

Handbook of Research on Ethics, Entrepreneurship, and Governance in Higher Education

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Chapter 10

Ethical Governance for Sustainable Development in Higher Education Institutions: Lessons From a Small-Scale University

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ABSTRACT

In contemporary societies, higher education institutions face the impact of globalization, which is mainly demanding in imposing and shaping ethical practices. While higher education systems and dynamics cannot be understood apart from this broader context, its primary focus seems to remain as equal as ever: the creation of knowledge-based societies and economies, education and the creation of socially responsible citizens. Against this background, this chapter aims to present and critically discuss the strategies implemented in a higher education institution towards building a culture of integrity. The empirical focus is a small-scale university located in southern Europe, peripheral to prominent universities and major countries.

INTRODUCTION

Ethics might seem a very abstract and elusive concept yet when confronted with reality and specific issues it becomes more evident: ethics is “the challenge to do what ought to be done.” (European Commission, 2013, p. 10). Higher-education systems appear to be no exception (Couch & Dodd, 2005).

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Ethical Governance for Sustainable Development in Higher Education Institutions

In contemporary societies, Higher Education Institutions (HEIs) face the impact of globalization, which is particularly demanding in imposing and shaping ethical practices (Singh & Stückelberger, 2017). While higher-education systems and dynamics cannot be understood apart from this broader context, its main focus seems to remain as equal as ever: the creation of knowledge-based societies and economies, education and the creation of socially responsible citizens (Robinson & Moulton, 1985; Nair, 2014).

Ethics do matter in Higher Education (IBE/CIHE, 2005). All over the world, higher-education institutions are focusing more attention on their ethical responsibilities, what goes beyond its legal responsibilities (Sadlak & Ratajczak, 2006). Moral principles apply to the conduct of individuals and the organization as a whole. HEIs should create ethical learning environments, in which very different students, sometimes coming from diverse parts around the world, can learn the principles and traditions of particular professional practice, acquire and foster knowledge, and develop skills to help them become responsible citizens and ethical leaders (Couch & Dodd, 2005). However, moral responsibilities are much broader than this, as ethical issues are manifold and arise in a wide range of situations, including those relating to the teaching and learning process, research and development activities, but also linkages to the broader society.

In such a context, why tackle ethics? According to the report *Ethics Matters: Managing Ethical Issues in Higher Education*, prepared by the Institute of Business Ethics and the Council for Industry and Higher Education, in 2005, there is a range of reasons for HEIs to do so, namely: governance, upholding an organization's mission and values, guidance for staff, guidance for students, risk and reputation, legislation, pressure from students and other interested parties, recruiting staff and attracting students, and encouraging funding, sponsorship and business involvement (IBE/CIHE, 2005, p. 10).

At this point, a distinction should be made between ethical challenges to both higher education and science and governance as such, and preventive measures and remedies. In this sense, a lot of literature is devoted to draft an ethical framework of governance in the area of higher education and science. While some works refer to the role of the codes of conduct in HEIs (Rezaee, Elmore, & Szendi, 2001), Kohler (2004) suggests remedial or preventive ethical frameworks of governance, namely the cultural integration of governance and ethics, and the management of ethics and risk prevention. Transversally, several associations and informal groups gain visibility in the field. For instance, the Committee on Publication Ethics (COPE), established in 1997 by a small group of journal editors in the UK, now has over 12 000 members worldwide from all academic fields. Membership is open to editors of academic journals and others interested in publication ethics. COPE provides advice to editors and publishers on all aspects of publication ethics and, in particular, how to handle cases of research and publication misconduct. It also provides a forum for its members to discuss individual cases¹.

Against this background, this chapter aims to present and critically discuss the strategies actually implemented in a higher-education institution towards building a culture of integrity. The empirical focus is a small-scale university², located in Southern Europe, peripheral to prominent universities and major countries.

The chapter starts with the background, where a presentation of the University is made. This is important keeping in mind the vast and broad audience and the need to give the eventual reader the coordinates to understand what follows. As such, historical notes from the past into the present are included to summarize 458 years of history and the institution's mission, vision and values are presented. Finally, this section summarizes the University' management bodies, scientific-pedagogical units, and leading services³.

After such a historical and contextual section, the text moves on “from the present to the future.” Therein, the reader is introduced to the University’s Strategic Development Plan, SWOT analysis and strategic orientation for the period 2015-2020.

The text then explores two main topics, which justify an in-depth analysis and discussion. Firstly, the focus is on the students’ admissions strategies and teaching-learning processes, specifically the conduct regulation newly implemented at the University. This comprises the techniques developed in the classroom to impart the teaching-learning processes of integrity and ethics in higher education, as well as rules of ethical conduct regarding the students’ practices and committees recently created to analyze and eventually authorize investigations developed within the context of specific courses and research projects. As institutions of higher education are said to be a moral force holding a privileged place at the society as they educate and prepare the students, to be honest, and responsible for a promising future, this section will explore critical topics upon which such moral force is being anchored. Transversally, such issues cannot neglect essential and up-to-date questions regarding the Information Security Challenges. These can be defined as the set of obstacles that occur ensuring the security of information, including ethical, technical, organizational, legal and human aspects. While the information age brought information security management issues to the fore, it also came to highlight the importance of developing a coherent strategy for information security management and maintaining the integrity of the information systems in place and the associated management processes (Dhillon, 2000; Egan & Mather, 2004). Enterprises and organizations of all kinds cannot ignore such challenges, and the Universities constitute no exception.

Secondly, the chapter focuses not on the internal dynamics of the academy, preferably on the relations between the academy and the exterior. Namely, it addresses topics such as research, publications, entrepreneurship, business incubators, and accelerators in higher education. Specifically, this section explores links between associated stakeholders (students, faculty, management, etc.), as far as the sharing of a culture of conscious decision making and values for the progressive future of the society among all is considered to be a key variable.

Finally, under the title “Thinking globally: enhancing a culture of integrity”, the quality evaluation system is presented as a holistic tool, which connects all the structures of the University, thus contributing to enhance a culture of quality through ethics, i.e., efficiency, integrity, and accountability of the human resources (faculty, students, etc.) and also to have in place a scientific audit system of governance. This section is organized two main sub-sections. First, “Lessons learned: Ethics as the driver,” and after, “Lessons to teach: Ethics as a process.”

By the end, the authors expect this chapter can offer a detailed portrait of the different, yet articulated strategies used by a particular higher-education institution to compete in a global market, at the same time being fair and responsible to the stakeholders with whom it interacts at the local level. As part of an edited book about the importance of ethics and application of ethics, entrepreneurship, and governance in higher-education institutions, this chapter will undoubtedly contribute to enhancing further understanding of the challenges posed to institutions facing similar challenges in and across Europe. Ultimately, the authors believe that lessons from a small-scale university might serve stakeholders of institutions imparting higher education to design a code of ethics framework and governance policies that facilitate its implementation for the good of the society to foster entrepreneurship in their local communities.

