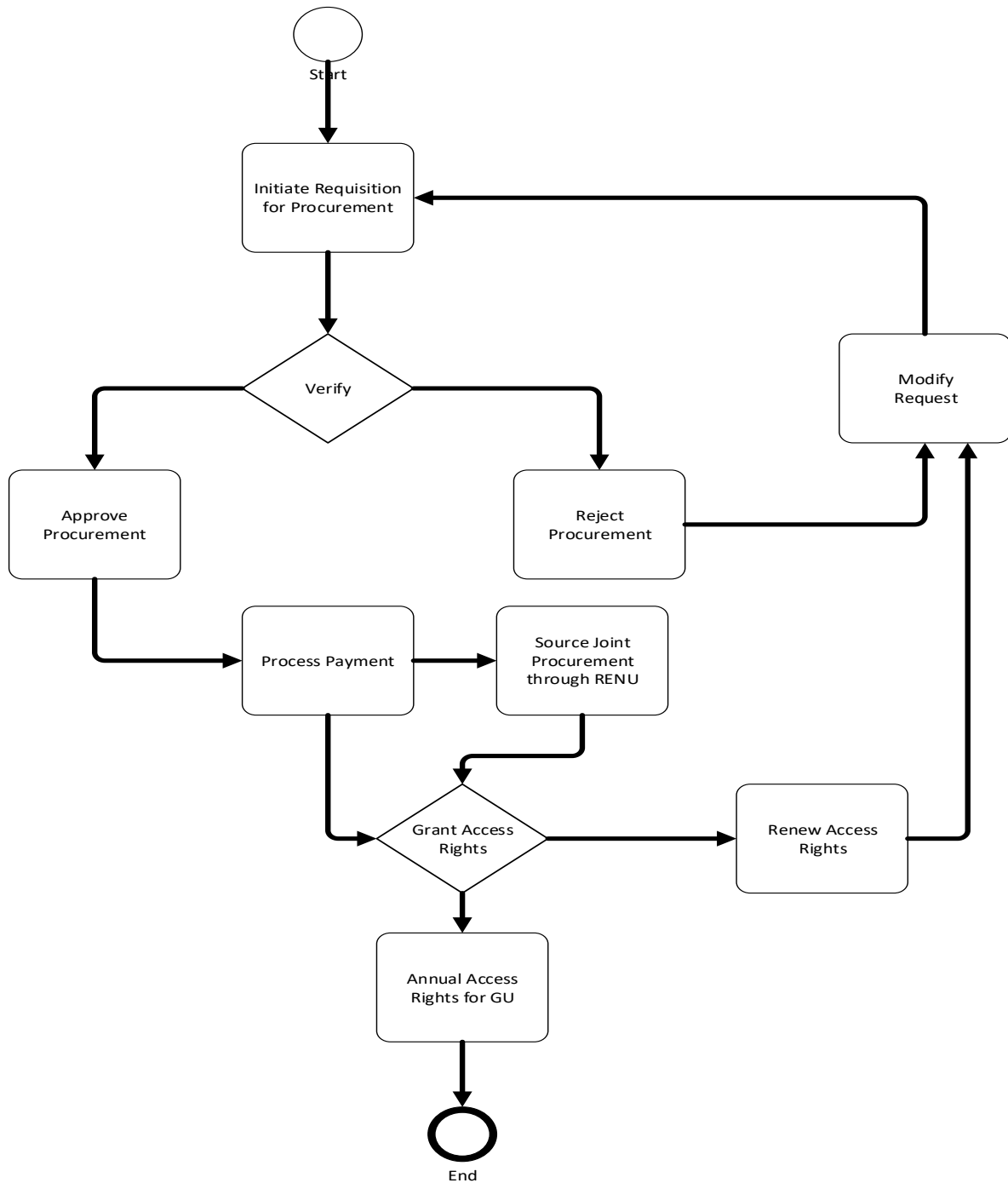
Sn	University	2020	2021	2022	2023
1	Gulu	3,500.0	3,675.0	3,958.8	4,172.5
2	Makerere	7,000.0	7,350.0	7,717.5	8,345.1
3	Kyambogo	3,500.0	3,675.0	3,958.8	4,172.5
4	KIU	3,500.0	3,675.0	3,958.8	4,172.5
5	MUST	3,500.0	3,675.0	3,959.8	4,172.5
6	Kabale	3,500.0	3,675.0	3,959.8	4,172.5
7	Busitema	3,500.0	3,675.0	3,959.8	4,172.5
8	UCU	5,250.0	5,512.5	5,939.6	6,258.7
9	IUIU	3,500.0	3,675.0	3,959.8	4,172.5
Total		36,750.0	38,587.5	41,372.4	43,811.5

Process Modeling of Procurement of Turnitin Anti-Plagiarism Software

Acquisition of software for strengthening a university quality process is a novel decision of management of any higher educational institution. However, this comes with unexpected consequences in work processes, changes in job description of existing staff and trainings. The immediate challenge to management are; what are the new work processes? Who will be responsible for the new work processes? How will it fit in the university structures?

