



GRIGORE T. POPA UNIVERSITY OF
MEDICINE AND PHARMACY IASI

Edited by

Beatrice Gabriela IOAN

ACADEMIC ETHICS AND INTEGRITY

A GUIDE TO GOOD PRACTICE

Editura „Gr. T. Popa”,
U.M.F. Iași

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PREAMBLE

The *"Academic ethics and integrity. A guide to good practice"* volume approaches the issues of ethics and academic integrity relying on the values promoted by the University and detailing them both on the educational and the scientific research levels.

The target audience for this guide is the academic community of the University of Medicine and Pharmacy from Iași, and it represents a concise and practical instrument which can offer answers to a variety of situations encountered in the activities carried out within the academic community.

The guide was developed by a group of authors, academics belonging to "Grigore T. Popa" University of Medicine and Pharmacy Iași, as part of the project "Quality in Education through awareness of and respect for academic deontology and ethics" - CEMED2018, co-financed by the Fund for Institutional Development, Domain 5: "Improving the quality of the didactic activity, including the respect for academic deontology and ethics," with "Grigore T. Popa" University of Medicine and Pharmacy Iasi as beneficiary.



ACADEMIC ETHICS AND INTEGRITY

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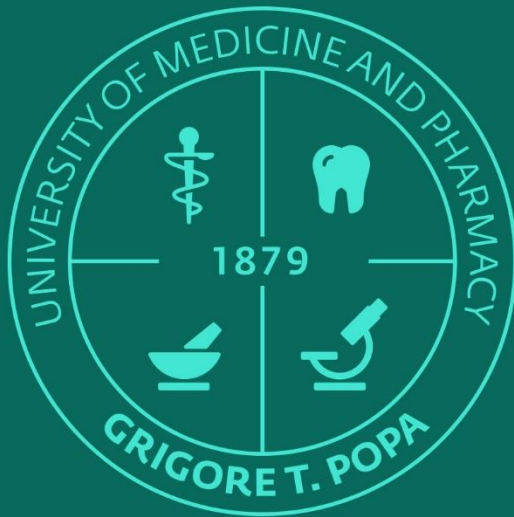
CHAPTER I ETHICAL AND MORAL VALUES IN THE ACADEMIA

Simona Eliza Giușcă, Bianca Hanganu

I.1. Social values

I.2. Community and professional values

I.3. Individual values



The term “value” has as many as nineteen meanings in the Explanatory Dictionary of the Romanian Language. Starting from these definitions with a linguistic foundation, we searched for the best formula to convey the sense of the term “value” in the academic context we belong to. As such, values signify features or qualities belonging to things, actions, ideas, phenomena, people, in relation with present-time social necessities and targeted ideals. Values are assumed by the majority of the members of a society in an effort to generate a better society.

Ethical and moral values are defined by extrapolating from the role of values in the general development of society to the particular development in the academic environment, which, when assumed, create the foundations of a propitious environment, suitable for professional education and formation. Academic values promote university autonomy and democracy within higher education institutions, while ensuring academic freedom and equal opportunities on an individual level.

I.1. SOCIAL VALUES (WITH SOCIAL REPERCUSSIONS)

Social values are values which have repercussions on the society we belong to, with the condition of integrating the national context within the European one.

- **Educational value/ Education**
- **Culture/ Multiculturalism**
- **Legality**
- **Pluralism**
- **Welfare**

1. Educational value/ Education

The University assumes responsibility for the professional formation of the youth, simultaneously adding to this process elements which can contribute to spiritual growth.

2. Culture/ Multiculturalism

The University contributes to the expansion of the professional context of formation, through accumulation of knowledge which will determine one's intellectual development in a cultural context (literary, artistic, historical, philosophical).

The University opens itself towards other cultures, appreciating their profoundness, transcendence and values - as a constituent part of humanity. Respect for differences and a consecutive adjustment of communication methods are encouraged among international students attending the

University, with repercussions on didactic and scientific activities, as well as on the reciprocal student-teacher relationship.

3. Legality

The University promotes respecting the laws governing society, both on an international and a national level.

4. Pluralism

The University encourages pluralism, simultaneously respecting the diversity and individuality of belief, opinions, tendencies and mentalities found in the academic context.

5. Welfare

The University assumes the responsibility for the welfare of the members of the academic community, focusing on the moral, intellectual and financial aspects of their activities and promotes social welfare.

I.2. COMMUNITY AND PROFESSIONAL VALUES

Community values are values which bear specificity of expression in the academic context, while professional values are values which characterise the activity of each member of the academic community, as well as collegial relationships.

The two types of values interconnect with one another and their separation is virtually impossible due to our professional existence and evolution within the academic space, in relationship with our responsibilities and rights.

- **Loyalty**
- **Solidarity**
- **Dialogue**
- **Commitment**
- **Social responsibility**
- **Academic freedom**
- **Cooperation**
- **Interdisciplinarity**
- **Equality and equity**
- **Professionalism**
- **Integrity**
- **Honesty**
- **Transparency**
- **Efficiency**
- **Equilibrium**

1. Loyalty

The academic community assumes the adherence to the mission of the university, contributing to the fulfillment of the objectives established for the purpose of accomplishing this mission. As an expression of loyalty, the members of the academic community must know and abide by the national legislation and internal regulations specific to their domain of activity. Infringing these rules can have dire consequences both on an individual level, as well as on an institutional one, affecting the reputation, the moral and/or the financial stability, and the security of the community.

2. Solidarity

The academic community is solidary through the community of interests, objectives and standards. Within this community there is a moral obligation of reciprocal aid, in view of reaching the objectives of the community.

3. Dialogue

The university promotes free dialogue among the members of the academic community, supporting, articulating and exchanging converging or diverging ideas or opinions.

4. Commitment

The academic community cannot function in the absence of commitment from its members, who through acknowledging their belonging to the community, discard a disengaged attitude and assume an active, engaged one.

The commitment of the members of the university community translates itself into loyalty and manifests itself

through the involvement in achieving the mission of education, research and public service.

Professional activities carried out outside the space of the University must not interfere with one's obligations towards the University. This type of activities, personal financial interests or accepting benefits from third-parties can cause conflicts between the mission of the University and individual interests. Individual professional and financial interests must be declared, abiding by the concept of conflict of interest or conflict of commitment policy.

5. The responsibility of the academic community towards society (social responsibility)

In its implicit relationship with society, the academic community is responsible for the quality of the educational process through implementing specific policies and procedures and monitoring their being observed, constantly informing the social partners and beneficiaries on the recorded progress.

Another perspective on social responsibility involves academic integrity, materialised through adequate behavior, the ability to identify and confront inconsonant actions, resisting negative pressure or attempts of engaging in dishonest practices. In this context, responsibility implies either the undertaken actions, or the decision of not acting in a particular situation.

Responsibility can be construed as one's ability to set an example, motivating those around to be responsible.

Social responsibility also translates into the academic community's potential to promote social welfare, with repercussions on the social-financial community environment.

6. Academic freedom

The University creates the organizational environment which supports the members of the academic community in their open expression of ideas and opinions, establishing intellectual partnerships and cooperating with other members of the community. At the same time, each member of the academic community has the obligation to respect freedom of expression of others.

7. Collaboration

The academic community creates value through the collaboration between its members, materialised through common activities, identifying a consensus of ideas and opinions which serve the same interest.

8. Interdisciplinarity

Value can also be created within the academic community through the presence of specialists in a variety of domains, interdisciplinarity being crucial to developing and conveying knowledge.

9. Equality and Equity

The members of the academic community have the same rights and obligations, and equality of chances, corresponding to their academic merits (beginning with access to studies, employment and promotion.)

In the academic community, equity translates as nondiscriminatory treatment (in relation to race, sex, age, civil status, sexual orientation, religion, political convictions, language, ethnic or national origin, social condition, or disability.)

Equality and equity are ensured through correct and impartial access to benefits and opportunities, as well as through the correct distribution of risks and losses.

In its efforts to ensure equality and equity, the University promotes measures to prevent and combat abuse of power.

10. Professionalism

Professional competence represents the sum of knowledge, abilities and aptitudes which contribute to one's capacity of fulfilling their assumed responsibilities at a high level.

Competence is founded on solid knowledge and acknowledgement of one's professional merits, which determine one's capacity and right to judge and decide in certain issues.

Competence ensures resistance to professional/ administrative/ financial/ political pressures, supporting the principle of quality versus quantity and maintaining rigor in one's professional activity.

Professionalism is related to academic merit. The University acknowledges and rewards personal and/or collective academic merit, which contribute to fulfilling its mission, as well as individual qualities such as talent, creativity and efficiency.

11. Integrity

Academic integrity is materialized through one's consistency of character (reflected in attitudes, ideas and opinions), honesty/fairness, incorruptibility and probity and respect for assumed principles.

The University promotes exercising the profession in good faith, as well as declaring or avoiding conflicts of interest.

12. Honesty

Professional honesty represents the ability to be honest and to promote the truth, to show respect for the truth. Honesty is directly related to trust, appropriate behavior, respect and responsibility.

Honesty is expressed at the individual, professional, relational and community level. Thus, members of the academic community (including students) must be honest in teaching and research and in inter-collegial relationships or in teacher-student relationships.

13. Transparency

Transparency translates through access to the complete, real, relevant, unaltered or unbiased information, referring to concrete actions, decisions, strategies resulted from exercising one's professional tasks.

In relationships established within the academic community, transparency implies that the information is available to all members of the academic community, as well as to external parties.

Professional/administrative transparency results in trust given by partners and beneficiaries with an interest in accessing the educational services and it constitutes palpable proof of university integrity and impartiality.

14. Efficiency

Efficiency translates into the capacity of ensuring adequate performance, with optimum (meaning minimum) use of resources.

15. Equilibrium

Equilibrium implies the capacity of acting constantly, identifying the optimum solution to an activity in relation to the available resources, constraints, limits, risks and benefits.

I.3. INDIVIDUAL VALUES

Individual values are considered to be values through which the profile of each member of the community is characterized as a human entity.