BACKGROUND: FROM THE PAST INTO THE PRESENT

The University of Évora: 458 Years of History

The University of Évora, in Évora, Portugal, was established on the initiative of the Crown, under a Jesuit management. Its activity began November 1st, 1559. For two centuries, it affirmed itself at the national and international levels, contributing to the missions in the territories of America, Africa, and Asia either under Portuguese administration or with which Portugal had commercial or diplomatic relations. With the extinction of the Society of Jesus and the Jesuits expulsion in 1759, the University was closed, without, however, being extinguished.

It was restored, two centuries later, in 1973⁴, by the decision of the Minister of Education Veiga Simão, under the name “Instituto Universitário de Évora. “From 1973 to 1982, it was managed by an installation Committee chaired by Professor Ário Lobo de Azevedo. During this period, the departmental structure was drawn; facilities were acquired, and the programmatic basis was established according to the agricultural vocation of the region and the design of political democratization of education and access to knowledge. As a result, two rows of courses were, sequentially, created. Firstly, a set of classes related to agricultural production, landscape, and spatial planning, and the agribusiness: Agricultural Engineering and Animal Science Engineering, Landscape Architecture and Biophysics Engineering; at the same time, also Sociology, Economics and Agribusiness management. Secondly, teacher-training courses for primary and secondary education: the teaching of mathematics and drawing, biology and geology, physics and chemistry, history, Portuguese, French, Spanish, and English.

At the end of the 70s, the original designation of University was recovered⁵. Since the 80s, the profile of the 1st cycle courses begins to change, with the settlement of the so-called “scientific degrees” in counterpoint to the “teaching”: history and archaeology, languages and literature, biology, earth sciences, physics, chemistry, mathematics, and computer science, psychology, and philosophy. It was in this decade that the University gained its administrative and financial autonomy⁶; the first statutes were approved, and the primary election for Rector was held.

In the following decade, the 90s, the Portuguese Science Program was initiated, and the first research centers were established. By this time, the University expanded into the areas of health and the arts. Indeed, in this decade were created some of the currently existing Research Centers; numerous research projects have been launched and funded either by national funds. The first research grantees were hired.

The expansion of the University to the arts was achieved by the creation of bachelor degrees in music, theatre, visual arts and architecture; the opening to health (animal and human) came true with the opening of the degree in veterinary medicine, the creation of the Veterinary Hospital, and the beginning of the process for the integration of the S. João de Deus nursing school, founded in 1955, that was concluded in the following decade (2005⁷).

The first decade of 2000 was marked by events that were instrumental in the current structural setting of the University of Évora, in its teachings and on its scientific activity: (i) the adequacy to the Bologna process⁸; (ii) the amendments to the statutes in harmony with the Legal System of Higher Education Institutions in Portugal (RJIES); (iii) the creation of new research centers (or reorganization of existing ones) and Chairs, and (iv) the voluntary submission to the international assessment by the European Universities Association (EUA).

The amendments to the statutes⁹ led to the grouping of Departments in four Schools with pedagogical and scientific autonomy (School of social sciences, School of science and technology, School of arts

and the School of nursing), and the creation of a doctoral school, the Institute for research and advanced training (IIFA), which aggregates also research centers and Chairs.

In 2015, the University approved the strategic development plan focusing mainly on three anchor areas: I: agriculture, food, environment and land management; II: heritage (material, immaterial and human) and arts; III: information and communication technologies.

The offer of 1st cycle courses was stabilized. For the supply of 2nd and 3rd cycle, the University established the directive only to allow new courses when in association with other national, or international, Universities. More than 90% of courses were accredited for six years without conditions by the Agency for Assessment and Accreditation of Higher Education (A3ES). The internal quality assurance system has been accredited by A3Es in 2013 and consolidated without conditions in 2014.

THE INSTITUTION'S MISSION, VISION, AND VALUES

Mission

The University of Évora is one of the universities in the Portuguese higher education public system. As such, it aims the production of knowledge through scientific research and artistic experimentation and technological and humanistic development; the socialization of knowledge, providing the traditional student population, as well as to the working people, the academic qualification providing possibilities to achieve Bachelor degrees, master's and doctoral, and other ad-hoc training courses to ensure lifelong learning; the transmission of knowledge to the community aims innovation and business competitiveness, as well as the modernization of public services and social and cultural development of the community as a whole.

Vision

The University of Évora is part of the region in which it operates, the Alentejo region, choosing it as the preferred target for the effort of knowledge socialization. Is also part of the European Community with which it shares identical human, cultural and scientific values, and also aims to interact with neighboring regions with which establishes strategic partnerships. Moreover, the Portuguese-speaking countries (e.g., Brazil; Angola; Mozambique; Guinea; Cape Verde; S. Tomé e Príncipe; East Timor) are also part of the University vision with which it seeks to extend the mission. In such an effort underlies the idea that students' preparation must always take into account the global world in which they live.

Values

The intrinsic values of the University of Évora are the respect for human dignity, academic freedom, the individual merit, the accuracy in performing any tasks, the democracy underlying the decision, and the absence of social, ethnic or confessional discrimination.

The educational, scientific and cultural project is defined in the Statutes of the University of Évora¹⁰, which indicates the mission and purposes as follows (Art.2): I) The University of Évora, also known in short as the University or the UE, is a creation, transmission and dissemination of culture, science and technology center, which, through the joint study, teaching and research will be integrated into the life of

Ethical Governance for Sustainable Development in Higher Education Institutions

society. II) Are purposes of the University: a) the production of knowledge through scientific research and cultural creation, involving the discovery, acquisition and development of knowledge, arts and practices on an advanced level, b) the constant practice of free inquiry and attitude of critical questioning, c) the socialization of knowledge transmission through education, training, lifelong learning, transfer to the socio-economic and public disclosure d) contribute to the transfer and enhancement of knowledge and artistic creation e) The provision of community services and, in particular, promoting the development of the country and in particular, the region in which it operates; f) the cultural, scientific and technical exchange with similar national and international institutions and the promotion of the mobility of students and graduates; g) to contribute to international cooperation and the development of intercultural dialogue. III - The University is responsible for carrying out courses for granting degrees and academic titles and honorifics and the provision of other certificates and diplomas, as well as the certification of equivalence, the accreditation of skills and recognition of degrees and qualifications.

For the University of Évora, an educational, scientific and cultural project should be a tripartite approach to the reality where the institution acts. This trilateral approach is grounded, firstly, in the scientific research, developed by their teachers and researchers. Scientific research, in addition to its direct contribution to the progress of science, is the base of education and cultural production of the institution. Secondly, such an approach is based on learning that allows the transmission of formal knowledge, generated by scientific research, at different levels, corresponding to the different cycles of education. The conversion of science into practical skills enables the performance of specific functions and technical activities, specialized and/or professionals. Thirdly, it is based on the production and promotion of cultural processes and facts, agents of informal education, dissemination, and implementation of the university in the extended social community in which it operates. It is through the articulation of these three areas that the University of Évora remains attentive to the society in which it appears, trying to capture the sense of economic and social transformation and rethink its training, aiming to respond to both the needs and challenges arising from such changes.