The procurement and subscription processes of Turnitin software at Gulu University is negotiated through Research and Education Network for Uganda (RENU) **Figure 1**. The University initiates the process by processing requisition and approval of institutional subscriptions to RENU. RENU on behalf of all institutions that subscribes to it pays Turnitin at a negotiated price. However, of recent, there were changes in the process since Turnitin would like to deal directly with the individual institutions. These procurement and subscription processes are administrative processes which is usually initiated by an assigned staff within the library.

Figure 1: Model showing procurement and subscription process of Turnitin software in public universities in Uganda.

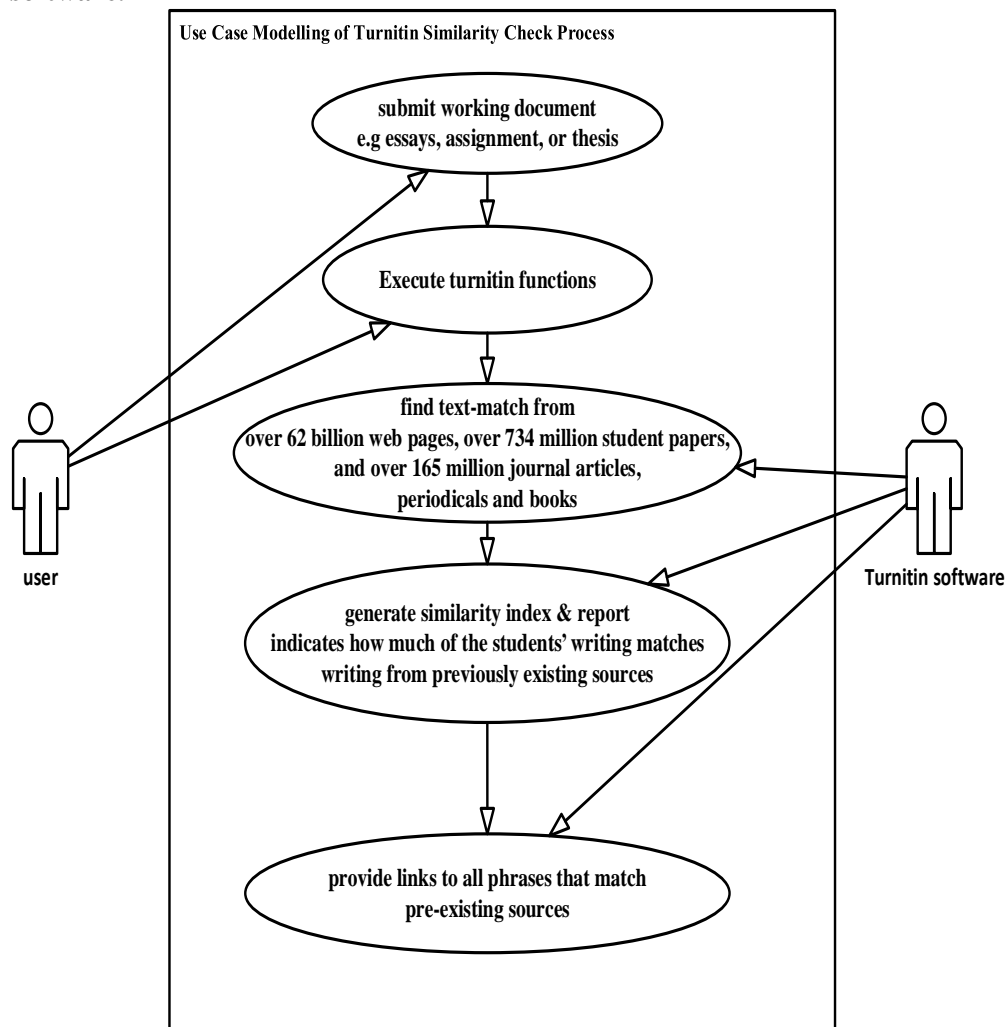


Plagiarism Detection Using Turnitin at Gulu University

Turnitin is an internet-based tool that helps to match text from an essay and compares it with pre-existing sources including over 62 billion web pages, over 734 million student papers, and over 165 million journal articles, periodicals and books (Turnitin, LL, 2018). After comparing, a

submission with its database, it generates a similarity index as well as an original report. The similarity index indicates how much of the students’ writing matches writing from previously existing sources, and the originality report highlights and provides links to all phrases that match pre-existing sources (Monash University, 2017).