- **Freedom**
- **Dignity**
- **Respect**
- **Fairness**
- **Impartiality**
- **Individual responsibility**
- **Altruism**

1. **Freedom**

The members of the academic community have individual freedom of expression and opinion, of supporting points of view, ideas and convictions. Individual freedom cannot damage the values which characterise the university environment. Individual freedom implies personal autonomy, reflected through the right of doing what one wants, without damaging the University through one's personal attitudes and actions. In the context of personal freedom, conscientious objection is accepted, as long as it is thoroughly supported.

2. **Dignity**

In the academic community, dignity is reflected in the treatment of its members based on respect.

3. **Respect**

In the academic community, respect translates into esteem, consideration or appreciation given to a person, based on a value or a set of values which define their profile.

Respect is also manifested through politeness in relationships between members of the community, which contributes to creating a stimulating academic environment.

Respect also includes tolerance to differences between individuals, differences of opinions, ideas, beliefs and attitudes.

4. Fairness

In the academic community, fairness is reflected in the objective/rigorous evaluation, based on acknowledging and respecting the rights and merits of each member.

5. Impartiality

In the academic community, impartiality translates into the elimination of any preferences or preconceptions in evaluation or appreciation and the application of exclusively objective criteria.

6. Individual responsibility

Responsibility is the capacity to answer for one's assumed and/or finalised actions, in relation to material and ethical criteria. The members of the university community are tasked with being responsible towards one another and the university, exercising responsibility corresponding to their position and delegated authorities. Responsibility is expressed either through assuming decisions, or through refusing actions, related to social, community and professional values and standards of ethical conduct, all the while promoting the interests of the institution and the community.

7. Altruism

Altruism translates into the capacity of placing the general interest of the University above personal interest. Through altruism, the protection of human, material or financial resources, which constitute the patrimony of the University, is ensured.



ACADEMIC ETHICS AND INTEGRITY

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CHAPTER II ETHICS AND INTEGRITY IN UNIVERSITY EDUCATION

*Irina Draga Căruntu, Daniela Cristina Dimitriu,
Veronica Mocanu, Liviu Oprea*

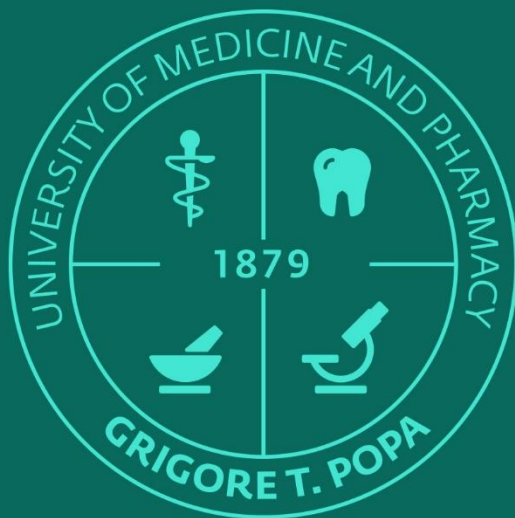
**II.1. Rules/principles/values of behavior
in the educational process**

II.2. Transparency in academia

II.3. Multiculturalism in academia

II.4. Academic integrity in education

II.5. Intellectual property



II. 1. RULES/PRINCIPLES/VALUES OF BEHAVIOR IN THE EDUCATIONAL PROCESS

Veronica Mocanu

II.1.1. Competence, diligence, and professionalism

a. Promoting student development

Students are at the center of the University's raison d'être. Consequently, teachers have to take into account the students' interests and development in all of their decisions and actions. As such, through our daily actions, we commit to improving every student on an intellectual, emotional, social and physical level, in view of the values and mission of our institution.

Examples of behavior which contributes to student development:

- Being an example in terms of politeness;
- Stimulating the student to ask questions;
- Offering the student the necessary tools for developing self-trust and their entire potential;
- Encouraging the student to improve their qualities and excel
- Directing the student towards the available help solutions in the event of learning difficulties

b. Validating the quality of education

The teachers' activity has a direct impact on the learning and development of their students. The quality of the education offered represents a priority for the University and all employees must contribute to it. To this end, our policies allow us to implement and improve the educational services and programs, offering students quality education.

Positive and constructive evaluation

Feedback is essential in order to ensure the student's development. Evaluating the students must be done in a positive and constructive manner. According to our policies, teachers promote consistent and progressive education which would allow the student to learn from their mistakes and perfect their qualities. Teachers commit, therefore, to validate their students for their positive behavior, as well as guide and advise them when the students have to deal with difficult situations.

Supporting activity

In addition to the teachers' activity, the work performed by all employees has an essential contribution to the quality of the education offered. Each employee must be aware of the impact of their activity on the partners and must constantly fulfil their activities in the best interest of the students.

II.1.2. Respect and collaboration

a. University freedom

Every member of the academic community benefits from university freedom, which implies rights and obligations. It comprises the critical freedom of expression and opinion, the right to perform research and publish results. University

freedom must be exercised with respect to others' rights and university obligations.

b. Respect for the institution and collaboration

The members of the academic community must show loyalty towards the institution. They must be aware of and respect the mission and the objectives of the University. All members of the University collaborate and contribute to fulfilling its mission and objectives in good faith. This collaboration is based on an atmosphere of trust, mutual respect and courtesy.

c. Respects towards others

Respect towards others is essential to the bonds of trust among various partners of the University. Respect needs to be expressed regardless of one's hierarchical position or role within the University.

Examples of behavior contrary to the principle of respect towards others:

- Discrediting the hypotheses or results of a colleague's research;
- Discussing in a disturbing manner a colleague's competence;
- Advising a student against enrolling for a course due to personal antipathy towards the colleague teaching it.

Harassment, discrimination, physical violence, verbal or psychological abuse, authority and trust abuse are serious attacks on the respect towards others.

Harassment

According to the Penal Code in effect, harassment is considered a criminal offence. It is described as “the act of an individual who repeatedly, with or without a right or legitimate interest, pursues a person or monitors his/her domicile, working place or other places attended by the latter, thus causing a state of fear experienced by the person in case.” A single instance of misconduct can also constitute harassment, if it causes such harm and has a continuous damaging effect on the employee.

The University is committed to preventing and addressing any instances of harassment of students, employees and partners.

Discrimination

In keeping with our value of human solidarity, our decisions must be concurrent with notions of equality and equity. From this point of view, we are dedicated to promoting equity and to base our choices and actions on neutral and objective criteria.

For instance, the Universal Declaration of Human Rights affirms that exclusion or differentiation is unjustified when based on criteria such as:

- age;
- language;
- gender;
- religion;
- political affiliation;
- disability;
- pregnancy;
- social condition;
- sexual orientation;
- nationality

or any other criterion that does not refer to an individual's abilities related to characteristics useful for employment.

d. Respect for private life and confidentiality

As part of its operations, the University is obligated to collect and maintain a series of information regarding its employees and students. This information is confidential, and the University is obligated to protect it. More precisely, the employees are obligated not to relay personal information, with the exception of cases where there is a written agreement from the person as to that effect or when the law requires it, even after the end of their term in office.

Examples of confidential personal information:

- Data from the employee's or student's file (personal identity code, medical file, date of birth, salary, etc.);
- The student's pedagogical file (grades, absence);
- Personal email address.

Certain situations call for delicacy and rationality. When we have access to information of any kind, either in the context of teaching, or in administrative activities, it is important that we act with respect towards the people in question and that we avoid disclosing this information to individuals not entitled to it.

Confidential information is also the information unknown to the public and which the University does not wish or cannot disclose for the time being. The employees must, therefore, be sensitive to the consequences of disclosing this type of information and to avoid its disclosure. As such, the employees are committed to not disclose any situation or information of a confidential nature regarding the University, its students or any other partner.

Examples of confidential information:

- a situation related to a student;
- an investment project or a decision of the institution;
- financial results specific to the University or to a partner organisation obtained as part of their functions;
- information obtained by participating to a committee or any other meeting;
- materials obtained within a meeting or referring to its general functions.

e. Openness and tolerance

In keeping with our values of solidarity and research of the universal, we are committed to demonstrate tolerance and openness towards diversity, pluralism, difference in terms of choices made by employees, students, parents and other partners. At any given moment, employees must be respectful towards all students, colleagues or other partners.

Examples of behavior evidencing openness and tolerance:

- Taking into consideration and being interested in different opinions;
- Demonstrating openness and interest towards the diversity and originality of individuals' personal choices;

- Avoiding disturbing discussions on a certain belief, conviction, group or style;
- Avoiding stigmatising ethnic groups.

f. Ensuring security

The safety of our employees and our students is important to the University. The environment can pose risks for health and safety, both on a physical and on a psychological level, and it is our duty as an institution to minimise these risks.

The University is committed, therefore, to offer a healthy and safe work environment and to make the necessary efforts to promote everyone's welfare and safety.

Examples of behavior that promotes everyone's safety:

- Reporting situations that might endanger a student's, a colleague's or another partner's health or safety;
- Guiding students, colleagues or partners who might be a danger to themselves or others towards the appropriate resources
- Proposing solutions for potential dangers that affect health and safety.

g. Collaboration in good faith and with diligence

The collaboration between the University, trade unions, authorized personnel representatives, students and suppliers is essential to the fulfillment of our mission. In order to

encourage this collaboration and representing everyone's interests, the University and its employees are committed to cooperating in good faith and with necessary diligence, in keeping with collective conventions and policies in effect.

Examples of behavior that evidences good faith and diligence:

- Communicating requested and necessary documents in keeping with established deadlines or in a reasonable amount of time;
- Being sensitive to problems and real situations of collaborators;
- Acting in a collaborative manner and with the purpose of finding a solution appropriate for everyone;
- Adopting polite language and respectful behavior at all times.

II.1.3. Adequate use of university resources

a. Information technology resources

Technological instruments are resources essential to fulfilling the daily tasks of members of the academic community. In this sense, the University makes available the necessary equipment needed for work-related activities to its employees.

Examples of prohibited behavior:

- Consulting and distributing sites which contain offensive materials, with propaganda character or which promote hate;
- Sending messages with unethical content (pornography, hate, uncensored and offensive language) to a colleague, a student, a member of the management or other partners;
- Eluding controls established by the communication center or accessing informational resources in an unauthorized manner;
- Using the information technology equipment for personal purposes.

b. Assets and intellectual property

In addition to information technology equipment, the University makes available to its employees other assets and resources necessary for conducting their activities. It is everyone's responsibility to take care of and not deteriorate these assets.