Management Bodies, Scientific-Pedagogical Units, and Services

Under the Legal System of Higher Education Institutions (RJIES) and the University Bylaws¹¹, the University of Évora government is exercised by the General Council, Rector, and Management Council. The Rector is the superior governing body, assisted by three vice rectors, four pro-rectors, and one administrator. The General Council shall perform the duties provided for in the law and in the bylaw, including the rector's election, the appraisal of the acts of the Rector and of the Management Board, the proposal of initiatives considered necessary for the proper functioning of the institution. The Management Board is responsible for managing the administrative, patrimonial and financial management of the Institution, as well as for the management of human resources. Under the bylaw of the university there are also the following advisory bodies: (i) Academic Senate, which should promote the cohesion of the institution, as well as accompany and stimulate all areas of academic life; (ii) Scientific Council, which should coordinate the Scientific Councils of the Schools, aiming to promote the interaction between them; (iii) Evaluation Council, which should implement self-evaluation mechanisms of the institution's performance, develop and support external and internal evaluation, and monitor the implementation of recommendations arising from the evaluation process.

Ethical Governance for Sustainable Development in Higher Education Institutions

The University is made up of five organizational units (OUs): four Schools (Arts, Science and Technology, Social Sciences and São João de Deus Nursing School) and the Institute for Advanced Research and Training (IIFA). The primary mission of the Schools is to organize and teach 1st and 2nd education cycles. The São João de Deus Nursing School has the particularity of being an organizational unit of polytechnic education. The teaching of the 3rd studying cycles and international master's degrees are integrated into the IIFA, together with the research units, namely the research centers and three chairs (Renewable Energy Chair, Rui Nabeiro Chair - Biodiversity and UNESCO Chair in Intangible Heritage and Traditional Know-How). Thus, IIFA is a unit which mission is to support the research activity in order to guarantee the quality of the work of the units, ensure the evaluation of their scientific production and articulate the scientific activity with the advanced education and training system.

The structure of the Organizational Units is very similar to each other, although there are some singularities. Each School has the following organizational bodies: (i) Director, uninominal body of executive nature, which is elected by the School Assembly; (ii) School Assembly, with the task of monitoring the functioning of the organizational unit and producing recommendations about its operation; (iii) Scientific Council, which is responsible, among other functions, to evaluate the school's scientific activities plan; (iv) Pedagogical Council, which is responsible for, among other functions, giving its view on pedagogical guidelines and methods of teaching and evaluation; (v) Advisory Council, which is responsible for advising the Director in defining strategic areas for the development of teaching, scientific-pedagogical activities, extension activities to the community; (vi) Internal Evaluation Committee, which aims to carry out the internal evaluation of the unit.

Each School is made up of Departments, which are organizational sub-units, responsible for the management of teachers and technicians involved in the teaching activities, and for coordinating 1st and 2nd education cycles. Each Department has a Department Assembly, which elects its Director.

The IIFA has a Director, a Scientific Council, and a Pedagogical Council. The Director is appointed by the Rector, after hearing the IIFA Scientific Council. This Scientific Council is made up of 25 members, with the following distribution: the Directors of the research units that integrate IIFA (in a number not exceeding ten); Representatives of the School's teachers and researchers in proportion to the size of each of these Schools, representatives of the research units and chairs. The Pedagogical Council of the IIFA is made up of the Directors of the 3rd studying cycles and of the master's degrees in association with international higher education institutions and by an equal number of students elected for each studying program, according to the electoral regulations of the University, up to a maximum of 20 members.

The University also has scientific-pedagogical units, namely: Library, Experimental Farms, Veterinary Hospital, Orchestra, Popular University, and a Center for Educational Technologies and several specific Research Units.

Finally, the Services constitute fundamental support structures for all the activities developed in the University (Rectory Services, Academic Services, Administrative Services, Science and Cooperation Services, Computer Services, Technical Services and Social Action Services). The Office of Legal Counsel has the function of providing legal support to the General Council, the Rector and the Directors of the Organizational Units.

FROM THE PRESENT TO THE FUTURE

Strategic Development Plan

The strategy for the period 2015-2020 is based primarily on (i) internationalization, with a particular focus on production and knowledge dissemination, (ii) identification of scientific areas susceptible to anchor the institution and aligned with the country and the region realities, (iii) adapting teaching methods in accordance to real training needs of a youth who is preparing to take a share of the responsibility for political stability and socio-cultural and economic progress of the country and Europe, and (iv) on economic and financial sustainability of the institution itself.

The strategic development plan echoes a deep diagnostic work and reflection on the intrinsic reality of the University. It is organized according to the framework provided by the region's strategic operating plans (NUT II) in which the institution is inserted, and the NUT III regions with which it interacts directly. It is noteworthy to refer that the national reality and the universal standards of quality, which the University of Évora incorporates while integrating the European networks of higher education and science, are always on the background of this strategy.

The institution's proposal is based precisely on the assumption that without quality, there will be no chance to become competitive. Quality should be built: in cooperation with national counterparts and international institutions; through constant qualification of its workers, academic and non-academic staff; rewarding merit, in all circumstances; respecting the "public service" that is entrusted to it, particularly with regard to the training of young generations.

SWOT Analysis

In each context, positive and negative sides can be identified, offering strong development restrictions, which constitute, if not stimuli, challenges, and opportunities to be taken into account in the design of future directions. SWOT analysis applied to the external context, but also the internal reality serves as an identification holder of major strategic action and relevant measures, applicable to the three pillars of the mission: the production, the socialization and the transfer of knowledge.

- **Strengths:** Good scientific and artistic capacity installed in some areas of the UE; good students' attractiveness for some areas of the UE; the existence of the Alentejo science and technology park; good land deployment in Alentejo, in irrigated conditions and edaphic conditions, very favorable; proper implantation in the Alentejo coast and in regional organizations; right image on African countries of Portuguese language; historical thickness with clear expression to equity level.
- **Weaknesses:** Increased breakdown of national students; weak scientific productivity, in general; reduced institutional dimension; lack of rejuvenation of the faculty; weak institutional cohesion translated in disinterest by institutional problems; strong geographic dispersion of the various components of the UE; administrative machinery bit modernized.
- **Opportunities:** Substantial public funding available (e.g. Portugal 2020); significant financing available at European level, the Horizon 2020 Programme for science and technology; extremely large Portuguese population, lacking in quality training, present in the southern hemisphere; wide range of natural and cultural heritage features that characterize the largest region of Portugal (1/3

of the country), susceptible of being the object of rational exploitation and rehabilitation involving the ability of scientific and technological research; appetite for higher training in Portuguese language, in several countries around the world; abundant solar energy; high exposure to the sea.

