



# Ambivalence, Creative Investment, Publishing and Development

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## Keywords

Ambivalence, virtue ethics of the publisher, publications ethics, development, university research ethics in the Humanities, devotion, mentoring.

## Abstract

The role of an academic editor and publisher is not simple. It is even less so when providing guidance and support for authors from the countries of the majority world becomes a habitual condition of this activity. Editorial commitment in this context becomes ambivalent, as it has to be oriented towards meeting two distinct objectives: ensuring academic quality and providing support to authors. To meet this challenge the publisher hopes to make the most of online tools and networks. If some scholarly work fails to be published, it raises the question whether authors would benefit from mentorship to improve their texts and thereby meet with international academic standards. The publisher cannot entirely compensate for the weakness of the research work, but should seek to mitigate it.

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# 1. Introduction

Ambivalence marks a questioning of the value of certain ethical principles<sup>1</sup>. central to the professions of teaching, literary creation and the development of intelligence and skills throughout the world. Ambivalence is a kind of tension of will or desires, it is the observation that virtue as dedication to an ideal, to people, to values, implies the power of the will; otherwise, dedication is an abandonment to necessity and resignation. The Ancients, who did not measure the power of the will, for example with the Stoic Epictetus, were mistaken about ambivalence, because they made it a fruit of the imagination, of opinion or of desire, which they did not considered essential<sup>2</sup>. Christian thinkers, who are inspired by stoic thought, see in doubt a powerful ally to lower ourselves, as human beings, and to feel our helplessness and finitude and to bend before God.

Ambivalence in our time, impregnated with secularized thought, is considered a property of the process of choice, between different reasons to act, or not to act, in the perspective of obtaining a result, in a precise context. It can be useful in the work of the editor, in the digital environment, to seek to encourage concretely and in practice projects according to a plan advantageous for the countries of the Global South, in order to collect broader contributions around ethics. In a word, ambivalence is a kind of devotion to not counting one's time, to sparing no energy to do well, while distinguishing between different types of projects, through a careful discussion of the content, and the organization of a publishing schedule.

Wanting to give a chance to an author who has not followed the ordinary path of commercial publishers who dominate the market is ambivalent. On a hundred occasions, along an editorial path, there may be an obstacle that will stop the course of a project, which, like a romantic love, wanted to be

<sup>1</sup> Based on the original French: I. Haaz, "Ambivalence comme pari créatif", in: *Frontières de l'intégrité*, Michelle Bergadaà et Paulo Peixoto (Eds.), De Boeck, forthcoming.

<sup>2</sup> The Enchiridion, or Manual of Epictetus, compiled by Arrien of Nicomedia (125 CE).

until then the center of a world of creation, of intelligence, and sharing. On the other hand, it is very rare that the reasons for stopping a project are purely economic, because our objective is above all an intellectual ambition, and we want to recognize and appreciate the prose that has literary value, or a discussion of ethics that deserves special attention.

Academic cheating, on the other hand, is not a result that stems from an ambivalent posture of will or reasons for action, or of abstaining from action. On the contrary, cheating is always clearly going down an intentional path; without intent to plagiarize, no one should be held responsible for this form of dishonesty.

Mentoring is, in our opinion, a useful bulwark to prevent the temptation to rush a text, and to substitute the work of a third party, without any effort of recomposition and without the will to give credit to the source. I propose to return to the role of ambivalence in the field of publishing by defining the concept of ambivalence, because the word seems to be pejorative in ordinary language. I will not describe in detail the importance of mentorship as an aid to research and learning because I want to limit my discussion to the responsibility of the editor. Nevertheless, I will show that an attitude quite similar to dedication and self-sacrifice, as a bet or creative investment in the work of an author, is useful in the practice of publishing. I will end up listing a set of risks that are present in the profession of publisher and which in some cases lead to having to manage a situation of lack of ethics or lack of ethics of the author through characterized plagiarism.