Figure 2: Use case diagram showing processes of matching text-similarity using Turnitin software.

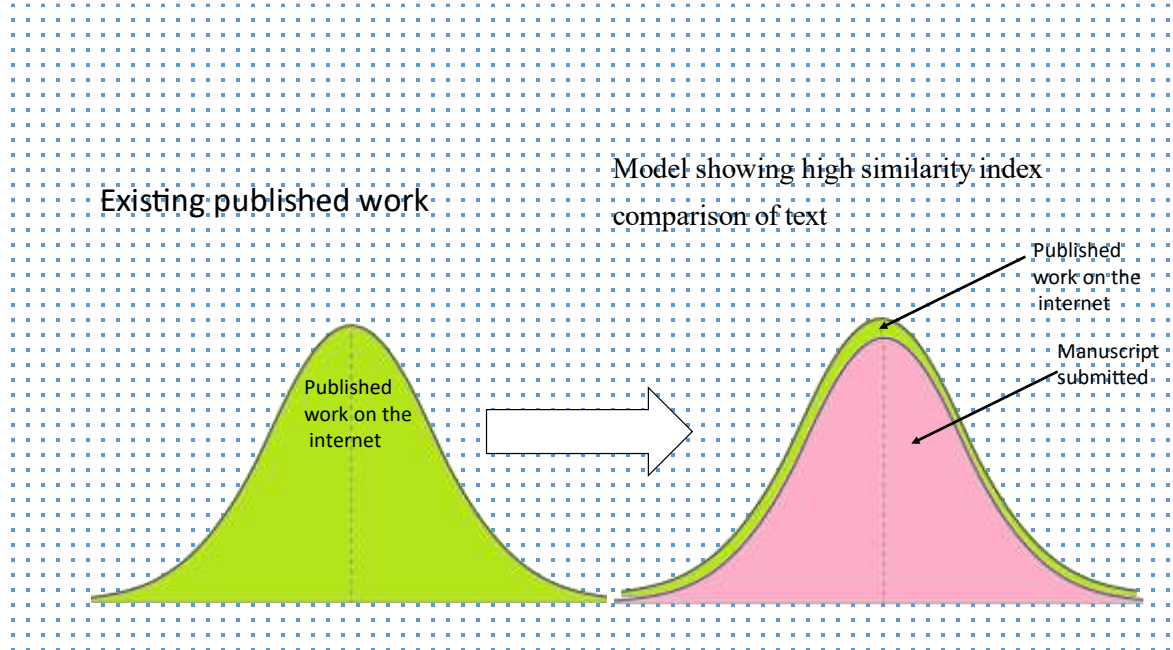


Modeling Similarity of Text

In the context of anti-plagiarism software (Turnitin), to detect plagiarism, the software compares similarities of texts. What is similarity index of text? The software compares a submitted manuscript to millions of texts across the world wide web to find matching words, phrases, sentences, paragraphs and calculates the matches in percentages. The system highlights the match text and creates side report with links to the

sources of the matching texts. All manuscripts essentially cannot be 0% similarity index level. This is because it is not possible to produce 100% original manuscripts since research and innovation builds on the work of other scholars. The overlap results in rating the level as mild, moderate and high **Figure 3, 4 & 5**. Turnitin software has provision for excluding references. This is necessary in reducing the level of text match.