- **Threats:** Increasing centripetal power from Universities from Lisbon and the North; weak productive activity within the region, translated into a lower contribution to the national GDP; public laws constraining efficient management; systematic reduction of public budget, without reverse perspective; progressive youth population thinning in the region, which will tend to increase in the future; the absence of regulation on courses offered among regional higher-education institutions the region and in the country.

Strategic Orientation (2015-2020)

The University aims to: (1) Be recognized as the best University in Portugal in its anchor areas not only nationally but also internationally; (2) Have excellent reputation of its research centers, both nationally and abroad; (3) Be recognized as a knowledge transfer engine; (4) Contribute actively to the high employability of its graduates; (5) Have a long-term financial sustainability; (6) Have a prominent position in the rankings in comparison with the other Portuguese universities.

The strategic direction for the University of Évora embodied in three groups of vectors that are complementary, the orientation vectors, subsidiary vectors and cross vectors¹². The orientation vectors guide the University activity for the four-year term in which concerns organization and objectives of functions essential to fulfilling our mission: research, teaching and knowledge transfer. The subsidiary vectors guide the activity of the University for the period with respect to the organization and objectives of the University's resources, including human resources, financial and infrastructure resources. Cross vectors frame the University activity for the four-year term. These strategic objectives will be framed by defining the methodology for conducting impact studies prior to any measures to implement; and the definition of a strategy of professional fundraising.

Orientation Vectors

VO1: Structuring of anchor areas.

Purpose: To deepen the differentiation of the University in relation to their counterparts and, consequently, contributing to its economic and financial sustainability as well as scientific and pedagogical. It is proposed, as structuring anchor areas for the University of Évora, the following: 1) Agriculture, food, environment (including natural resources and energies) and spatial planning; 2) Cultural Heritage (material, immaterial and human) and the arts; 3) Information and communication technologies.

VO2: Internationalization of teaching and research.

Purpose: To strengthen research teams, receive EU funding, prepare students for international careers.

VO3: Sustainability.

Purpose: To adopt the concept of sustainability in the management of University resources reconciling the economic perspective with an ecological and social vision of the functioning of the UE.

VO4: Educational Model.

Purpose: To create an educational model that accompanies the student throughout their academic career, promoting new ways of conveying knowledge to society and call on society to participate through the development of relationships with the different stakeholders.

Subsidiary Vectors

VS1: Human Resources.

Purpose: Valuing people, giving them conditions to express their potential is a *sine qua non* condition for attracting talent and gain commitments to the common cause which is to create a strong and qualified University.

VS2: Financial Monitoring.

This vector passes through two fundamental points: internal management capacity and demand for funding.

VS3: Infrastructure.

Infrastructures are essential pillars of the University function. Infrastructure's availability and quality are essential.

Cross Vectors

VC1: Internal System for quality assurance and development.

Purpose: Development of the Internal System of Promotion and quality assurance of the University, oriented to the achievement of qualitative results that can increment growth and recognition.

VC2: Information System.

Purpose: Consolidation of the information system.

VC3: Communication strategy.

Purpose: Implementation of the communication system of the University with a view to enhancing growth and recognition.

The Strategic Plan monitoring is performed with an annual periodicity, through monitoring; study of indicators and objectives, definition, identification and implementation of corrective actions for those who move away from the goals. This information is included in each year activity report.

BUILDING A CULTURE OF INTEGRITY

Changing Inside: Admissions and the Teaching-Learning Process

Students' Admissions Strategies

The students' admissions processes and related management procedures have to be fair, consistent and defensible. Besides the admission based on the National Contest for Access to Higher Education, the University attracts students through several other ways. Particularly important from an ethic point of view was the publication of the Regulation of Applications for Access and Admission at the University of Évora¹³. This document gathers, updates and adapts the various regulations in force for the different competitions/schemes of access at the University of Évora: a) Regimens for Re-entry and Change of Institution/Course for access and entrance for the frequency of cycles of conducting studies Bachelor's

degree and master's degree in integrated master's degree; b) Special competitions for access to and admission to the cycle of undergraduate studies and integrated master's degrees, destined to candidates with specific qualifications, namely: (i) Students approved in the tests specially designed to evaluate the capacity for the attendance of the higher education of the over 23 years old; (ii) Holders of a Diploma of Technological Specialization; (iii) Holders of Diploma of Professional Higher Technician; (iv) Holders of other higher education courses (doctorate, master's degree, or bachelor's degree); c) Special International Student Access and Entry Contest for access and admission to the frequency of the study cycles leading to the degree of master's degree and master's degree in integrated master's degree; d) Local Competition and Vocational Aptitude tests for enrollment in the course in Music; e) Local competition for access and entry into 3rd cycle courses; f) Local competition for access and admission into the 2nd Cycle and Post-Graduations courses.

All this information is disclosed online, thus creating more equal opportunities for all those wishing to pursue their studies in higher-education at the University of Évora.

The Teaching-Learning Process

In recent years there has been a proliferation of academic regulations at the University of Évora, which complicates its interpretation and, consequently, impairs the relationship between the institution and its students. Facing the need to turn such a relationship more effective and efficient, the rectory has stimulated the discussion around the elaboration of an Academic Regulation of the University of Évora¹⁴. This document updates and systematizes in one coherent text the different regulations regarding the services provided to students. The report is entirely disclosed online, on the University web page, thus creating equal access to everyone wishing to clarify any pending question or doubt.

Aware of the central role of ethics in the combat to academic fraud aiming the enhancement of a culture of integrity for higher education, the Academic Regulation of the University of Évora includes in Article 102 a Code of Conduct, Fraud, and Plagiarism. On the one hand, fraud or plagiarism committed in any evaluation test implies the annulment of the trial and its result, without prejudice to other eventual disciplinary proceedings. In the case of plagiarism detected in thesis, dissertation, report or project work' public vivas, the student should be considered disapproved in the tests, being able to be reinscribed in the following academic year. Once fraud or plagiarism has been verified, the teacher must communicate it to the Director of the Organic Unit, who, depending upon the seriousness of the event may refer it to the Rector for disciplinary purposes.

Students can always exercise the right to contest. Nonetheless, these measures had the advantage of clarifying among the academic community a problem that is known to be transversal to higher-education institutions (Almeida et al., 2016).

Ethical Conduct in the Teaching and Research Activities

Planning, doing and evaluating research always pose ethics questions. Whenever research is about human beings, ethical criteria are applied and taken into account within a specific social context in continuous evolution. The development of standards requires research, the contribution of the entire community of researchers and the establishment of moral and legal principles (Guraya et al., 2014). According to several authors, the monitoring and evaluation of ethical aspects during research involving human beings

should be the responsibility of an interdisciplinary and independent commission (Vanclay et al., 2013; Guraya et al., 2014). Ethical committees in the areas of health and well-being should, thus, supervise the ethical standards of the research undertaken in order to preserve and guarantee human dignity and integrity. It is up to this committee to analyze and reflect upon research projects that include ethical issues. By the end, the decision is taken based on legislation, deontological principles, and the international recommendations.