## **2. The positive ambivalence of “committed” publishers as a creative investment**

As the ordinary semantics of the word suggests a pejorative meaning to the term, it is worth clarifying and deepening the concept of ambivalence in order to show that the word does not deserve our fear and apprehension. The ambivalence of publishers of works on ethics in university education is something obvious and fully assumed in a very specific context, that in which the question on who will bear the costs of the creative and editorial

enterprise arises. This is not about complacency, turning a blind eye and accepting publishing projects indiscriminately, as we find in the case of so-called “predatory<sup>3</sup>” newspapers and publishers. The positive side of the ambivalent publisher, as I will try to show, is linked to the publishing model of small niche publishers, very different from the great royal roads of publishing and the wolves in the fold who profit the credulity of the authors. Ambivalence is linked to a positive and not complacent prejudice, that of dedication. With a force made of personal dedication and willpower, the publisher remains concerned with an assessment of the quality and risks of the profession of publisher and the chances of being published for the author.

Our editor *is* ambivalent because his raw material most often comes from university authors from countries in the Global South, for whom he tries in good faith, and by investing significant resources, to give a concrete chance to be published.

The definition of ambivalence is that of an important trait of will, a power of will to embrace broad editorial options. There is ambivalence because the publisher considers, out of greatness of soul, the viability of an editorial project when the concrete conditions of its realization are not fully known, wanting to facilitate access to authors from developing countries, but knowing that editing work is always demanding. Working with authors from the Global South means knowing that there is an important part of service to the author in all the tasks, which amounts to undertaking a creative bet on the project, in the way that R. Dworkin means “creative investment in life” (Dworkin, 1994).

There is a creative investment when we estimate the value of a work as we estimate the value of the life of a young adult. This value may be something extremely important, because there should be a return on the creative investment that the family, society/school have placed in the work or the

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<sup>3</sup> Agnes Grudniewicz , David Moher , Kelly D. Cobey et al. “Predatory journals: no definition, no defence”, *Nature* 576, 210-212 (2019), doi: <https://doi.org/10.1038/d41586-019-03759-y>

development of the person, for which we are asked to play and active part. This investment is a kind of Pascalian bet on the existence of a sacred thing, life, or the work, which also wants to be an opening towards a divine dimension, an invitation towards a beyond. It is to believe, or to give credit rather than to observe, that for an author, a return on investment of costs will be possible. Everyone realizes that start-up costs are incurred by families, university research institutes in developing countries, churches, partners in a network of institutions, etc. International development organizations help finance certain costs related to the production of the works. In exceptional cases, there are civil society organizations associated with the editorial project, whenever there is an issue for the well-being of a specific and concrete community of values in a specific geographical context. I mention, for example, many editorial projects around the theme of conflict management on the African continent. These projects, like most of the requests that are sent, correspond to an entire month's salary to amortize the production costs. Economic investment is mobilized and desirable, because of the possible international visibility of research conditions and university courses, scholarship applications, and renewals of employment contracts at the university.

Helping a young author means balancing the costs of a creative investment because value is not a sure market value, a simple and predictable budget process line, like a measurable cost. Neither the subject of ethics, as niche of scientific literature, nor the project of the author of the countries of the South, represents a safe bet in terms of the book market, or of international university reputation, comparable to that of a well-known author, who has an audience and a concrete and predictable commercial impact. On the contrary, when one publishes an author from a country from the Global South, from a small university with few means, the creative bet on the author consists of a game of trial and error, where one directs after several editorial essays the author towards some visibility among his peers. However, this collaboration has certain limits, since the editor is not the research director who supervised the research, and may not master the discipline at the basis of the project.