Examples of behavior considerate to assets:

- Using and maintaining the equipment in a regular and appropriate manner;

- Using only the resources needed for one's work;
- Maintaining a clean and orderly work environment.

The material developed as part of their duties by a teacher or their colleagues is also considered the property of the University. As that effect, employees are obligated to respect the rights of property for this material and to use it in keeping with collective conventions and university policies.

II.1.4. Positive contributions to the community

a. Volunteer work and commitment to the environment

The University employees are individuals mobilised and engaged in their community. Their students are also strongly encouraged to get involved in the academic community they are part of, and the employees must set an example in this sense, acting themselves as engaged citizens. Consequently, the University encourages its staff to participate in all kinds of activities. Furthermore, the employees who get involved voluntarily or nonvoluntarily in political activities must do so in their own name and not as representatives of the institution.

b. Protecting the environment

In keeping with the values of responsible citizenship and human solidarity, the University and its staff are committed to promoting protecting the environment and to taking concrete measures to reduce their ecological footprint, particularly in the context of the positions they hold. In this sense, the University encourages its staff to invest in actions that promote the protection of the environment.

Examples of behavior which promotes respect for the environment:

- Using the designated spaces for recycling waste, etc.;
- Promoting ecological suppliers of goods and services;
- Reducing energy consumption;
- Reducing water consumption;
- Encouraging, whenever possible, carpooling or public transportation.

II.1.5. Roles and responsibilities

In order to transfer the stipulations of the present guide to daily life, each member of the academic community must be aware of the importance of respecting it and to assume the responsibilities associated with their status.

The responsibilities of members of the academic community:

- Respecting and applying this guide;
- Obtaining clarifications when there is doubt or confusion in regards to the application domain;
- Requesting assistance when the behavior to adopt is not clear;
- Reporting any situation that does not abide by the stipulations of the guide.

II. 2. TRANSPARENCY IN THE ACADEMIA

Daniela Cristina Dimitriu

The management of the University is responsible for the transparency of its actions, in other words allowing reality to unfold in its entirety, without modification or biased presentation.

Through transparency, the University displays all the elements relevant to existing situations in a cautious and reasonable manner.

The principle of transparency is respected at the University level for all categories of information, in the limits provided by law, by posting them in due time for consultation on the University's web page.

The University evidences decisional transparency in its managerial actions, communicating its decisions completely and in due time to all members of the academic community.

TEACHERS:

Have access to information regarding:

- Employment, promotion
- Using university resources
- Managing university resources
- Access to university research resources
- The manner of electing and being elected

STUDENTS:

Have access to information regarding:

- Study opportunities
- Study programmes
- Teaching and evaluation
- Means of obtaining information regarding grades they received (consultation programmes)
- Guidance, counseling, support (tutoring)
- Access to university research resources
- The manner of electing and being elected

Exercising transparency contributes to maintaining and increasing the public's trust in the integrity and impartiality of the University and the members of its academic community.

The University prohibits concealing, forging or distorting the information that the members of the academic community and the public at large have a right to.

The following are exempt from publicity:

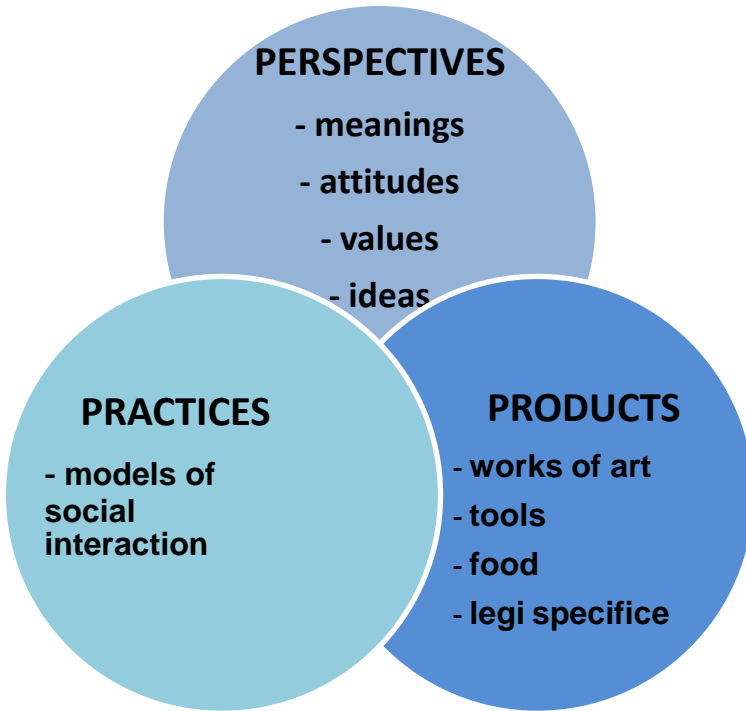
- classified information;
- data defined by law as confidential.

II. 3. MULTICULTURALISM IN THE ACADEMIA

Daniela Cristina Dimitriu

If we embrace the belief of being more than one, then we must believe in more ways to believe, more opinions, tendencies and mentalities. It is a perpetual enrichment of critical thought, of taste and judgment in a variety of domains (arts, philosophy, literature and science.)

The University opens itself towards other cultures in terms of profoundness, transcendence and values. In this sense, the members of the academic community aim their efforts at developing an academic environment characterized by respect for cultural differences and by the adoption of teaching and learning methods in accordance with cultural specificities and the three interdependent dimensions of culture.



The University promotes and develops education policies which prepare students to work in multiethnic environments and those which promote multiculturalism.

The University promotes solidarity, the respect of diversity and the establishment of fair international partnerships and collaborations.

Communication between students and teachers is accomplished through dialogue, argumentation and rational debate.

The University has mechanisms of maintaining and cultivating diversity, respecting its members' cultural and religious diversity.

Through its policies, the University promotes critical analysis, freedom of expression and informed debate by ensuring academic freedom in exercising professional activities in accordance with individual cultural affiliation, allowing all of the members of the university community to express themselves freely, as professionals, and as citizens engaged in society.

In the spirit of respect for multiculturalism and diversity, caricatures or graphic representations offensive to known cults are prohibited in all the spaces of the University and within all the activities carried out by the members of the academic community within the University or in connection with it.

II.4. ACADEMIC INTEGRITY IN EDUCATION

Liviu Oprea

The concept of academic integrity refers to the quality of being honest and to adherence to the university's declared values and principles as well as deciding and acting in accordance with these, in order to promote the mission and purpose of the university and fulfil its objectives. This approach of adopting and internalising institutional values, purposes and objectives is justified by the fact that while on an individual level there is no standard dictating how one ought to live their life and what values to espouse, on an academic level there are a university social mission and academic values which arise from social expectations and which together justify the very existence of the institution. In this section, academic integrity will be approached through the prism of university teachers and students. At the end of the section, we will describe the institutional responsibilities which support the academic integrity of teachers and students.

II.4.1. Academic integrity of university teachers

Proceedings:

- Promoting the concept of academic integrity
- Course design
- Developing the students' academic aptitudes
- Promoting clinical ethics in the educational process
- Understanding university rules and policies

a. Promoting the concept of academic integrity

University teachers, regardless of their discipline, must clarify and underscore the importance and the contents of the concept of academic integrity. These proceedings are justified by the fact that students often engage in activities which constitute violations of academic integrity due to a lack of profound understanding of the importance of developing one's own work and citing their sources of information.

b. Design-ul cursurilor

Educational programmes must abide by and conform to all stages of the education in terms of educational objectives, content, educational methods and student evaluation process, namely: gaining and understanding specific knowledge, the capacity of applying this knowledge in practice, the capacity to analyze various circumstances using the information and concepts gained, to synthesise and evaluate. Educational programmes which do not follow all stages of learning both in

terms of design as well as evaluation constitute transgressions from academic integrity by not respecting professionalism - one of the fundamental values assumed by the university.

c. Developing the students' academic aptitudes

One of the most effective methods of combating transgressions from academic integrity is guiding the students in developing solid academic aptitudes such as: time management, paraphrasing and citing, effective reading, using references and reference management software, as well as academic writing. These aptitudes must be developed in the educational programmes of any discipline while elaborating reports, essays and case studies, which are included in the formative aspect of the current educational process. Another effective method is guiding the students towards different training sessions organized by the university library.

d. Promoting clinical ethics in the educational process

The process of education in medicine implies early student involvement in clinical activities. In this sense, students must, on the one hand, become accustomed to the process of obtaining consent/informed refusal from the patient, and on the other hand, to obtain consent from the patient for being consulted by a student. As such, teachers involved in this process must obtain consent from the patient to be part of the educational process. They must clarify in the process of obtaining consent that their role is not therapeutic but

educational, in accordance to laws in effect. Not informing the patient on this educational role is a transgression from academic integrity, as it dishonestly suggests to the patient the false idea that the act is therapeutic.

Furthermore, maintaining the confidentiality of the medical act is a fundamental aspect, both from a legal perspective, as well as from an academic integrity one. As such, university teachers must instruct students on keeping medical documents safe and on the perspective of keeping absolute silence regarding what they see and hear during consultations. A major challenge nowadays is the fact that maintaining confidentiality is not a legal obligation for students, nor is it expressly provided for in codes of university professional ethics and deontology; this obligation is incurred by the teaching profession; teachers bear the whole responsibility of keeping professional secrecy.

e. Understanding the university rules and policies

University teachers must be familiar with the policies and rules of the university, as well as managing potential transgressions from academic integrity and having knowledge about the rules of approaching such transgressions.

Responsibilities of university teachers:

- Being familiar with the policies and procedures related to academic integrity, offering examples of good academic practice regarding references for acknowledging others' work in education and research.

- Offering clear instructions through which they ensure that the students know the academic conventions related to academic integrity.
- Offering specific and clear information to students referring to the competences that must be gained, the methods and requirements of the evaluation process and the expectations of training for their specific disciplines.
- Informing the students of the accepted level of teamwork and the way in which each of them will be individually evaluated.
- Familiarizing the students with the university's text-matching software, using and promoting it among the students (especially Master's and doctoral students.)
- Respecting university procedures when suspecting a potential infringement of academic integrity.
- Adequate guidance for students in learning activities and offering feedback regarding academic integrity.