Following such recommendations, the University created the Ethics Committee of the University of Évora (CÉ-UÉ), which is composed of a multidisciplinary team¹⁵, with representatives from the four schools: the social sciences, science and technology, the arts and the nursing school. Accordingly, significant steps were made with the publication of the Regulation of the Ethics Committee of the University of Évora¹⁶, which defines the Ethics Committee as a collegial body, which mission is to promote reflection and contribute to the definition of guidelines, aiming at consolidating a policy of safeguarding ethical and deontological principles in the areas of scientific research, teaching, interaction with society and in the general functioning of the University. Therein, the Ethics Committee ensures the observance and promotion of standards of ethical quality, namely integrity, and honesty, as well as the deontological principles in the activity of the units that integrate the University of Évora and in the conduct of its members in the above areas.

Regarding the need for establishing principles and rules for the experimentation involving animals, there is the consensus that testing in living animals is needed, but it must respect the ethical principles of life, dignity and creation as a whole (Fraser, 1999; ASAB/ABS, 2012). The reflection of the research involving animals must be continuous and should take into account the existing scientific knowledge with regard to the factors that influence the well-being of animals, as well as their capacity to feel and express pain, suffer, anxiousness and definite injury. Accordingly, the observance of the ethical principles in experimentation involving animals should be subject to a committee of ethics for animal well-being (Varga, 2013). The tasks of this committee are to follow up and attest the respect for the quality of life of the animals subject to experimentation.

Aware of these issues, the University also created the Organ Responsible for Animal Welfare of the University of Évora (ORBEA-UÉ) and published the corresponding Regulation¹⁷ which establishes the Animal Welfare Body, in accordance with national and Community legislation, in particular regarding the protection of animals used for experimental and other scientific purposes. The primary goal to promote the animal welfare and to be responsible for issuing opinions and monitoring the maintenance and use of animals in research and teaching at the University of Évora.

Idem

Information is a source of power, and the introduction of new technologies has always been a source of ethical dilemmas. Not surprisingly, old and new ethical problems occur with the adoption of computer technologies, which are responsible for conducting the world, with increasing speed, into an information age. Undoubtedly, in nowadays the world, more and more people work with and depend on information systems, computer networks, and decisions taken by Artificial Intelligence algorithms.

Although there are some pioneer works, namely Wiener's approach in the 40's concerning ethical issues in information technology (Winer, 1948 and 1950), or the later works from James Moore and Richard Mason in the 80's (Mason, 1986; Moor, 1985), there has been mostly a vacuum concerning ethics in computer systems, and cyberspace that has been progressively filled-in recent years (Bynum, 2016). The seminal work from Richard Mason in 1986 created one of the first and most essential frameworks

to deal with the ethical dilemmas in information systems summarized by the acronym PAPA: privacy, accuracy, property, accessibility.

In the specific context of the University of Évora, and having PAPA as background, three crucial challenges arise: privacy with the adaptation of the University Information System (SIIUE) to the European General Data Protection Regulation (GDPR)¹⁸; property is mostly concerned with plagiarism in the academic context; and privacy, accuracy, and accessibility are mainly connected with Information Security.

These challenges have been handled in several ways. Firstly, as mentioned before, plagiarism was explicitly included in the academic regulation. At the same time, a software-based service was acquired in order to simplify the detection of plagiarism in scholarly works. Secondly, the development of the university information system, that is an in-house developed system is taking into account the constraints imposed by the GDPR. Namely, the rights of data owners to access, correct, and delete (with the exceptions considered by law) personal data in a straightforward way, but also the management of data records with a specific purpose and limited lifetime.

On the one hand, the concept of “data protection by design” which stands for a development process that takes privacy into account throughout the whole process is fully embedded in the GDPR. This has a direct impact on the development process. On the other hand, security, although it is a critical factor in the Data Protection issue, it has its own procedures, that go much further than software system development. Transversally, Information Security has been tackled implementing methods according to international norms and standards like ISO27001, including Disaster Recovery and Redundancy systems, internal security norms, and internal and external audits.

It is true that universities should promote the creation of good practices and continuously update of norms and “Codes of Ethics” considering the specific context of information systems. Nevertheless, considering the very high, and always increasing, the speed of change in the context of computer and information systems one should not expect that any internal norm and “Code of ethics” remains indefinitely as an adequate tool to deal with ethical dilemmas in the academy. As stated by Laudon “[...] many ethical situations involving IT are different from those of the past, offering new opportunities for both right and wrong action, and calculating consequences can be so difficult.” Moreover, “Ethics, then, should be seen as a process of human understanding and reasoning, not as a static condition that is achieved.” (Kenneth, 1995, p.39).

Linking Outside: Relations Between the Academy and the Exterior

One of the more relevant missions of academies is the socialization of knowledge. This includes their relationship with the exterior and, namely, being able to handle the complex task of transferring the knowledge produced at the universities to the society.

Knowledge transfer is a quite complex task, and it can be achieved through several actions: research and development projects, publications, patents, entrepreneurship actions, incubation and acceleration of “ideas,” and the creation of spin-off and start-up companies. However, for each of these actions, there are a number of issues related to the ethics of the involved processes: should the transferred knowledge be public and with an open-access? How to obtain a right/fair balance between the intellectual property of the results of the research, the need to create added-value in the society, and the desired goal of having a public open-access to the knowledge?

In what follows, it is the purpose of this article to explore and discuss some of the problems related to these issues and how they are being handled in the University of Évora.

Research and Development (R&D) Projects

R&D is the primary source of the new knowledge at the Universities and, as a consequence, its support and increase are one of the major goals of academies. Nonetheless, how can this process be achieved? Should it be constrained by the needs of the regions or should it be entirely unconstrained and free? And should researchers have unique benefits or should it be considered as part of their role at the Universities?

At the University of Évora efforts are being made to set-up a balanced scenario: research topics are not constrained, but there are more financing options for research related with the strategy of the university and the region. Moreover, researchers do not get direct financial benefits from the results of their research, yet the research is taken into account in the evaluation process¹⁹ and; furthermore, researchers can manage the project's budget without any kind of interference.

Publications

Publications are one of the most common outputs of research. Research work can be published in scientific conferences, in journals, book chapters, or as simple technical reports. However, also in this topic, several issues are raised: should the publications be available to the general public in an open-access mode or should they be published by specific publishers having more restricted access?

The University of Évora actually follows a mixed approach: research work can be published by international publishers, but it has also to be released in the scientific repository. Additionally, the full paper should be public after a maximum period of six months. In fact, the University adopted a rule which defines that a research paper is only taken into account in the evaluation process of the researcher if it was added to the institutional repository. With this rule, it was possible to increase almost exponentially the number of (public) papers of the repository and, as a consequence, the visibility of the associated work.