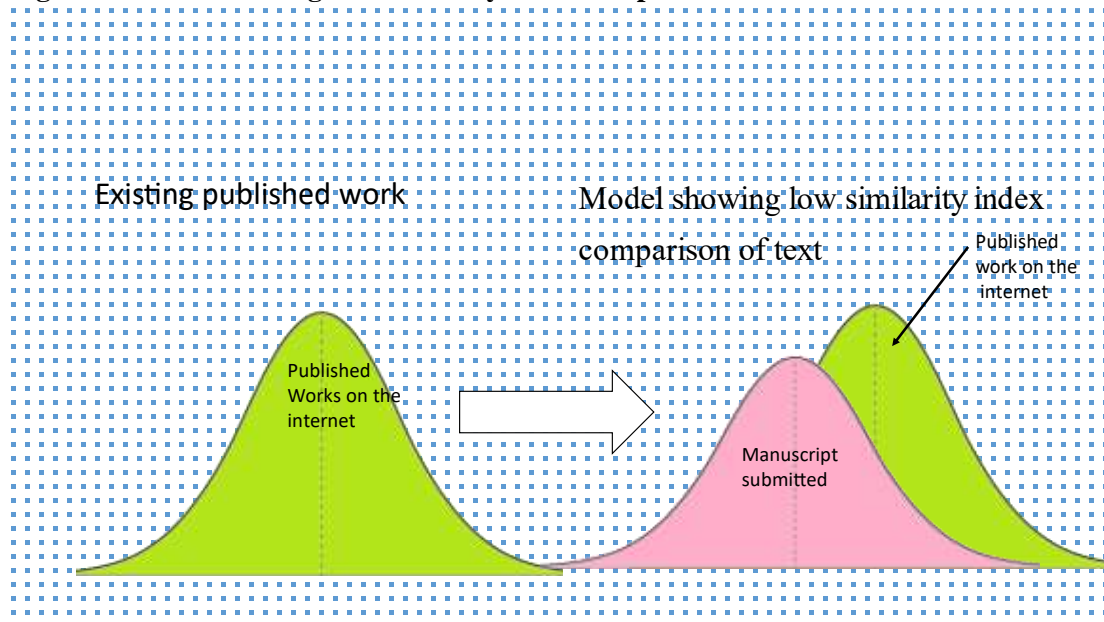
Figure 3: Model showing High similarity index (Potentially highly plagiarized) manuscript.



Depending on the editorial policy on plagiarism high level would be recommended to supervisor to reject such manuscript. The student will be advised to find new area for research. When a submitted work has low percentage match of text **Figure 4**, it may mean the followings; first, that

there is little duplication of texts matches, the scholar has limited scope coverage on the subject being discussed. The work may have limited innovation. This can be graphically represented as in **Figure 4** below.

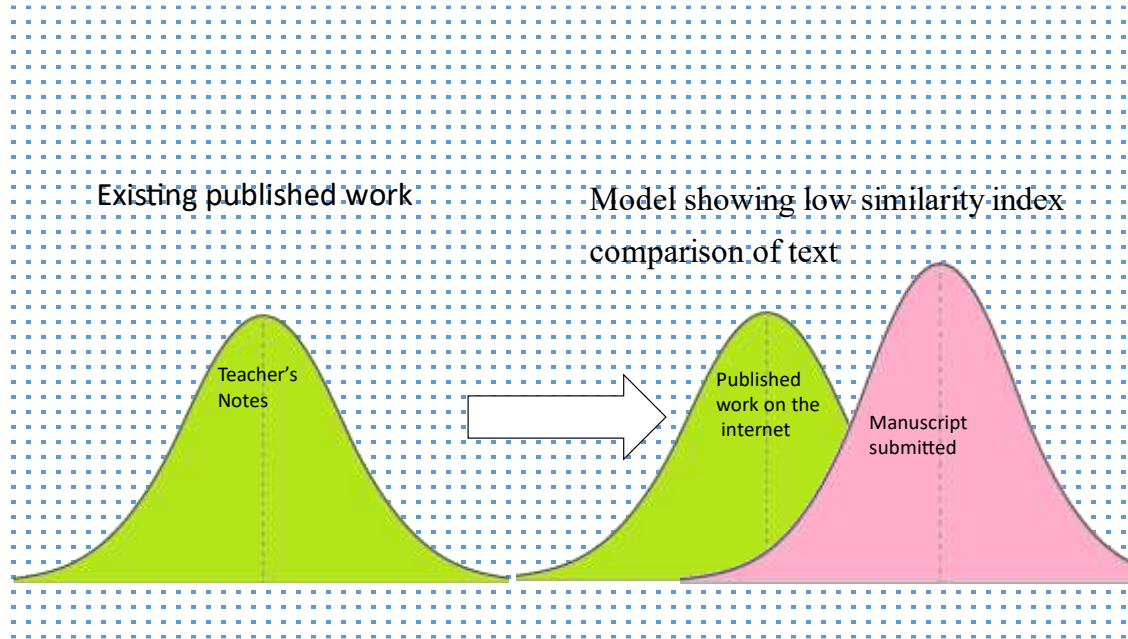
Figure 4: Model showing low similarity index comparison of text



Low similarity may also mean, the submission has new innovative writing skills and originality in matter being discussed. This type of low text

matches are the desired category. This can be graphically represented as in **Figure 5** below.