Many people resort to publishing with small publishers rather than venture directly into larger commercial publishers, for lack of resources to cover the

costs of processing fees for articles and books. The discussion of the rationale for open access editions shows that it is appropriate to return the work of academics to those who are the main actors, the academics themselves and the universities – rather than to enlarge the consortia publishing business. Giving due attention to the author or student is central to my argument for another reason. A very similar state of affairs - the lack of attention paid to the mutually beneficial relationship of a stimulating learning environment - also explains the possibility of academic cheating. Unlike the ambivalent reasons for committing to a publishing project from the publisher's point of view, when there is cheating, as we will see, the reasons for acting or for refraining to act have nothing to do with ambivalence.

### **3. Academic cheating made possible by lack of attention and care from teachers**

We propose two basic premises for the phenomenon of academic cheating: 1) the industrialization of education, 2) the decline of mentoring.

Different developments in academic practice are linked to the fact that the world with Internet has become a village, as is the case for the industrialization of higher education at the postgraduate level. A large number of students, many engaged in studies abroad, and in search of centers of excellence, which are limited in number, have the ambition to pursue studies after their university baccalaureate. The theoretical capabilities of the *Grandes Écoles* can no longer respond in terms of originality of discoveries in many disciplines, in contact with the international character and confronted with the large quantity of requests. The only way to manage a fair process of access to titles is to institute a mode of assembly-line work, an industrialization of courses and ways of producing diplomas. The fact of managing with rigor does not mean that you risk losing your soul. Rigor without the extra soul and energy of a person devoted to learning is like Hercules wrapped in his cloak, who instead of going around the world taming monsters and straightening injustices, would have lay down and fallen asleep.

It seems to us that the increase in academic plagiarism is linked in large proportions to the general emancipation of a type of learning based on mentoring, which was at the heart of the method of transmitting knowledge from the professor/assistant to the student, in a virtuous circle described by Laverick (2016)<sup>4</sup>. Mentoring has always been an integral part of expressing the vocation of the teacher and the readiness of the student to participate in harmonious learning. The mentor-mentee relationship is the expression of mutual listening to one another, of reciprocal care or concern, of bilateral consent to collaborate, intended to last and take the form of a discourse of rationality. The social capital constituted by the privileged relationship of mentoring helps to form and maintain a scholarly or philosophical trade at the university, but mentoring is also developed in the professional context, it is not the prerogative of a cultural level, it transcends snobbery, that is, an exaggerated respect for social position. Here, and particularly in its central role for studies, learning the techniques of interpreting works, teaching by example the rules and principles of particular sciences, play a part in balancing positive science with a more philosophical thought, which still has a central place. The language of thought (i.e. reason) becomes preponderant as the student passes the threshold of the temple of knowledge, to center himself on a development of the inner life, which is also in the exchange and experience. This world is that of our teacher Hercules, who generous and dedicated, armed with his moral strength, goes through the world and embodies and transmits the ideal of an ethics of wisdom. There is a sacred pact around an ideal of wisdom and knowledge within the ideal of the university.

Finitude wants that as a human beings, error and fault are never far away. We sometimes criticize the massification of higher education, as a general headlong rush of young teacher-researchers, in order to introduce the reasons why teaching through mentoring is forgotten, that we lose sight of the importance of student follow-up.

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<sup>4</sup> Laverick, DeAnna (2016). *Mentoring Processes in Higher Education*, Springer-Briefs in Education.

The symbolic place of the university is distorted, because research centers are created on the model of positive sciences, where everything must be measurable, quantifiable. Teacher-researchers must undergo standardization in applying for research grants, submitting articles to high-impact journals, etc., and the administrative nature of the tasks takes precedence over human relations.

## 4. International academic research and publishing

Working as an editor of academic books for a non-profit foundation, located in international Geneva, I testify from my experience as an editor, not as a research director in a university. My role, that of a person working for an institution indirectly linked to universities whose mission is the promotion of ethics for universities and the development of universities in the Global South, is very different from that of a director of research or of a mentor. We certainly share an objective: that of inviting people to initiate a work of reflection on applied ethics, by means of publishing academic work. The goal also includes the narrower goal of raising awareness of academic integrity and ethics. This point is strategic, it is the nerve center of our editorial theme; the broad objective being the formation of thoughts and knowing how to discuss on normative ethics, meta-ethics, religious ethics, professional ethics. These sub-disciplines form tools that should allow a fine understanding of the issues of value, around questions of ethics and education at the university.