Patents

Patents are also a potential output of R&D projects. They can play a relevant role in the knowledge transfer process because they can be the basis of the creation of spin-off companies, or they can be the focus of commercial agreements with already existent companies. Moreover, they can aid to increase the relationship with these companies and generate income to support further research. However, patents should not be used in a “blind” way, only to protect industrial property and without any associated procedures aiming to generate add-value to the academy and to the region. If the academy has no intention of exploring the patent, it's better to open the knowledge to the society.

Again, at the University of Évora, the strategy is to follow a mixed approach: the University published the Regulation of Intellectual Property²⁰ allowing each researcher to patent his/her inventions, having all the support from the University in the patent process (in Portugal or in Europe). Moreover, the regulation defines the possibility to create a spin-off company to explore the patent, or the University can help in the process of finding a right partner to explore the patent. The regulation also defines the division of the potential profit between the University and the researcher: by default, this value is 50% for each. However, if the University and the researcher believe the invention/research has no potential for direct exploitation, it is the only object of intellectual property registration, and a patent is not fulfilled.

Entrepreneurship Actions

Entrepreneurship is a crucial action in the knowledge transfer and socialization process. It is vital to implement vigorous activities promoting entrepreneurship in students and academy staff. Again, and as in the previous points, several ethical issues are raised in this process. In order to deal with these issues, the University of Évora created a particular course on entrepreneurship, which is offered to all Ph.D. degrees of our University. The objective is to increase the level of awareness of ethical issues of the most potential entrepreneurs.

Incubation and Acceleration of “Ideas”

New ideas and fresh research results need good conditions to be transferred to the society. As already referred, one option is through the creation of spin-off or start-up companies. However, in order to create successful companies, these ideas need to be “accelerated” and “incubated.”

In order to support this process, the University of Évora is an active member of the Science and Technology Park of the region where it is established (Alentejo), and one of the primary focus of this Park is, in fact, to foster the process of acceleration and incubation of ideas. The Park has all the required competencies to support the process of company creation, including helping in the development of business plans, internationalization and applying for financial support. That way, after identifying a “good” idea and protecting it from a patent, the researcher can be aided to create and incubate a spin-off company in an entirely integrated and easy way.

Creation of Spin-Off and Start-Up Companies

As referred in the previous points, the creation of spin-offs and start-up companies plays a vital role in the knowledge socialization process. In the University of Évora, in association with the regulation for industrial property, there is specific regulation for the creation of spin-off companies from any University collaborator (student or staff): the Regulation of Spin-Off Companies of the University of Évora²¹. This regulation defines clearly how a researcher can create a company and maintain the relationship with the University. The primary goal is to increase the number of established companies based on the results of the research while avoiding possible ethical problems in the collaboration between researchers, the new companies, and the University.

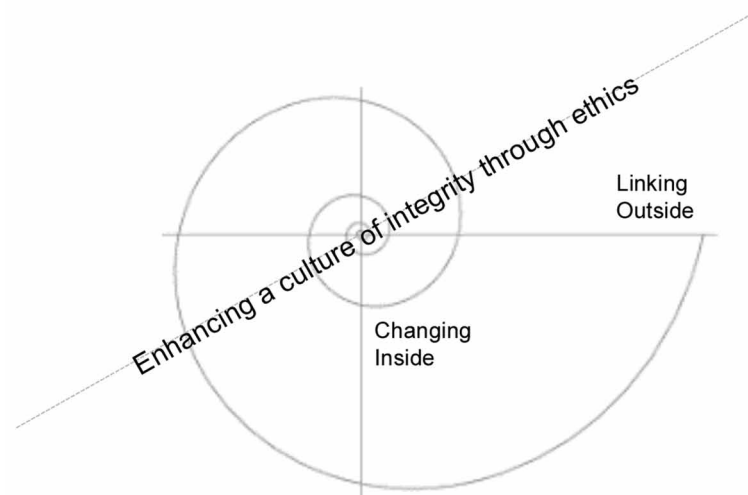
Thinking Globally: Enhancing a Culture of Integrity

Lessons Learned: Ethics as the Driver

Above it was detailed the set of measures taken at a specific small-scale university aiming for sustainable development. In the pages that follow it is argued that ethics is the instrument that can drive higher-education institutions in such a path, either promoting inner changes or linking the university with the outside world. Like in a spiral, such processes are intertwined and feed themselves mutually: changing inside is needed for connecting outside, and linking out requires changing inside. While this is a never-ending process, it is undoubtedly the only way to ensure sustainable development (Figure 1).

Figure 1. The spiral of ethical governance in higher-education institutions

Source: Own elaboration.



Lessons to Teach: Ethics as a Process

The commitment to the development of strategic solutions that allow the evolution of continuous quality indices is an object that depends on the mixed success of work systems, determinants for achieving results' improvement and the consequent recognition and positioning of any university, both at the local, regional, national and international levels.

The process of certification of an Internal System of Quality Assurance is not an end in itself but rather an objective that presupposes the rooting of a culture of practices aimed at the quality of institutions as a whole, in a dynamic and flexible perspective adjusted in time. Additionally, the maintenance and expansion of certification as a guarantor of transversal results of quality are thus a mission that is of all the interlocutors involved in the process and on which, increasingly, depends upon the sustainability of an institution of Higher Education.

In this context, it is noteworthy to highlight the importance given by the University of Évora to the planning and monitoring of results. These processes are mirrored in the evolutionary outcomes of accreditation and recognition of the university's training, research, extension, and services, what's the same as saying, in the overall quality of the systems intrinsic to the mission of the University of Évora (UE, 2015).

The implementation of internal procedures aligned with quality management processes at the University of Évora dates back to 1993. Since 2006, these processes have integrated into their regular management policies the new national and European directives resulting from the Process of Bologna.

In recognition of a work of continuous improvement, the institution assumed, in 2014, the unconditional certification of its Internal System of Quality Assurance (ISQA-UÉ) by the Agency for Assessment and Accreditation of Higher Education (A3ES). As a fundamental complement to its quality objectives, in the same year, the university starts the process of certification of its Services, in the dimension of direct relationship with students, at the levels of Academic Services, Administrative Services, Computer

Services and Technical Services. Already in 2017, the University of Évora carries out its Institutional Evaluation by the A3ES, whose process is in progress.

Responding to the challenges of the planned management of the subsystems that make up the complex functional system of the university, the ISQA-UÉ contributes with: a) The definition and cross-cutting transparent communication of strategies concerted with a culture of quality; b) Promoting the explicit recognition of responsibilities by all stakeholders in the process; c) The promotion of the planning of actions and procedures favorable to the achievement of the objectives outlined; d) The definition and treatment of indicators that allow the monitoring of results; e) Promotion of evolution-friendly evaluation and self-assessment mechanisms; f) Transversal and cyclical disclosure of results.