II.4.2. The academic integrity of students

When related to the students, the concept of academic integrity refers to the assumption that all the individual work that a student presents and takes credit for is in fact completed only by the student based on the described means of information and collaboration. This definition is derived from the definition of integrity as given in the introduction and refers to passing exams in an honest and professional manner.

Transgressions from integrity - when objectives are met in a dishonest manner or without abiding by the university's values:

- Plagiarism
- Secret understandings amongst students
- Fabricating results
- Using false documents
- Transgression during exams

a. Plagiarism

Plagiarism represents the use of another person's ideas or words as one's own. A detailed description of plagiarism can be found in the section which tackles inadequate scientific conduct. It is important to note that plagiarism does not refer only to research, but to any work (essay, case study, presentation), which has been submitted for examination as one's work. Plagiarism can occur as a result of not knowing or understanding what constitutes unprofessional academic conduct and requires, as we have previously noted, the development of academic abilities.

b. Secret agreements

Secret agreements occur when students submit a work as their own, but the work was in fact the result of a collaboration with one or more people. This does not apply when the students have been required to work as a group on a given topic.

c. Fabrication or falsification of data

This transgression refers to fabricating or falsifying laboratory results during experiments included in the practical work.

d. Providing or facilitating the means to copy by a student for other students. This includes electronic means.

e. False statements refers to submitting false documents (such as medical certificates or other counterfeit academic documents) to the university.

f. Transgressions during exams

- Possession of any material or electronic device that contains or facilitates access to sources of information useful for the exam;
- Assisting any other student during the exam;
- Accepting direct or indirect assistance from one or several students or people during the exam;
- Giving permission to another student to copy from one's work.
-

Student responsibilities:

- Submitting work that contains only one's efforts and is in accordance with the standards of academic integrity;
- Knowledge and understanding of the university's expectations and of the proper usage of sources of information provided by the university and by the teaching staff;

- Using the university's educational support system concerning academic integrity and requesting advice from the teaching staff when one has difficulties interpreting and understanding the information under discussion;
- Following rules and academic requirements specific to the subject matter as given by the teaching staff;
- Compliance with the academic standards regarding the use of the information resources made available by the university and the teaching staff.

The University's responsibilities:

- Informing about and facilitating access to the university's policies and regulations referring to academic integrity for all the students and members of the teaching staff;
- The consistent and equitable application of policies and rules referring to academic integrity;
- Allowing both students and members of the teaching staff access to the text-matching software, including advising students on using this software in the intermediary stages of their work;
- The development and maintenance of a permanent web page of the university which includes information regarding academic integrity and links for the university's resources that support and promote academic integrity.

II. 5. INTELLECTUAL PROPERTY

Irina Draga Căruntu

The protection of intellectual rights is guaranteed by the University Charter in accordance with the specific legislative regulations for the members of the academic community. All those who have intellectual property rights therefore also have moral and/or material rights to benefit from their ownership status.

Definitions

Intellectual Property

- The property over any creation, work or any other form of expression resulted from any mental activity (thought, conception, materialization) legally protected which offers the author the right to control its use and to gain benefits (moral and material) from its use by others;
- The protection of intellectual property occurs legally through (i) copyright, (ii) patented invention and (iii) registered trademarks.

Copyright

- The legal right of the author/authors of an original work according to which the owners are entitled to decide if and how the work can be used by those interested.

Patrimonial copyright

- Subjective right with economic content, acknowledged by law and granted to the author of a work considered to be intellectual property, through which the author can benefit from material gain resulted from the valorisation of the said work.

Patented invention

- Document which grants exclusive rights to the author of a solution or original idea, materialized in new products, processes, procedures and that are applicable in a field of knowledge, in exchange for information regarding their conception and functionality, and made available to the public.

Trademark

- Unique and individual name, which protects the means of identifying a producer or a source of reputation.

Copyright

Copyright refers to works elaborated through intellectual activity, in accordance with specific attributions of the educational and research process, in the academic field.

As such, copyright in the University applies to:

- Educational works (e.g books, treatises, courses, course supports, practical work guides, practical work supports, artistic creations, presentations);
- software;
- Scientific works or materials (e.g.: books, articles, oral presentations or posters).

According to the legislation, copyright includes:

- The right to be known as the author of the work;
- The right to decide on the title of the work;
- The right to require the integrity of the work in its original form to be respected;
- The right to prevent any modification or disadvantageous or incorrect association, which could affect the honour or reputation of the author;
- The right to retract/withdraw the work with the possibility of having to compensate the owners of exploitation rights if they suffer any prejudices following the retract/withdraw.

Copyright is granted for a limited amount of time established following national and international legislature.

Copyright is not absolute. The legislation establishes the limits and exceptions of this right thus permitting a correct and adequate utilisation. It is important to note, in the context of restrictions, that copyright protects exclusively the original communication of ideas and not the content of the ideas per se.

According to the national legislature, the copyright for works subject to intellectual property, which have been elaborated in relation to the educational process and to research specific to academia, is granted to the author/authors and not to the university.

The author may permit third parties to use these works only with the consent of the employer/university and after reimbursing the employer/university any costs incurred during its elaboration.

The University can make use of the work, for its activities, without the consent of the author.

Copyright - in the context of academic research

Copyright

- *The legal right which allows the author / authors (including any employers and/or financiers), editors and the general public to use, publish and disseminate scientific works.*

Definitions

DOI (Digital Object Identifier)

- Succession of numbers and/or letters standardised by the International Organisation for Standardization – ISO, utilised as an instrument, which permits the identification of a document in electronic format (e.g. scientific papers).

CrossRef

- Registration agency of Digital Object Identifier (DOI), part of International DOI Foundation lead by Publishers International Linking Association Inc. (PILA)
- Organisation, whose aim is to optimise the means of online academic communication by permitting and facilitating the process of search, citation, connexion and evaluation, specific to journals and other scientific documents that are accessible online.

CrossMark/CrossMark logo

- The service of identifying through CrossRef, together with some publishing houses (among which Elsevier) in order to prevent the problems caused by the existence of several versions of the same article online; visual element attached to an article, which allows one to gain information about the status of the article (actualization, correction, withdrawal and any other modifications) and also grants a DOI, which leads to the latest version of the article.

License

- Authorization that gives or rents the right to use a work by another person or third parties.

Creative Commons License

- Refines the way in which the copyright is guaranteed according to the wishes of the author;
- The author can decide to approve the use of the material online, maintaining their copyright, but allowing copying, distribution, editing or the utilisation of the material as a starting point for the creation of another content (commercial or noncommercial);
- There are six types of Creative Commons Licenses, the most restrictive being CC BY-NC-ND (not allowing modifications to the material or for it to be used for commercial purposes); the CC BY-NC-ND license protects copyright by guaranteeing the fact that authorship is righteously attributed as the work can be accessed, downloaded and distributed, but not modified or commercialized.

Copyright for papers published in journals that require subscriptions to be accessed

After being accepted, the publication of a paper is conditioned by the transfer of copyright from the author to the journal/publishing house. This transfer is made via the publishing agreement between the authors and the journal/publishing house, which is certified by the author's signature. Through this transfer, all rights are given to the

journal/ publishing house, which ensures that the work is disseminated and the research involved is made visible. Even so, the authors still have significant rights that permit/ensure:

- The use of the work (in a personal manner, internal institutional use or as a means of academic dissemination such as the one provided by the Scholarly Collaboration Networks), with the DOI link to the database of the journal and with a Creative Commons License for the manuscript version;
- Maintaining the patent or trademark (in case they are associated with the work) or other intellectual property rights (such as the data from the research);
- The correct authorship and recognition for the published work.

Copyright for articles published in open access journals

After acceptance, the publishing of the work is conditioned by the signing of an Exclusive License Agreement. Through this Agreement, the authors grant the editor exclusive online publishing and dissemination rights, but maintain copyright, which permits/enables them to:

- Disseminate the work in the same way in which it is permitted to third parties through the license (including right for personal usage), with the condition that the work includes the CrossMark logo, license and DOI link to the version registered in the data base of the journal;

- Maintain the patent or trademark (in case these are associated with the work) or other intellectual property rights (e.g. data resulted from the research);
- The correct authorship and recognition for the published work.

Other means of using articles

Personal use

Authors may use articles (partially or fully) for a multitude of academic, non-commercial purposes.

Examples:

- Using it in the educational process, including distributing copies of the article/articles in electronic or in print format;
- Distributing articles to other researches for their personal, non-commercial use;
- Including the articles in dissertations or doctoral thesis;
- Using it in syntheses that reflect the research completed by the author/authors;
- Using it in a book;
- Writing other, non-original works;
- Using or re-using fragments by reformulating or citing.

Internal institutional use

The university may use the articles (partially or fully) for academic, non-commercial purposes.

Examples:

- Using it in the educational process in the educational space or for personal instruction (including distributing copies of the article/articles in electronic or in print format or including it in didactic materials in electronic or in print format, but not in courses available online)
- Including the article/articles in applications for grants;



ACADEMIC ETHICS AND INTEGRITY

A GUIDE TO GOOD PRACTICE

CHAPTER III ETHICS AND INTEGRITY IN BIOMEDICAL RESEARCH

UNIVERSITATEA DE MEDICINA SI FARMACIE
GR. T. POPA

Beatrice Gabriela Ioan, Irina Draga Căruntu

III.1. Ethical values in human subject research

III.2. Ethical values in animal research

III.3. Responsibilities and obligations of the researchers

**III.4. Dissemination of research results:
authorship, evaluation process,
inadequate scientific behavior, overlapping publications**



Academic research is one of the ways in which the university fulfils its mission to transfer knowledge to society.

This activity must follow all rules of good conduct in academic research (including respect for the human being and its dignity, avoiding causing suffering to animals, protecting the environment and the ecological balance), in the communication and dissemination of research results, as well as in the evaluation, the institutional monitoring and the management of the research and development activity.

III.1. ETHICAL VALUES IN HUMAN SUBJECTS RESEARCH

Beatrice Gabriela Ioan

The progress of science has research on human subjects at its core. Any research on human subjects must abide by ethical standards, as well as national and international laws on this subject matter in order for its results to be useful for science and society.