Rather than explaining my experience as an editor in this narrow sense, I want to present the advantage of situating the editorial effort at the crossroads of a global dialogue on values. A belief system, such as that available in a culture, in politics, ethics, etc. asks for a foundation, or a game of discussion and debate on values. This philosophical observation of human



reality crosses geographical differences in a way, horizontally, to take on a cosmopolitan and international dimension<sup>5</sup>.

On the contrary, one can have the impression that collaboration at the national level is remarkable and more worthy of interest than broad collaborations between different continents. If knowledge and beliefs are formed by concentric circles, it should be more honest than the international one. The concern with this view is that the traditionalism it implies, like cosmopolitan internationalism, falls short of the natural-social distinction. As a publisher, the question of the origin of the author remains secondary, fortunately. I have a disposition as a publisher to believe in my author, to give him credit, which is however quite different from the standards and expectations to which the author is subjected upstream of the publication process. I am not responsible for ensuring that research succeeds, that is the role of an academic institution. I always observe with joy that university institutions, at each geographical point of the globe, all maintain the hope of a momentum that transcends the framework of the positive sciences of a discipline. Their concern, complex and contextual, is to find a way to come together, as a human community, around a common language of science at the service of human beings.

The distance of interactions, in the era of Internet and digital publishing, seems to us an opportunity to experience greater caution in collaborations. International research, by being distant activities, involves translation between different languages and cultures, which concentrates the discourse on the content of thought. Mentoring seems to adapt easily to distance. Research produced in conjunction with institutions, each of which forms a tight web of binding regulations, gains added value from rationality. It follows from the regulated nature of the activities that these criteria, which should exist in all international research, in different forms specific to each organization, govern applications for publishing projects. Cooperation interactions,

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<sup>5</sup> On international cosmopolite education: Akkari, Abdeljalil / Radhouane, Myriam (2022): *Intercultural Approaches to Education. From Theory to Practice*, Springer. <https://link.springer.com/book/10.1007/978-3-030-70825-2>

systems of reciprocal partnership agreements, the development of an administrative standardization of work which grows each year, bring the hope that an increase in innovation, in all sectors, is irremediably linked to a purpose of responsibility, and therefore to a form of prevention of lack of integrity.

The pressure of having to innovate in order to acquire academic fame is in theory a factor which should limit the opposite pressure: that consisting in seeking to simply imitate what has already been done. Imitation in knowledge of the reasons (mimesis) is at the origin of the formation of knowledge by the subject, but this imitation is to be distinguished from that which consists in aping a concept in a crude way, or even allowing the dishonest reproduction of long excerpts from a text that is not ours. A cut-and-paste gesture does not produce the miracle of transmuting coal into diamond, although the two objects have similar physical properties. It is undeniable that with the Internet, anyone, anywhere in the world can gain rapid fame, which should be a powerful motive against producing inauthentic research. It is also for an intelligent, but lazy person, a temptation to appropriate the work of a third party, that it is possible to read without even having to go to a library.

It is not clear to what extent the massification of doctoral studies plays an important role. In any case, it increases the quantity of available documents. Similarly, we do not know whether the tendency to base research more not on theories but on empirical studies and discussions of method contributes to strengthening the rationality of research, or its innovative character. We are witnessing a broadening of the quantitative base and the compulsion of data, vis-à-vis the work of theoretical speculation, without relation to the question of the responsibility of the researcher. Either the fundamental theories are no longer up to date, or they have already been developed in a very comprehensive way, which justifies the emphasis placed on interdisciplinary research and comparative and applied methods. If the growing interest in responsibility and applied ethics is part of this trend in the human sciences, the application of ethics to the techniques and challenges of the socio-economic or professional world, makes ethics in turn, by the fact that applied ethics becomes an essentially applied science, a transversal place, and also a non-place where doubt and pseudoscience circulate, in parallel with

the certainty of beliefs and more robust systems of proof, usually associated with knowledge development.