A significant part of the procedures inherent to the organization, control, and monitoring of data and information, handled within the ISQA-UÉ, derives from the effectiveness of the Integrated Information System of the University of Évora (SIUUE). SIUUE allows the automation of a large number of procedures, providing data for the construction of several indicators, thus allowing, in articulation with the work developed by the Office of Planning and Quality Assurance (GPGQ), an increasingly better coupling between the assumptions of the ISQA-UÉ and the results obtained by the entire university community.

The practical involvement of stakeholders in decision-making and planning of university activities is a decisive aspect for the success of ISQA-UÉ. It is thus assumed as institutional practice the participation within the system of students, teachers, researchers and services at the university, as well as internal and external partners, as indispensable elements in the creation and consolidation of a culture of quality and for its excellent governance.

The full hearing of the different actors involved within the system contributes, in turn, to a better acceptance of the decisions of governance, being the promotion of internal audits of essential documents to approve, an example of this integrating culture.

It is also promoted by ISQA the monitoring of external agents to the institution, such as former students, employers, and other partners, thereby enhancing the process itself and increasing its impact on society. The broad scope and high level of integration of the ISQA-UÉ make the system a participatory engine for all stakeholders (Secca Ruivo et al., 2014).

Within the framework of the integrated evolution of the ISQA-UÉ, it is noteworthy the approval of the Strategic Development Plan of University of Évora (PDE-UÉ), in 2015. As referred before, the adoption of this document by the General Council of the university brought a strategic orientation to the institution, making it easier to follow the cycle of continuous improvement, reinforcing the monitoring of the different aspects of university performance, such as internationalization, human resources management policies or the articulation between the SIPGQ-UÉ and the governing bodies (UE, 2017).

The systemic performance of the SIPGQ-UÉ operates directly at six levels of impact, cyclically present throughout the year: 1) Planning Processes; 2) Accreditation of study cycles; 3) Internal and external surveys; 4) Data processing and monitoring; 5) Reports and Results Studies; 6) Service Certification.

The integrated articulation of these six lines of action, fueled by a permanent dialogue with the academy and external partners, results in the feeding of the dynamic and organized mechanisms that allow to maintain and evolve the own system, and the maintenance of its external audit and certification.

The interaction between SIPGQ-UÉ and its interlocutors is managed through a Pro-Rector for Quality, in close and permanent connection to the Office of Planning and Quality Assurance, in an ongoing dialogue with the Rectory, the Organic Units, and the University Services.

At the level of the operational Planning Processes, there are three decisive moments:

Ethical Governance for Sustainable Development in Higher Education Institutions

1. The construction of an Activities Plan emanated from the monitoring of the Strategic Plan, approved for four years. This annual document, defined and published by the Rector, with strategic guidelines for actions, goals, indicators and a guide to the Assessment and Accountability Framework (QUAR) is a basis for the aligned definition of the Activity Plans of each Organic Unit and each Service of the university.
2. The biannual collection and monitoring of the achievement of the goals set by the Rector for the Activities Plan of each year - QUAR UÉ - and the centralized monitoring in the GPGQ of the annual QUAR of the Organic Units and Services of the university.
3. The elaboration of the Annual Report of Activities UÉ with a demonstration of the fulfillment and trends of evolution of the qualitative and quantitative indicators pre-defined.

The publication on the university portal and the internal dissemination of monitoring phases of this last document allow the Rector, the Organic Units, and the Services to plan in a timely and concerted way the priority strategies to be included in the Planning Cycle of the following year. The goal is that, at the end of the four years of implementation of the UÉ Strategic Plan, the university has achieved the goals defined therein, that is to say, integrally executed by altogether (UE, 2014, 2015, 2016).

With regard to the accreditation process of Study Cycles by A3ES, we emphasize four process types directly articulated between the Organic Units, the Quality Pro-rectory and the GPGQ: Self-Assessment/Accreditation of Cycles of Studies in Operation (ACEF), Request for prior accreditation of New Cycles of Studies (NCE) and Special Request for Renewal of Accreditation of Cycles of Studies Non-Aligned (PERA).

As a continuous process throughout the year, in addition to the Annual Reports and Studies produced by GPGQ, the ISQA-UÉ has implemented internal mechanisms and tools for facilitating access to information promoted through SIIUÉ, as in the cases of computerization of surveys (Costa, 2017), regarding the syllabus of the curricular units (FUC), the Reports of Curricular Units (RUC), and, additionally, the Course Reports (RC), which include automatic indicators that reflect student satisfaction indexes in the Curricular Units and Cycles of Studies and Services, as well as in the case of RC, several indicators relating to the operation of the Cycles of Studies itself, each year .

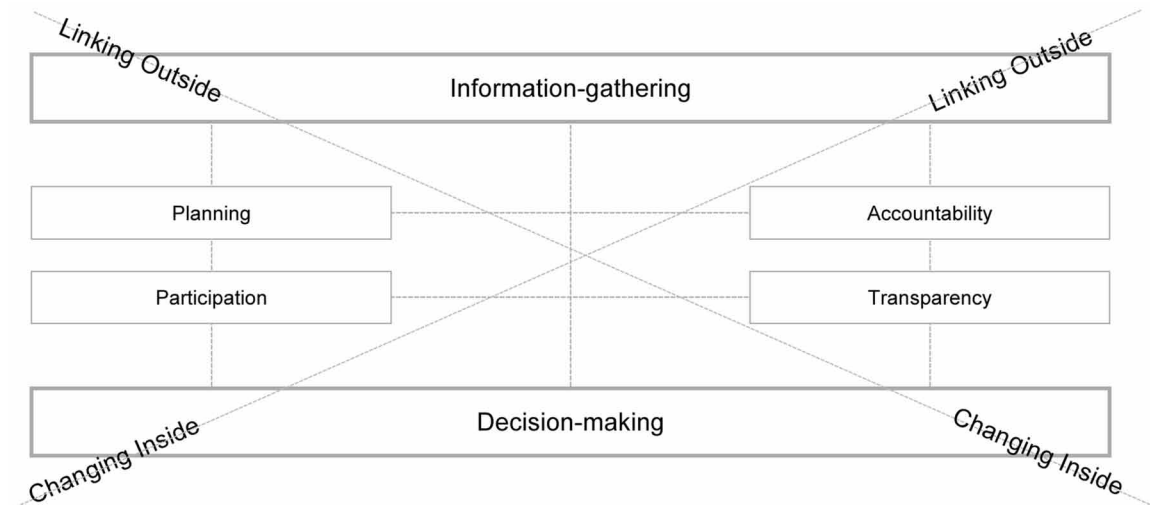
Another internal measure that promotes transparency and anticipation of external evaluation processes is the availability and timely availability of editable self-assessment scripts, equal to those of the A3ES, to the Organic Units.