This chapter is based on the ethical standards and principles regarding research on human subjects as codified by international legislation (e.g. Helsinki Accords, Oviedo Convention, CIOMS Guidelines etc.) and national legislation (such as law 17/22 February 2001 regarding the ratification of the European Convention for protecting human rights and dignity in the case of biological and medical applications and law 206/27 May 2004 regarding conduct in research, technological development and innovation etc.)

III.1.1. Respect for the human being

Research conducted on human subjects has the following principle at its basis: “The interests and well-being of human beings must come before the societal or scientific interest”. As such, research on human beings must take place within an ethical framework, which promotes and ensures respect for the participants in the study, their dignity and which protects their health and rights.

a. Informed consent

People able to give consent must voluntarily participate in the research after having been adequately informed (this refers to both the type of information and the way in which the information is provided) about the aims, objectives, methods, potential risks and benefits of the study, as well as the source of funding, institutional affiliations and any other relevant aspects for the participants. The physician, who carries out research on patients, must inform them about aspects of their care, that are related to the study they are taking part in.

The participants in the study must also be informed regarding the fact that they may refuse to participate or can withdraw themselves at any point, without any sort of repercussions.

In the case of research on human material or data (such as samples of tissue from biobanks), the researcher must obtain informed consent from the person for the collection, storage, preservation, as well as for subsequent use of the samples in research activities.

The informed consent of participants should always be obtained before the start of the research and it should be done in writing.

People unable to give consent must only be included in the research if it is anticipated that they or their group will gain benefits or if the research cannot be conducted in people able to give consent and if the research implies minimal risks.

In this case the researcher must obtain informed consent from their legal representatives and, in the case of children, from their parents.

Moreover, the researcher must try to obtain an *acceptance* from the potential participant apart from the consent of the legal representative or the parents. The refusal of the potential participant must always be respected.

Obtaining informed consent

Participants able to give consent → personal informed consent

Participants unable to consent → consent from the legal representative +/- the participant's acceptance

If the subject becomes able to consent during the research, then it is mandatory that informed consent for participation be obtained from them.

b. Privacy and confidentiality

During and after a study, the researcher must take all necessary actions so that the privacy and confidentiality of personal information is protected.

The research protocol should specify the measures taken to guarantee the right of the research subjects to privacy and the protection of personal data, as well as the persons who will have access to the data. This information must be

communicated to the participants before their enrollment in the research.

c. Vulnerable people/groups

Vulnerable people are those who are relatively or absolutely incapable of protecting their interests, as they do not have sufficient power, cognitive development, education, resources, etc. which makes them unable to consent to participate in the research, or which creates the possibility of their being constrained or influenced to participate (for example, people who do not have the capacity to consent, people with a precarious economic situation, people deprived of liberty, people in a relationship of subordination to/dependence on the researcher, etc.)

Due to the potential of exploitation, the inclusion of vulnerable people in the research can take place with solid justification. These persons must have special protection during the research. To this end, research on vulnerable subjects may be carried out only if it addresses health needs specific to them or the group they belong to, and if the research cannot be performed with similar results on other non-vulnerable groups. Also, vulnerable participants must have the opportunity to benefit from the research results upon completion of the proceedings.

Conditions for vulnerable people/groups to take part in studies:

- The research addresses a health need of the participants

- The research cannot be carried out with similar results with participants from non-vulnerable groups
- The participants have the opportunity to benefit from the results of the research upon its completion

III.1.2. Minimising risks and maximising benefits

Research on human beings can be carried out if:

- The potential risks do not outweigh the anticipated benefits
- There is no alternative method to research on human subjects to obtain the same results

Research on human subjects can only be carried out if the importance of the objectives exceeds the risks to which the participants are exposed. Although research on human subjects is essential to ensuring progress, the purpose of generating new knowledge cannot be more important than the rights and interests of the participants.

Research on human subjects must be preceded by a careful assessment of the foreseeable risks and a comparison with the expected benefits (for participants or for other individuals or groups). Also, it is mandatory to implement measures aimed at reducing risks. During the research the risks must permanently be monitored and evaluated by the researcher.

If during the research the researcher realises that the risks outweigh the benefits or when the data obtained up to that time is conclusive for the objectives and expected results, the researcher must consider continuing, modifying or stopping the research.

People who suffer harm as a result of participating in the research must be adequately compensated and have access to free treatment. These aspects are compulsorily recorded in the research protocol and in the information form provided to the potential participants.

To minimise the risks to which the participants are exposed, biomedical research can only be carried out by people who have an adequate scientific and ethical education, as well as the qualifications necessary to carry out this activity.

Moreover, in order to avoid wasting resources and in an effort to minimise the risks that participants are subjected to, it is essential to avoid repetitive research. In order to avoid repetitive trials, the technical requirements for the development of new medicinal products in the countries of the European Union have been harmonised, with the obligation of the researchers to acknowledge them, so that the results obtained in one Member State can be used in other EU Member States.

Minimising risks and maximising benefits

Before the beginning of the research

- avoiding repetitive research
- careful assessment of the foreseeable risks and a

comparison of the risks with the expected benefits

- implementing measures to reduce risks

During the research

- ongoing monitoring and risk assessment
- Research must be conducted only by persons with appropriate qualifications
- adequate compensation and treatment for damages suffered as a result of participation

III.1.3. Distributive justice

Distributive justice refers to the equitable balance of the risks and benefits of research.

In practice, this principle covers at least two aspects.

A first aspect relates to the fact that the research participants must have access to the intervention shown to be beneficial as a result of the research.

The second aspect concerns the groups of people who are under-represented in research (for example, pregnant women.) They must have adequate access to research in order for the research to be able to ensure that the results are of benefit to them or the group they belong to.

III.1.4. Evaluation of research projects carried out on human subjects

Scientific evaluation

Ethical evaluation

a. The scientific evaluation refers to the scientific value of the research projects

Research on human subjects must be carried out in accordance with accepted scientific principles, based on sound scientific data and, if possible, data from previous animal research.

The evaluation of the scientific value of the research also has profound ethical implications. Thus, a study without a solid scientific foundation does not have the potential to obtain scientifically valid results and is unethical because it wastes valuable material and human resources and it exposes participants to unnecessary risks.

b. The ethical evaluation of research projects

Any research project on human subjects must be evaluated by a research ethics commission, independent from the researcher, sponsor or any other unjustified influence. This must take place prior to the commencement of the research.

Also, the ethics commission has the obligation to monitor the progress of the research throughout its course, and the researcher has the obligation to make available the data needed for this monitoring to the ethics commission.

III. 2. ETHICAL VALUES IN ANIMAL RESEARCH

Beatrice Gabriela Ioan

This section is based on the principles and rules of ethics and good conduct in animal research provided for in international law (such as Directive 2010/63/EU of the European Parliament and of the European Council from 22 September 2010 on the protection of animals used for scientific purposes) and national law (for example, Law 43/April 11, 2014 on the protection of animals used for scientific purposes).

Animals have intrinsic value and thus they must be respected. As stated in Article 13 of the Treaty on the Functioning of the European Union, the Member States “shall, since animals are sentient beings, pay full regard to the welfare requirements of animals.”

The use of animals in scientific research is

- Restricted to areas that may benefit the health of humans, animals or the protection of the environment;
- Permitted only in situations where alternative methods cannot be used.

The choice of experimental methods and the species of animals used have an impact on the number of animals used and on their well-being.

Methods used in animal research:

- may provide the most satisfactory results;
- use the smallest number of animals, who possess the least ability to feel pain, suffering and stress or those who may suffer only minor injuries;
- produce the lowest level of pain, stress or suffering to the animals used;
- use the most suitable animals to allow extrapolation of the results obtained to the target species;
- avoids as far as possible the death of animals as the end point of the research.

The use of endangered species should be limited to the minimum number of animals required so as not to create a danger to biodiversity and this option should be chosen only when research cannot be carried out on other animal species.

From an ethical point of view, the **principle of the 3Rs** is at the foundation of animal research.

The principle of the 3Rs

- **Replacement** → replacement of animals used in research
- **Reduction** → reducing the number of animals used in research
- **Refinement** → improving the methods used in animal research

Reduction without undermining the objectives of research projects can be done through several methods:

a. Repeated procedures on the same animals can be done if the following conditions are observed:

- the severity of previous procedures was superficial or moderate;
- the general health and well-being of the animal is completely restored;
- the subsequent procedure is "superficial", "moderate" or "without recovery";
- the veterinary indications are respected, taking into account the life experience of the animal.

b. Avoiding double procedures

In order to avoid duplicating the same procedures, performing repetitive, redundant research, data obtained from animal research in a Member State of the European Union,

using procedures recognised at EU level must also be accepted and validated in other EU member countries.

c. The Member States' joint use of bodies and tissues harvested from killed animals.

Replacement by identifying and using alternative methods for using animals (such as cell cultures) in scientific procedures.

In 1991, the European Center for the Validation of Alternative Test Methods (ECVAM) was established.

In Romania, the National Authority for Veterinary and Food Safety is the organization that is responsible for the development, validation and promotion of alternative methods at a national level.

Refinement

The welfare of animals used in research should be a priority for researchers.

The improvement of the methods used in animal research can be achieved, on the one hand, by ensuring adequate conditions for breeding, sheltering and caring for animals, and on the other by using procedures to ensure the elimination or minimization of pain, suffering, stress and lasting harm to animals.

The experimental procedures must be performed under general or local anesthesia or with the use of analgesics or other methods to reduce the level of pain, suffering and stress. Exceptions are situations where the use of anesthesia is incompatible with the purpose of the procedures or when

anesthesia is more traumatic for animals than the procedure itself.

However, procedures that can cause serious injury to animals are not permitted without anesthesia.

If the procedures inevitably result in the death of the animals, this should be limited to a minimum number of animals, which must be killed by competent personnel before they experience any additional pain or suffering. This must be carried out using a method appropriate to the species.

Reducing the number of animals used in research

- Repeated procedures on the same animals;
- Avoiding the duplication of procedures;
- The Member States' common use of organs and tissues.

Replacement of animals in research

- Identification and use of alternative methods.