Figure 5: Model showing low similarity index of an innovative manuscript.



Plagiarism Verdict

Once the results from an anti-plagiarism software such as Turnitin is produced, the line managers in charge of editorial will have to pass a verdict

accepting or rejecting a manuscript submission. For the case of Gulu University, a guide has been proposed and approved as a policy showing acceptable and unacceptable levels as in Table 3 below.

Table 3: Acceptable and Non-Acceptable Similarities (Plagiarism) Levels

Category	Level of Similarities (Plagiarism)		
	Minor (Up to 20%)	Moderate (From 21% to 30%)	Serious (31% and above)
Cause of Similarities (Plagiarism)	<ol style="list-style-type: none"> 1. Failure to put in quotation marks, or providing incorrect information about a source, 2. Citing of a few sentences 3. Paraphrasing someone else’s work and passing it as one’s own, 4. Using one’s name on someone else’s phrases, 5. Self-plagiarism (using one’s previous work) 6. Inaccurate citation/Incomplete citation 	<p>Instances of repeating minor plagiarism of incorrect citation or minor colluding on more than one assignment etc</p>	<ol style="list-style-type: none"> 1. Direct duplication of work(s) of another, including copying material, ideas or concepts from somewhere else whether published or unpublished, 2. Presenting someone else assignment as yours own for assessment, 3. Claiming individual ownership of work done by a group, 4. Cheating 5. Using fictions and untraceable citations, 6. A supervisor publishing student’s work and claiming lead authorship, 7. Any things that constitute serious academic misconduct.
Verdict	<p>Acceptable: Advise to do the necessary corrections.</p>	<p>Not Acceptable: Require improvement, this can be handled at individual and Departmental level. Supervisor provides corrective advice and resubmission accepted.</p>	<p>Reject Manuscript:</p> <ol style="list-style-type: none"> 1. Case may face EMIC. 2. Staff may be asked to withdraw the work. 3. Staff or students may be asked to revise and resubmitted. 4. Staff or students will be asked to revise and resubmitted but with cost to the University. 5. Students may be made to retake course, discontinued, legal action taken etc. 6. Staff may be demoted, dismissed, legal action taken etc.

Moral Justification of Plagiarism Verdict

The established level of similarities (plagiarism) provides a scientific justification in supervision process in asking a scholar to improve the writing of a manuscript. It enhances objectivity in the process of research supervision. Without this process, the conversation between student supervisor is very subjective and a source of frustration to students. The supervisor thus has a moral, scientific and rational mechanism for advising on improvement of research work. For this reason, Gulu University adopted a work process that included plagiarism check for all works of graduate students. The procedure is also part of ethics committee and the institutional review Board (IRB) that is in charge of all ethical quality control of publications of the University community. The plagiarism detection came with new assignments and terms of reference for implementing departments. A debate ensued as to which department should be in charge of this important research process. The fact that course works, assignments, research works of all the students have to be checked and tested, it offered substantial time-consuming activities for staff involved. For the case of Gulu University, the University Library was empowered to take on the tasks, identify staff and train them on plagiarism detection using recommended software.

While similarity detection provides a justifiable platform for supervisor-student discussion of a scholarly work, a new challenge emerges “What level of similarity (plagiarism)” is acceptable? What level should a scholarly work be rejected? And what level requires a supervisor (IRB) to advise a scholar to improve? Should similarities of texts (plagiarism) be completely rejected? Should we have zero tolerance to plagiarism? These are ethical dilemmas that arise when formulating policy on plagiarism.

Intrinsic Nature of Plagiarism

Ontologically, it has been demonstrated that plagiarism is a natural intrinsic and transdisciplinary phenomenon although it's an occupation of education in two dimensions: for

learning and a mental process construct of lack of acknowledgement of innovations in learning (Ongaya et al., 2024). Unfortunately, the common concepts of plagiarism has not been clarified in learning process. Science and scientific procedures are about the reproducibility of results irrespective of approaches, which leads to more trust in research findings (Mellor *et al.*, 2018; Prager *et al.*, 2019; Chawinga & Zinn, 2021); to this end, science owes plagiarism in connecting learning, research, and innovation processes. Thus, a policy on plagiarism that aims to completely eliminate plagiarism may be morally right but it is not rationally right since it has a role in learning, research, and innovation processes.