The trend towards applied sciences in all fields, including ethics, is present in our experience as a publisher focused on applied ethics in higher education. Ethics in research are a good example, as they are not limited to academic ethics but extend considerably between corporate social responsibility, participatory assessment of the risks of technologies, and the objectives of sustainable development (cf. Pellé & Reber, 2015). Among jurists, we find comparative law, which by confronting opinions on norms summons up a normative thickness in a sort of magic of comparison, which everyone can experience in any dialogue between religions or cultures, where there is no need of a large legal and philosophical corpus. To compare is to oppose but also to contrast, it is the spirit of ambivalence in the sense of an asserted weighing of values. We will now return to the concept of ambivalence, and make a short semantic digression towards the strengthening of the comprehensive axis of a concept, little used, for a reason that we will show at the same time.

## 5. Ambivalence: deepening the concept

Having a strong desire to do something and at the same time an equally strong desire not to do the same thing denotes a certain ambivalence. What ambivalence is not: it is not missing a strong desire on both sides to do something or not to do it, which would be indifference. The indifferent person, instead of wanting different conflicting options, without narrowing their choice on one of the options, rather lacks the energy to want (cf. on this subject Haaz, 2020<sup>6</sup>). We use the concept of ambivalence as having reasons for doing or not doing things, rather than focusing on our psychological

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<sup>6</sup> Ignace Haaz, *Empathy and Indifference: Philosophical Reflections on Schizophrenia*, Geneva: Globethics.net, 2020, 154p.

attitudes (cf. on the analysis of motivation: Gózdź, 2020; Deci, Vallerand, 1991).<sup>7</sup>

When we say we refer to a system of thoughts, reasons and propositions, which are either true or false, about any reality of the world or subject, we are taking a cognitivist approach. By contrast, one can also postulate a psychodynamic and affective basis of the subject and his desires. According to this non-cognitivist view, since Spinoza, to waver between various options is to have a singular idea of the rationality of choice, as a dynamic set of desires that have a certain drive force. To waver, seen in a non-cognitivist way, is also to experience mixed emotions in a specific sense, that of moral doubt. This manifests itself when different desires compete on the axis of moral values. A cognitivist would say that instead of talking about ambivalence and conative emotions and attitudes (I want, I desire), a subject can be uncertain of the choice between two propositions, of knowing which is true and which is false. From this point of view, it does not make sense to speak of ambivalence because the proposition of a moral judgment implies forming a belief of a certain type, this is precisely very different from a situation of vacillation, such as the one described by Makins (Makins, 2022).<sup>8</sup> How is this related to publishing and the concrete practice of text selection by the publisher?

From the perspective of the editor, we want to put the notion of vacillation in relation to the work of selecting the documents submitted for editing. From an institutional point of view, before weighing the situations of possible or assumed benefit and risk, or even in order to prevent serious and

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<sup>7</sup> Cf. Edward L. Deci, Robert J. Vallerand, Luc G. Pelletier, Richard M. Ryan (1991). "Motivation and Education: The Self-Determination Perspective", *Educ. Psychol.* 26(3 & 4), 337. Gózdź Joanna, "Wpływ motywacji do nauki na ściąganie w szkole [The Impact of Motivation to Learn on Cheating at School]." *Studia Edukacyjne* nr 57, 2020, Poznań 2020, 260, 265.