Improvement of the methods used in animal research

- Adequate conditions for breeding, sheltering and caring for animals;
- Reducing/eliminating pain, suffering, stress and lasting harm.

Experimental procedures on animals can be performed only within a research project and only by competent personnel, with specific training in this field.

Projects involving the use of animals in procedures may be carried out only after their authorization by the competent authority.

Evaluation of research projects using animals

- Transparency
- Impartiality

Criteria

- scientific or educational justification;
- objectives, possible scientific benefits or educational value;
- the purpose of the project justifies the use of animals;
- the procedures applied are humane and respect the environment;
- the principle of the 3Rs is observed;
- the proper classification of the severity of the procedures: without recovery, superficial, moderate, severe;
- Benefit-harm analysis → pain, suffering or stress suffered by animals in comparison to the expected results;
- breeding and care of animals of the species to be used.

Depending on the type of project (for example, all projects using non-human primates and projects using

procedures classified as severe), a retrospective evaluation can be carried out by the competent authority, which looks at aspects such as: project objectives, number and species of animals; the severity of the procedures applied and the suffering caused to the animals.

In order to ensure compliance with the rules for the protection of animals used for scientific and educational purposes, the Romanian legislation in effect provides for the establishment, within the National Veterinary Sanitary and Food Safety Authority, of the National Committee for the protection of animals used for scientific or educational purposes, and of local research ethics committees at the level of the specialized university centers in Romania.

III. 3. RESPONSIBILITIES AND OBLIGATIONS OF THE RESEARCHER

Beatrice Gabriela Ioan

In their activity, researchers have responsibilities and obligations towards: the research participants, the institution in which they carry out their activity, the research funder, collaborators, the new generations of researchers and, last but not least, to society.

III.3.1. The Responsibilities and obligations towards the research participants are materialised in the compliance of the researcher with the ethical and deontological norms in the research-development activity. Depending on the type of research, these standards refer to respect shown towards human beings and their dignity, to the protection of the animals involved in research and/or to the protection of the environment.

Responsibilities and obligations towards the research participants

- Respect for the human being and its dignity
- Protecting all animals involved in the research study
- Protecting the environment

III.3.2. The responsibilities and obligations of the researcher towards the institution in which the research is carried out, the research funder and collaborators consist of: using the technical-scientific equipment of the institution only for research activities carried out in its interest, respecting intellectual property rights and confidentiality and avoiding conflicts of interest or any unfair competition. At the end of the collaboration with the institution where the research was carried out, the researcher and the development staff cannot use the scientific results that were obtained within the activity financed from public funds, for a period of at least five years, without the donor's consent.

Responsibilities and obligations towards the institution, funder, collaborators

- To use of the technical-scientific equipment of the institution only for research activities carried out in its interest;
- To comply with intellectual property rights;
- To respect confidentiality;
- To avoid conflicts of interest and unfair competition.

III.3.3. The researcher's responsibility towards the new generations is materialised in the involvement of the researcher in training young researchers by transmitting their own knowledge and experience in the research-development activity.

Responsibilities and obligations towards new generations of researchers

- Imparting knowledge and experience in research activities

III.3.4. The researcher's responsibility towards society is reflected in the correct dissemination of research results both to the academic community and to the general public, in his/her contribution to the practical application of the results of one's own research activity and in the promotion of social awareness concerning the role of science and technology in ensuring scientific and social progress.

Responsibilities and obligations towards society

- Correct dissemination of research results;
- Contribution to the application of the results of their own research activity;
- Raising social awareness regarding the role of science and technology

III. 4. DISSEMINATION OF RESEARCH RESULTS: AUTHORSHIP, EVALUATION PROCESS, INADEQUATE SCIENTIFIC BEHAVIOR, OVERLAPPING PUBLICATIONS

Irina Draga Căruntu

The present subchapter is based on the rules for disseminating research results established at an international level by organisations whose purpose is to formulate recommendations that guarantee the application of good practices in the process of publishing scientific papers.

The authors of the guide predominantly made use of to the reference document *Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals*, written by the International Committee of Medical Journal Editors, alongside other works published by leaders of opinion in the field.

In disseminating research results, the recommendations of the organisations mentioned below should be used in parallel with compliance with the Instructions for Authors of any journal to which the researchers wish to send scientific articles for publication.

Opinion leaders

- International Committee of Medical Journal Editors (ICMJE)
- Council of International Organisations for Medical Sciences (CIOMS)
- World Medical Association (WMA)
- Consolidated Standards of Reporting Trials (CONSORT)
- World Association of Medical Editors (WAME)
- Committee on Publication Ethics (COPE)

III.4.1. Authorship

Definitions

Author

- person involved in the elaboration of a scientific paper (article), which cumulatively fulfils four conditions:
 1. contributed substantially to the conception or design of the study, or to the process of obtaining, analyzing or interpreting the data underlying the scientific article;
 2. contributed to the drafting of the manuscript or has

- made a significant contribution in its revision, by adding relevant scientific content;
3. approved the final version of the manuscript, before being sent for publication;
 4. assumed, through the Publication Agreement, the responsibility for all aspects of the research, ensuring that the problems related to the correctness or truthfulness of any section of the article were properly investigated and resolved.

Main author

- the first position, the last position and the position mentioned as corresponding author in the Authors Section of the article

First author

- Refers to the right of the person who actually completed the study AND / OR actually coordinated the study AND / OR wrote the manuscript

Last author / Promoter

- refers to the person who: initiated the research, formed the team, obtained the financial means, controlled the progress of the study, objectively analyzed the presentation of the results and the quality of the writing; assures through the expertise the credibility of the study, when the other authors are less known in the scientific community

Corresponding author

- the author designated as a contact person, ensuring the connection between the authors' group and the editorial board of the journal to which the article was sent for publication; responsible for correspondence, correction, provision of extracts, transfer of intellectual property rights © - copyright)
- generally this quality belongs to the first or last author

Collaborator/contributor who is not an author

- person involved in research or drafting the manuscript, but who does not cumulatively fulfil all 4 criteria for authoring.

Their contribution is acknowledged by explicit mention in separate sections of the article in extenso, called:

- "Contributors" or "Clinical Investigators" or "Participating Investigators", attesting the individual or collective recognition, with the detailed specification of the involvement (scientific consultants, data collection, provision and care of the patients in the study, critical review of the proposal of study, participation in the writing or technical editing of the manuscript);
- "Acknowledgment", which attests to the

individual recognition of unique activities: acquisition of funds for research, general coordination of a research group, administrative support or technical assistance in writing, editing, translation, reading proofs.

HOW ARE THE AUTHORS IDENTIFIED?

- The Authors section of the article, located under the article title, includes the authors directly responsible for the manuscript;
-
-

Particular situations of authorship

1. Collaborative, multicenter studies that include a large number of people, gathered in a working group with a generic name

- the authorship is decided before sending the manuscript;
- the authorship can be assumed:
 - by names of persons, associated with the generic name of the working group
 - exclusively by the generic name of the working group
- when submitting the manuscript, the corresponding author clearly identifies those members of the group

who assume the quality and responsibility of the study, having the status of authors

- Under these conditions, Medline/ Pubmed (or other databases) are visible:

- the names of the group members that appear in the Authors section

AND

- ○ the names of the members of the group who are collaborators, IF there is a note associated with the Authors section that clearly indicates that these names are included in another section of the paper (generally at the end), called "Contributors" or "Clinical Investigators" or "Participating Investigators", with detailed specification of the involvement (scientific consultants, data collection, provision and care of patients in the study, critical review of the study proposal, participation in the writing or technical editing of the manuscript).

2. Articles in which the Authors section explicitly indicates equal positions / contributions to authorship

- the quality of main author (first, corresponding, last) is recognised for more than three authors

Non-compliant practices

1. Assuming the author quality in the individual reporting of the scientific portfolio, when the person

has the quality of collaborator / contributor, motivated by the fact that Medline/ Pubmed (or other databases) returns, upon inquiry, both the authors' names and the names of the persons included in the "Contributors" or "Clinical Investigators" or "Participating Investigators" sections.

2. Assigning/ assuming the quality of corresponding author for several authors, motivated by the correspondence with the quality of main author OR resulting in the artificial increase of the number of main authors, quality quantified differently from that of author.
3. Honorary / gift authorship: it implies the granting of the authorial capacity and the acceptance of that quality to a person who was not really and significantly involved in the research presented in the manuscript. This practice has the value of a reward for obtaining the necessary funds for research, or for other facilities (including materials) granted to an author or authors or is used to confirm respect for the superior/ managerial/ administrative position of the person of interest. Frequently, it can be identified (even if not demonstrated!) by the fact that the professional expertise of the respective author does not correspond/ does not overlap with the research direction/ topic that is the subject of the manuscript.

4. The guest authorship: it implies the granting and acceptance of the author's authority to a person who was not really and significantly involved in the research that is the subject of the manuscript. This practice is addressed to a researcher confirmed by previous, consistent, visible publications, whose inclusion in the list of authors can increase the manuscript's chance to be accepted, because the name guarantees solid research.
5. "Ghost authorship" means the elimination of a person who actually has the status of author, or omitting the nomination of a person who really has the status of contributor. This practice is used if the respective persons are in the situation of conflicts of interest (financial, relational) which may decrease the manuscript's chances of acceptance.

Prevention and control rules

1. At the institutional level

Dissemination, in the academic community, of the basic rules for authorship, through official university documents, which include relevant bibliographic references. This way you can eliminate the typical reaction "I did not know these rules. Who invented them, who introduced them?"

2. At the individual level

Assuming real responsibility for authorship by the people who have the real quality of author, based on a significant contribution to research, through

- ensuring the scientific correctness and integrity of each individual contribution
- the effective involvement in the verification of that section of the manuscript that reflects the research activity carried out, in accordance with the professional and scientific expertise/ competence
- the ability to identify each contribution of each co-author
- establishing, in consensus, the person who has responsibility for the quality of the manuscript as a whole, usually designated as a corresponding author
- ensuring access to the manuscript in its final form, in order to be able to confirm the acceptance of the entire scientific content
- refusal to sign the Publication Agreement, in the condition that the intention of applying some non-compliant practices of "gift"/ "honorary"/ guest" authorship is established.