Moral vs Rational Association of Self Plagiarism and Intellectual Property

In scholarly writing, self-plagiarism is equally an unacceptable action that attracts penalties in Gulu University plagiarism policy. Self-plagiarism is a situation where a scholar copies his/her own work which was previously published without citing or making proper reference (Halupa, 2014). However, there is a moral justification for self-plagiarism in commercialization of intellectual property of scholarly work. Reproduction of, for instance books for commercial purposes should be a preserve of the copyright owner of the work. Thus, we extend that the recurrent use of academic intellectual property that results into patentable products such as chemical formulae, drug concoctions, discoveries, processes, models, etc, that can be commercialized should be a preserve of the owner. In other words, the authority for plagiarism should be exclusive to the owner. Because of this moral and rational reasoning, in Gulu University, the policy on plagiarism led to the development of ‘*Gulu University Intellectual Property Management Policy*’. The policy provides guidelines that cover Intellectual Property administration, management, ownership, identification and protection, commercialization and benefits sharing (Gulu University, 2022 (a)).

Addressing Challenges of Inter-Repository Plagiarism

Gulu University decided that it should cope up with automation of its Library by introducing the commonest software DSpace to leverage its challenge in creating an institutional repository. The University found some support from a project running within the University willing to sponsor the new development in the library. The Library contracted a local consultant through recommendation from the Consortium of Uganda University Libraries (CUUL). The local consultant installed DSpace software successfully in the University Server and the systems was ensured running successfully. Soon, the excitement went viral and Library management announced that staff can begin to submit their research article for availability through the repository. Within a few days, staff started bringing their published worked to be deposited on the repository. A newly recruited Professor after learning about this development gathered all his publications totaling to over 70, all of which have been published before he joined the University. All these 70 articles do not contain the address of Gulu University. Some of the articles were easily verified that they exist in repositories of other universities he had previously worked in. Some articles were found to be originating from closed-access journals whose copyright restriction policies are very stringent. Some of the articles were found to be originating from on open access journals and can easily be downloadable over the internet. The challenges the Library management were faced with were; firstly, should articles that are available in the repositories of other universities be also uploaded on the repository of Gulu University? Secondly, articles that were found to be originating from closed access journals, the library does not have rights to avail them over the repository. The articles that are downloadable from the open access have no restrictions but can the Library also upload on the repository? Thirdly, what kind of job description should be modified for staff in order to assign roles to work on the newly install repository? What business processes exists in

terms of work processes that should be added to staff in order for the repository to begin functioning. What roles should be assigned to supervisors and to subordinates in running the repository? Fourthly, there are a number of stakeholders interests in the repository, the issues of access rights, uploading rights, quality assurance of processes, metadata to be assigned as well as roles of departments, Directorate of Research and Graduate training, the Faculties, Quality Assurance Directorate and the authors of articles to be uploaded on the repository. Clearly, Library Management ran into policy crisis in implementation of the repository. There was urgent need to develop policy on how to operate the repository before any article can be accepted or rejected to be available through the repository.

CONCLUSION

Policy on plagiarism is an essential means of ensuring quality checks of manuscripts for scholarly works in a university setting. Because plagiarism is intrinsic in the learning process, different universities have varying acceptable levels of overall similarity index (OSI) (plagiarism). To determine an appropriate level, one has to examine the morality as well as the rational reasoning of plagiarism. It is therefore, morally right but rationally not correct to have a plagiarism policy with zero acceptable level of plagiarism. Benchmarking is essential in arriving at a justifiable acceptable level. Without policy on plagiarism, the supervisor has no reference moral authority to reject submissions from students. In the Gulu University case, the development of policy on plagiarism resulted in the development of two other associated policies; 'The Intellectual Property Management Policy' and 'Institutional Repository Policy' (Gulu University, (2022 (b)). These three policies complement each other.

Authors' Contributions:

Ongaya, K. drafted the paper, Alidri, A. reviewed the paper from an education perspective, Odongkara B. read through the draft and made corrections, Onen Y. W. Analysed the figures Okumu C.N. performed final editing.

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