<sup>8</sup> Nicholas Makins (2021). "Attitudinal Ambivalence: Moral Uncertainty for Non-Cognitivists", *Australasian Journal of Philosophy*, 3-4. DOI: 10.1080/00048402.2021.1908380. Smith, M. 2002. "Evaluation, Uncertainty and Motivation", *Ethical Theory and Moral Practice* 5/3: 305–20.

totally unacceptable risks, the publisher receives a project without expressing a firm and lasting commitment, nor expressing doubt. It is worth digging into the concept of ambivalence by its opposite, in order to contrast our remarks.

The certainty, the importance of a belief and its robustness or our commitment to it, are indispensable aspects of any form of belief in order to constitute a judgment, free from the contrary properties and the state of suspension of the judgment (understood as doubt). Thus, certainty is opposed to moral doubt, the importance of a belief is opposed to the lack of hierarchy of values, and robustness is opposed to ambivalence on the constitutive axis of an enduring duration of the belief (Makins, 2022, *ibid.*).

The editor, it seems to us, summons a positive conception of ambivalence, because he (or she) forbids himself to think the idea of doubt, but fills with ambivalence a precise lack according to Makins (*op. cit.*). Unlike robustness in judgment, which is a property of the judgment of beliefs that is situated over time, in relation to lasting forms of interactions between participants in a collaboration scheme, ambivalence attests to a lack of robustness. A good example of robustness is attested when the mentor favors a foundation of interactions over time with the mentee.

It seems that when we look more closely at cheating in its relation to education, there is a lack of comparative literature that can highlight the role of the mentor in preventing the temptation to cheat. However, attempts have been made to establish the conditions that predispose cheaters' behavior and the situations that cause them (*cf.* Lupton, 1999)<sup>9</sup>. There are works that take the anthropological point of view specific to the perspective of the cheater<sup>10</sup>. Others, for example Barbaranelli et al. (2018), see that moral disengagement in the academic context promotes or mediates amoral manipulation. This

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<sup>9</sup> Cf. Lupton, R. A. (1999). ‘Measuring business students’ attitudes, perceptions, and tendencies about cheating in Central Europe and the USA’, ProQuest (dissertation).

<sup>10</sup> Bergadaà : Bergadaà, Michelle. « Le vade-mecum du plagieur », *La Revue des Sciences de Gestion* 2010/3 (n°243-244), p. 3-5. DOI 10.3917/rsg.243.0003

view comes back, it seems to us between the lines, to the idea that the disengagement of the teacher is at the heart of a problem that the vacillations of the editor can only, at best, bring out when the editor returns the copy to the author for additional research desired.

The publisher's responsibility is to prevent certain important risks. Cheating brings costs, a risk of reputational damage and causes suffering, which is negative on an individual and institutional level.

Ambivalence is in our angle of approach first of all a philosophical medicine, which poses the diagnosis and protects the most urgent in the face of the symptoms of an imbalance caused by the lack of robustness, upstream of a research collaboration. He sees a knot in a learning project, or in a process of forming judgment. In its negative form, the ambivalent person suspends his judgment, he shows tolerance linked to the idea that publishing is a service to society. Carrying out an editorial project meets one of the fundamental aims of the university and of the non-academic organizations that help the Academia. Distinct from learning and research, service to society involves welcoming, with benevolence, a plurality of beliefs and forms of life. This service eventually becomes the terrain of a form of positive solidarity, a duty to lend assistance. At its pinnacle of excellence, the publisher who is capable of sensing information in wide networking environments, is also able of carrying out minimal efforts of adaptation, as serendipity, when chances are offered to do things right, and large options are quasi offered as low-hanging fruits.

Most of the time, academic research is based on and involves an idea of competition. It is an international framework where dishonest behaviour is likely to be detected, because as there is more limited trust in remote interactions between strangers, breach of trust and lack of integrity are more difficult to achieve because people more systematically verify research data, results and information. International research still retains a community dimension, structured in international networks and institutions. Research also remains essentially a collaborative community.