3. At the journal level

Obligation to introduce, through editorial policy, the "Authorship" section within the article. This section requires the authors to detail the actual responsibilities in carrying out the study, thus certifying the fulfillment of the four cumulative conditions that lead to author quality.

III.4.2. The evaluation process

Definition

Peer-review

- critical, independent evaluation of the manuscript submitted for publication by evaluators who are not usually part of the editorial board
- mandatory sequence in the publication process
 - it ensures the correctness of the publication decision, which is the responsibility of the publisher
 - it contributes to the quality of scientific reporting
- possibly achievable in the panel, so that each evaluator has access to the comments of the other evaluators; this modality is considered to contribute significantly to the formation of the skills/ abilities/ competencies of evaluation by colleagues

Rejection

- the publisher can decide on the rejection of a manuscript, even after the moment of acceptance, under the condition that problems arise regarding the scientific integrity of the reported research

Specific situations

The continuation of the evaluation process made by colleagues is possible and allowed even after the publication of an article, as the journal accepts to receive and publish favorable or critical comments, or questions, and the authors have the obligation to respond adequately to any request made by the journal (data obtained, additional information).

III.4.3. Rules of behavior in the author-publisher, author-evaluator relationship

The relations between the author of a work sent for publication, the publisher of the journal, and the evaluators of the work are regulated by the editorial policy of the journal, and are governed by honesty, integrity and transparency.

The editorial decision to accept or reject an article is based on the relevance of the manuscript, its originality, quality and contribution consisting in evidence provided with regard to certain topics of interest.

However, studies that do not have statistically significant results or report inconclusive results should not be completely disregarded and rejected *ab initio* - motivated by the fact that these studies can provide evidence that, combined with meta-analysis, can lead to answers to important questions or can prevent unnecessary research efforts in the field addressed.

The editorial decision should not be influenced by commercial interests, personal or professional relationships, or other negative elements.

For this purpose, the author/authors, the publisher and the evaluators must respect the concept of conflict of interest during the evaluation process of the article.

Any type of situation that can be considered as a conflict of interest must be made known.

The manuscript of the article sent for publication includes a separate section dedicated to conflict of interest. Some journals require the completion of a standard form, by which the authors attest the absence of any type of conflict of interest and specify, if appropriate, the sources of research funding, as well as their involvement in any stage of the study – from conception to the decision of sending the article for publication.

If the publisher, one of the members of the editorial team or one of the evaluators is shown to be involved in a conflict of interest in relation to the author/ authors of the article, or they have interference with the results to be evaluated/ published, then they must refrain from the evaluation process.

The evaluation process is confidential, because a manuscript sent for publication is the property of the authors, which should not be affected by the dissemination of any type of information regarding the content.

Consecutively, the publisher and reviewers are responsible for maintaining the confidentiality of the manuscript and the stages of the evaluation process.

In the evaluation, the evaluators must ensure the communication of personal opinions in a constructive, correct and polite manner. Taking ideas from the content of the manuscript, prior to its publication, is a non-conforming practice. Moreover, it is recommended that, after the evaluation is completed, the evaluators do not keep the manuscript, in printed or electronic format, for personal use.

Usually, journals publish details about the evaluation process; the most important information for authors concerns the types of articles of interest, the number of evaluators selected for a manuscript, the approved evaluation system (open or blind) and the response time.

It is also recommended that journals provide a system for responding to requests, objections, criticism and complaints from authors or readers.

III.4.4. Inappropriate scientific behavior, overlapping publications

Non-compliant practices

Inadequate scientific behavior (scientific misconduct) includes:

- data manufacturing
- falsification of data
- plagiarism
- double/ overlapping publications

Definitions

Manufacture of data

- inventing, creating, making, or supplementing the results of research (qualitative or quantitative data, observations), provided that these results did not exist/ were not accumulated in the research

Falsification of data

- transforming or omitting some research results (qualitative or quantitative data, observations), aiming to support the purpose pursued, confirming the working hypothesis, demonstrating correlations

- providing incorrect information on the study design, materials and/ or methods
- the dishonest modification of the images, by distorting the real information either in the sense of loss of data or in the sense of supplementing/ accentuating some data

Plagiarism

- taking/ appropriating/ copying (totally and/ or partially) the ideas of another author and presenting them as their own
- use of ideas or works belonging to another author, without indicating/ crediting the original source
- presenting ideas already credited by publishing as new, original ideas
- omitted quotation marks to indicate the taking of a quote
- changing the words in a sentence, preserving the sentence structure from a source, without indicating the source

The identification of plagiarism is possible through the use of anti-plagiarism software, which analyzes the text in relation to a wide range of sources existing in the literature. Following this analysis, specialised software provides a

similarity report, based on two similarity coefficients. Despite the consistent efforts to reach an international consensus on the coefficients of similarity - referred to in the literature dedicated to this topic as "the magic number", there are no "standardised" threshold values.

Definition

The similarities report

- facilitates the evaluation of the originality of the analyzed text
- determines to what extent the document was compiled or copied
- indicates the extent to which the document consists of identical/ "borrowed" fragments following the comparison with those identified in other texts, by means of the coefficients of similarities

The coefficient of similarity 1

- all the phrases identified by the system in other documents are taken into account
- represents the percentage of the number of identical words found in other texts, compared to the total number of words in the document analyzed

The coefficient of similarity 2

- only the phrases identified by the system in other documents, whose length exceeds the 25 word limit, are taken into account
- represents the percentage of text that contains similar fragments that exceed 25 words found in other texts

According to the legal regulations, the universities of Romania have the responsibility to prevent the attempts of plagiarism, by verifying the degree of similarity for the scientific works.

A major point in this endeavor for scientific integrity is constituted by the verification of the originality of the doctoral theses, as a mandatory step in the process of completing the doctoral studies.

Particular situation for anti-plagiarism verification

*Interpretation Algorithm - Doctoral School, I.O.S.U.D. -
UMF Iasi*

antiplagiat.ro software

VARIANT 1:

Similarity coefficient 1 <10% (threshold value accepted),
similarity coefficient 2 <5% (threshold value accepted)

Resolution: The anti-plagiarism system did not detect similarity coefficients indicating plagiarism.

VARIANT 2:

Coefficient of similarity 1 between 10-20%, coefficient of similarity 2 between 5-10%

Resolution: The anti-plagiarism system has detected similarity coefficients that raise the suspicion of plagiarism. The doctoral thesis should be revised, following the details provided by the similarity report. It is recommended to reformulate the text in "the longest fragments identified as similar" and to re-submit the thesis;

VARIANT 3:

Coefficient of similarity 1 >20%, Coefficient of similarity 2 >10%

Resolution: The anti-plagiarism system has detected similarity coefficients indicating plagiarism. The doctoral thesis cannot be submitted for the evaluation corresponding to the stage previous to thesis defense. The doctoral student will resume the process of writing the doctoral thesis.

Definitions

Overlapping publications

Duplicate submission of a manuscript for publication

- inappropriate scientific behavior, considered unethical by the possibility of several journals carrying out, without knowing and without need, the peer-review process, editing and publishing the same article, or by the appearance of an article in two journals, with the claim of consecutive publication rights.

Publication of a previously published work

- inappropriate scientific behavior, because the authors aim to publish an article that substantially overlaps with a previously published article, without clear, visible reference to the previous publication.

Particular situations of overlapping publications

The overlapping publications can be justified if they offer a major scientific benefit, by disseminating important information to the widest possible audience.

In this situation are included:

1. Articles of major interest for public health, in which there is an editorial decision to publish simultaneously, with special indexing in the PubMed database.

2. Guides made by government agencies or professional organisations, in the same language or different languages.
3. Manuscripts based on the same databases, published by the same or different authors, based on methodological differences and/ or conclusions. This category includes articles that analyse public databases, systematic review articles or meta-analysis articles and articles that present results of clinical trials. In the case of clinical trials, which rely on an identical sample analysed from the perspective of different research problems, it is mandatory to report the unique registration number of the trial.

Rules of prevention and control in the case of inadequate scientific behavior

1. At the journal level

Through editorial policy, journals require authors to assume, through a statement signed by the corresponding author and associated with the manuscript, that the work is original, it is not sent simultaneously for evaluation to another journal, and that the results have not been published in whole or in part previously.

In case there is a suspicion about the integrity of the research, compromised by the inappropriate methodology, or plagiarism, the publisher of the journal in which the article was published has the obligation to initiate appropriate verification procedures, according to the algorithm recommended by COPE

- Committee on Publication Ethics -
publicationethics.org/resources/flowcharts, and at the same time, to make the concern about the transgression public, pending the results of the procedure. If the suspicion is proven, the journal will decide to withdraw the article.

In the case of a duplicate submission of a manuscript for publication:

- the manuscript is rejected if, before completing the peer-review process, the same manuscript is published by another journal
- the article is withdrawn in the case of a double publication, usually by both journals which are not compelled to explain the decision or to ask the approval of the author

The withdrawal of an article has serious consequences as it will irrevocably damage the author(s) scientific reputation because:

- the withdrawn articles exist in the public domain, but they are clearly labeled, with an informative note explaining the reason for the withdrawal;
- the credibility and validity of the previous works, but also of the subsequent ones, becomes questionable.

2. At the institutional level

The University Ethics Commission has the obligation to analyse situations of inappropriate scientific behavior or overlapping publications, signaled by notifications or complaints and to propose sanctions.



ACADEMIC ETHICS AND INTEGRITY

A GUIDE TO GOOD PRACTICE

CHAPTER IV

INSTITUTIONAL INSTRUMENTS PROTECTING ETHICAL AND MORAL VALUES IN ACADEMIA

Bianca Hanganu, Simona Eliza Giușcă

IV.1. Research Ethics Commission

IV.2. Ethics Commission of the University



IV.1. RESEARCH ETHICS COMMISSION

In what concerns the process of research on human subjects, it is mandatory that the study protocol be evaluated and approved from an ethical standpoint by the research ethics commissions.

The research ethics commissions (CEC) function at the **national and institutional** level and have as a main purpose the evaluation of research projects, ensuring that the research process is done in accordance with the legal and ethical principles in effect and focusing on the protection of participants' rights.

The CEC membership structure is established in such a manner that the **complete and adequate evaluation of the research proposals** can be performed. Thus, this structure must include specialists from fields of sciences as well as people from outside the scientific community, the latter representing the moral and cultural values of the larger community/general population. At the institutional level the committee must have at least one independent member from outside the institution involved, in order to warrant an impartial and independent decisional process. Depending on the type of research, the inclusion of specialists from various domains may be useful in order to ensure the most correct evaluation of the projects.

The CEC members may be remunerated but the remuneration must not be conditioned by the approval or rejection of a protocol.

All CEC members must declare possible conflicts of interest before verifying the documents received for evaluation.

- Organisational levels: national, institutional
- Multidisciplinary composition
- Optional and unconditional remuneration for the approval / rejection of a protocol
- Declaration of conflicts of interest

In Romania, at the national level, the following institutions are established and carry out their activity in conformity with their regulations:

The National Ethics Council for Scientific Research, Technological Development and Innovation – NECSRTDI (CNECSDTI) is a consultative body, without legal personality, belonging to the Ministry of Research and Innovation.

The NECSRTDI consists of 19 members, appointed by Order of the Minister of Research and Innovation, headed by one president and two vice-presidents, the latter forming the executive office of NECSRTDI. The term of membership in NECSRTDI is 4 years and it can be renewed only once. In addition to its members, NECSRTDI can co-opt specialists who could contribute to the analysis of certain topics.

The main attribution of the NECSRTDI is the analysis of the notifications of transgressions of the norms of good conduct in the research-development activity and the establishment of sanctions in accordance with the legal provisions in the cases in which the existence of transgressions

is ascertained. Also, NECSRTDI elaborates opinions and recommendations on ethical issues raised by the evolution of science and knowledge, as well as codes of ethics in the fields of science.

The National Bioethics Commission for Medicines and Medical Devices is an independent organisation made up of health professionals and people who do not come from this field.

The National Commission for Bioethics of Medicine and Medical Devices is coordinated by the Minister of Health and the President of the Romanian Academy of Medical Sciences. This commission has the role of evaluating and formulating opinions on clinical trials, in order to protect the rights and health of the participants.

In order to formulate an opinion, the commission evaluates the study protocol, the adequacy of the facilities in which the clinical studies are carried out, the investigators' aptitudes, as well as the methods and documents used to inform the participants included in the studies, in order to obtain their informed consent for participation.

At the institutional level

In all institutions where research activity is carried out, institutional research ethics commissions are established. These commissions are made up of at least five members and one of them is not active in the field of science involved. Depending on the project undergoing ethical analysis, specialists from the areas of interest or persons from the community in which the

research is to be carried out may be involved in the work of the research ethics commissions.

Research Ethics Commission at the "Grigore T. Popa" University of Medicine and Pharmacy Iași

The Research Ethics Commission of the Grigore T. Popa University of Medicine and Pharmacy Iași is appointed and approved by the university Senate, by decision of the University Rector. In its current composition, the Research Ethics Commission of Grigore T. Popa University of Medicine and Pharmacy Iași is composed of fifteen members, one of them being the chairman of the commission.

The quorum required for conducting the meetings of the Research Ethics Commission is half plus one of the total number of members, and at least one of the present members has to be a bioethics graduate. Before evaluating the submitted research projects, the members of the commission must declare any conflicts of interest; the member/ members in such a situation will not be able to participate in the evaluation process nor in the vote cast in order to make the commission's decision regarding the file under analysis. The members of the research ethics commission have the obligation to respect the confidentiality of the files they evaluate.

The research ethics commission of Grigore T. Popa University of Medicine and Pharmacy Iași operates on the basis of its own regulation, elaborated on the basis of the legal provisions in effect, posted on the institution's website.

**Procedure for analyzing research projects by the
Research Ethics Commission at "Grigore T. Popa"
University of Medicine and Pharmacy Iași**

Submission of the project file and the request for ethical evaluation by the chief investigator at the Registry of the "Grigore T. Popa" University of Medicine and Pharmacy Iasi



Referral to the REC/CEC President- within 24 hours



E-mail confirmation of receipt of the file within 48 hours



Eligibility check (existence of all the information needed for evaluation)



Request from the REC/CEC for additional documents (if necessary)



Analysis of the file by one of the REC/CEC members, designated by the president



Proposal:

- granting/ not granting the ethical approval
- the ethical approval is subject to change



Voting of the proposal by the REC/CEC members present at the meeting

- all the members present → open vote of two thirds of the total number of members

- part of the members present, quorum achieved → consensus

The correspondence between the REC/CEC and the principal investigator is done electronically, using the REC/CEC e-mail address (indicated on the Grigore T. Popa UMF Iași website.)

The evaluation of a file as well as reassessment after the modifications recommended by the REC/CEC are performed no later than one month from the moment the main investigator submits the last document requested by the REC/CEC. A file can only be evaluated twice by the REC/CEC.

In the evaluation process, REC/CEC can co-opt specialists from different fields, depending on the complexity of the project being evaluated.

Milestones in evaluation

- Informed consent
- The risks and benefits of research
- Respecting confidentiality
- Vulnerable populations
- Special protection
- The material reward offered
- Conflicts of interest
- Use of the data obtained in the research

- Sponsor
 - Qualification of the investigator/ researcher
 - Continuous monitoring of research
-
-

IV.2. THE ETHICS COMMISSION OF THE UNIVERSITY

It is organised at the level of each university and carries out its activity in accordance with the provisions of the University's Code of Ethics and Professional Deontology and of the Regulation of Organisation and Functioning of the Ethics Commission adopted by the university Senate. The members of the commission meet and make decisions at regular meetings - which take place bi-annually, or at extraordinary meetings - whenever the situations require such an intervention. Each member of the commission commits to maintain the confidentiality of the activity carried out and signs a declaration to this effect.

The University's Ethics Commission (UEC/CEU) consists of nine members (seven representatives of the teaching staff, one person from the administrative/ secretarial staff; one student), people with prestige and moral authority. The ethics commission has a secretary and a representative of the legal office of the university participates in its activity. The latter endorses the decisions of the commission, but does not have the right to vote. The composition of the University Ethics Commission cannot include: persons with management positions in the university (rector, vice-rector, dean, vice-dean, administrative director, department, research-development unit, design or micro production director).

The University Ethics Commission has the following responsibilities:

- Elaboration of the University Code of ethics and professional deontology;

- Analysis of transgressions of the norms of university ethics, and the establishment of sanctions in this regard;
- Proposal of any changes or amendments to the Code of Ethics and University Professional Deontology and the Organisation and Functioning Regulation of the Ethics Commission.

The University Ethics and Management Council (UEMC/CEMU) is a consultative body of the Ministry of National Education, without legal personality, whose mission is "to develop a culture of ethics and integrity in the Romanian universities".

The UEMC/CEMU consists of eleven members, representatives of the teaching staff and researchers who have at least the title of associate professor/ scientific researcher II, appointed by the institutions in which they operate. The composition of the UEMC/CEMU includes: three representatives appointed by the National Council of Rectors; three representatives of the Ministry of National Education; a representative appointed by the Romanian Agency for Quality Assurance in Higher Education; a representative appointed by the National Council for the Financing of Higher Education; a representative appointed by the National Council for Scientific Research; a representative appointed by the National Council for the Certification of University Titles, Diplomas and Certificates; a representative of the national student federations.

UEMC/CEMU analyses and solves the cases of violation of the rules of university ethics by the members of the academic community, as well as the cases of violation by the

university of its obligations under public accountability. Also, UEMC/CEMU elaborates the Reference Code of university ethics and deontology, which contains principles and procedures to be used in the analysis of university ethics disputes.

Procedure for analysing and resolving notifications and complaints

Any notifications or complaints regarding the misconduct committed by members of the academic community can be addressed to the University Ethics Commission by any person. The University Ethics Commission keeps the identity of the complainant confidential, but the notifications or complaints made by anonymous persons are not accepted (except for the plagiarism or fraud claims in science).

University Ethics Commission Procedure for the analysis and solving of notifications / complaints

Procedure for receiving the notification/complaint:

- Sealed envelope at the registry office of the university → registration number → UEC/CEU secretary → UEC/CEU members



Written note to the complainee



Written point of view of the complainee



Case investigation: Collecting data
 Separate hearings of the two parties
 Confrontation of the two parties (only with the agreement of the complainee)
 UEC/CEU meetings
 Communication with the two parties
 Reconciliation of the two parties
 Auxiliary procedures (eg.: evaluation by an independent expert)
 Final deliberation



Drafting the report: findings
 conclusions
 sanctions



Appeal/contestation → University Senate → UEMC/CEMU

The violation of the university ethics entails sanctions applied to the teaching and research staff (including auxiliaries), as well as to the students.

Sanctions that may be applied by the UEC/CEU of "Grigore T. Popa » University of Medicine and Pharmacy to the teaching and research staff and to the auxiliary teaching and research staff

- Written warning
- Reduction of the basic salary, cumulated, when

appropriate, with the management, guidance and control allowance

- Suspension, for a fixed period of time, of the right to enroll in a competition for a higher educational position or for a management, guidance and control position, as a member in doctoral, master's or bachelor's degree committees
- Dismissal from the leadership position in the higher education institution
- Disciplinary termination of the employment contract

Sanctions that can be applied by the UEC/CEU of "Grigore T. Popa" University of Medicine and Pharmacy to the students (at bachelor's, master's and doctoral studies):

- Written warning
 - Suspension of the right to receive a scholarship for a variable period of time (1 month - 1 year) depending on the gravity of the deed
 - Suspension of the right to attend two consecutive exam sessions
 - Expulsion
 - Other sanctions provided by the CEDPU
-
-

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*** <https://www.elsevier.com/about/policies/copyright>

***<http://www.ithenticate.com/plagiarism-detection-blog/bid/63534/CrossCheck-Plagiarism-Screening-Understanding-the-Similarity-Score#.WNYmadLyjDc>

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The guide is elaborated within the project

Quality in education by knowing and respecting the ethics and academic ethics – CEMED2018,

*co-financed from the Institutional Development Fund 2018,
Domain 5: Improving the quality of the teaching activity, including
respecting the ethics and academic ethics, having as beneficiary the
University of Medicine and Pharmacy "Grigore T. Popa" of Iasi.*



ISBN 978-606-544-665-6