## 6. Typology of risks in the publishing profession

The publisher professional risk assessment has the advantage of being an objective, action-oriented, description of the reasons for action. There are thus risks of governance, strategy, management, ethics, and reputation. Ethical risks (compliance risks) are therefore among other risks, outside the question of the honest intentions or not of a subject associated with a cheating problem.

The urgency and severity of a risk can be high or, on the contrary, moderate, or even the risk can simply be possible or it can already be present. Governance risks arise because institutions collaborating with each other often have a different work culture, or operate differently depending on their size, which impacts their definition of the project agenda. The time and the urgency (or not) of a project is not always understood in the same way, which produces misunderstandings, even breakdowns in collaboration. The type of governance risk includes the financial aspects, linked to publishing projects and the communication of scientific results. For example, there may be a risk of accepting benefits or costs, without measuring the conditions of collaboration as different work cultures might be involved, adding potentially unexpected consequences to the collaboration. In some cases the institutional development and new partnerships, may justify shifting from management of projects to wider collaboration perspectives. The fact that a publication easily receives funding does not always imply that the project is ready for publication, or even that the project is sufficiently robust and important.

A strategic risk can arise if the desire to engage external parties makes sense, but we do not use this chance of collaboration. This may be the case when it would be prudent to do so. There may also be a risk if we use the capabilities of a third party, where it would not be prudent to proceed that way. An important part of the development of a research project is based on the very notion of collaboration, which essentially includes a strategic weighing of the interests and opportunities offered.

Operational risks may appear, which no longer concern the strategic and partly theoretical question of deepening and extending collaborative projects across space and human groups. There may be concrete problems and shortcomings in the practical implementation by concrete actors of the project, without however the dishonest intention of a third party being proven. Without an intention to cheat, to manipulate, to expose to a dishonest proposal (scam), a laborious DIY does not yet necessarily imply that ethical risks of integrity and compliance are present. How many times do you have to repeat rules or requirements that relate to an editorial line, an expectation concerning the syntax of a work, or even the intellectual and epistemic quality of the proposals put forward in an essay, without there being any doubt of the good faith of an author or of a collective research project?

Integrity risks, or in English the risks of lack of compliance with ethics (compliance risks), come in very rare cases in addition to operational risks, when the intention of the third party proves to be dishonest. This is typically the case with plagiarism. We have also presented a way of conceiving the reward of plagiarism as a reward for rights according to an ethical perspective of actions based on reasons (Haaz, 2021). The basic idea is that we form the suspicion that a subject has an intention to mislead others in a serious way from the set of clues we find with similarity detection and comparison software. In our experience, the presumed intention is revealed in a rather indisputable way by the abuse, for example, of the classic bibliographic reference device, when often the plagiarist does not even bother to copy a bibliography. In a very basic way, with the unscrupulous use of copy-paste it is excluded to speak of simple negligence (such as quoting from memory without reworking the references, throwing reading notes into a draft without formatting it, etc.) In general, a plagiarist is someone who cheats so shamelessly that, when one may well point out to him the incompleteness of his text, he cannot correct it because the expected performance he imitates is out of his reach, and therefore, asking for corrections becomes useless. A reason to refuse cheating and to punish retributively the plagiarist is because all other means to find remedies to save the project failed.

Reputational risks form the last category of risks with regard to cheating in the academic environment. Loss of complete trust in the individual or group



is an expected consequence of plagiarism if the risks of compliance/lack of integrity are not contained. In our work (Haaz, 2021, *ibid.*), we have proposed the notion of generosity to address the problems presented by academic cheating. The idea is that, generosity being the queen of virtues, it would suffice to raise awareness of its role, which is a useful quality in the formation of communities in the sense of a relationship between student and mentor or publisher and author: it is the indispensable complement to dedication.

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## 8. Short biography

Ignace Haaz is a D. Phil. and the Managing Editor of the Journal of Ethics in Higher Education and he takes care of Globethics.net Publications department by receiving projects across 21 different Series.

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