Since 2015 onwards, simplified procedures and guidance documents for the different accreditation processes were made available by the Rector to the academy²², thus clarifying and deepening the already existing procedures. In addition to the follow-up of the evaluation processes, the Pro-Rector for Quality Assurance and the ISQA Office directly support the Organic Units and respective departments, as well as teachers responsible for the evaluated course (Person Responsible for the Request - PEP). The given support is broad and multi-level, comprising the level of clarification of questions related through the process of completing the scripts, the level of data provided to fill tables with indicators of each Cycle of Studies, and the level of final verification of all processes, as regards compliance with the legislated accreditation criteria.

Of these processes, it is stated that the accreditation rate per year of submission (average of three years) shows an evolution from 92.7% in 2015 to 98% in 2016. This means that out of 51 cases submitted and completed in the last three years, about 50 processes have been accredited, 40 of which without conditions.

Figure 2. Enhancing ethical governance in higher-education institutions

Source: Own elaboration.



It is noteworthy to analyze the progress in the greetings rate of arrival times to the Rectory of these A3ES processes. In 2015, the University of Évora registered a rate of 18.8%, having risen in 2016 to 83.3%. This progress of results reveals the commitment that the academy puts in these processes and of the recognition of ISQA-UÉ as an integrating system and promoter of evolutionary quality results.

In short, the spiral of ethical governance that was presented earlier must be anchored in a quality system, able to connect the information-gathering and decision-making processes (Figure 2).

While planning and participation are fundamental as assumptions of practice, accountability and transparency constitute vital requirements of returning. Relations occur every time and every way and enhancing them through ethics is definitely a key factor when pursuing sustainable development in higher-education institutions.

CONCLUSION: PATHS AND CHALLENGES FOR ETHICAL GOVERNANCE IN HIGHER EDUCATION INSTITUTIONS

This chapter intended to present and discuss the strategies actually implemented in a higher-education institution towards building a culture of integrity. The empirical focus was a case study within a small-scale Portuguese university, the University of Évora, located in southern Europe.

With more than 458 years of history, the University of Évora now faces the challenges of modernization and globalization while maintaining a responsibility towards the creation of knowledge-based societies and economies, education and the creation of socially responsible citizens.

Ethics is the key and cross-cutting instrument to enhance a culture of integrity in higher-education institutions. In the University of Évora, this was made visible, on the one hand, through changes in the admissions strategies and teaching-learning processes, specifically the conduct regulation newly implemented at the University, but also the rules of ethical conduct regarding the students' practices and committees recently created to analyze and eventually authorize investigations developed within the context

Ethical Governance for Sustainable Development in Higher Education Institutions

of specific courses and research projects and issues regarding the information security challenges. On the other hand, this was also made visible in many domains regarding the relations between the academy and the exterior, namely, when addressing topics such as research, publications, entrepreneurship, business incubators, and accelerators in higher education.

In view of the foregoing, it is argued that in small-scale universities, the quality evaluation system is the holistic tool which connects all the structures of the University, thus contributing to enhance a culture of quality through ethics, i.e., efficiency, integrity, and accountability of the human resources (faculty, students, etc.) and also to have in place a scientific audit system of governance.

While this text brings light into the experience of a specific small-scale university, it offers empirical evidence of using ethics to enhance a culture of integrity that goes beyond such a particular university and can be applied in many other universities around the world. Contribution to knowledge is provided through the detailed description of several precise practices, either promoting inner changes or linking the university with the outside world. Like in a spiral, those practices are intertwined and feed themselves mutually: changing inside is needed for connecting outside, and linking out requires changing inside.

Furthermore, empirical evidence supports the idea that such a spiral of ethical governance should be anchored in a quality system, able to connect the information-gathering and decision-making processes. While planning and participation are fundamental as assumptions of practice, accountability and transparency constitute critical requirements of returning. Relations occur every time, and every way and enhancing them through ethics represents a challenge when pursuing sustainable development in higher-education institutions, both at the global and local levels.

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KEY TERMS AND DEFINITIONS

Academic Integrity: The full and shared moral code or ethical policy of the academia. It includes values such as avoidance of academic fraud, in the form of cheating or plagiarism, maintenance of the specific educational standard, honesty, and rigor in both research and publishing. These values usually are made visible in the way of internal institutional regulation.

Ethical Governance: The set of management rules, practices, and processes, specifically and explicitly driven by moral principles.

Ethical Leadership: The ability to drive the institution through principles of transparency, free flow of information, and good governance, thereby transmitting an image of security and confidence both indoors and outdoors, namely with regards the stakeholders with which it interacts.

Ethics: Well-founded standards of what is “right” and “wrong,” expressed in terms of rights, obligations, and benefits to the institution and, ultimately, the society.

Governance: The framework of management’ rules, practices, and processes by which a specific institution ensures accountability, fairness, and transparency both inwards and outwards.

Information Security Challenges: The set of obstacles that occur ensuring the security of information, including ethical, technical, organizational, legal, and human aspects.

Research Ethics: The ethics considerations, dilemmas and trade-offs that apply throughout the research process, from the very beginning, when having an idea and designing a project or study, through the fieldwork, analysis, dissemination, and reporting of the research findings.

Sustainable Development: It is perceived as the development in a holistic sense, not only from a multiple economic, social, educational or environmental perspective, that can meet human development goals in a balanced and fair way, and without compromising the future generations. It implies an action on all fronts: governments, businesses, civil society and people everywhere all have a role to play, as they are both the producers and the outcome of such processes and actions.

ENDNOTES

- ¹ Further information on COPE can be consulted online at <https://publicationethics.org/>
- ² Despite the diversity of criteria that can be used for the classification of higher education institutions (van Vught et al., 2010), this article uses as main indicator the size of student body. Currently this number is around 7000.
- ³ Further information can be found on-line, throughout the University web page, available at www.uevora.pt.
- ⁴ Decree-Law No. 402/73, August 11th.
- ⁵ Decree-Law No. 482/79, December 14th.
- ⁶ Ministerial Order No. 1126/82, December 2nd.
- ⁷ Decree-Law No. 175/2004, July 21st.

Ethical Governance for Sustainable Development in Higher Education Institutions

- ⁸ The so-called Bologna Process was unleashed by The Bologna Declaration (June 19, 1999), a joint document signed by the Ministers of Education of 29 European countries, meeting in the Italian city of Bologna. The declaration marks a paramount shift from higher-education policies in those countries and has established a European Higher Education Area, based on the commitment of the signatory countries to reform their education systems. Although the Bologna Declaration is not a treaty, the governments of the signatory countries have undertaken to reorganize their countries' higher-education systems in accordance with the principles enshrined in it. Portugal was no exception.
- ⁹ Regulatory Decree No. 54/2008, October 20th.
- ¹⁰ Regulatory Dispatch No. 10/2014, August 5th.
- ¹¹ Normative Rule No. 10/2014, August 5th.
- ¹² The Strategic Development Plan for the University of Évora, 2015-2020, can be assessed on-line at <http://gdoc.uevora.pt/385497>
- ¹³ Order No. 6/2017, March 27th.
- ¹⁴ Academic Regulation of the University of Évora, Dispatch No. 11704/2016, September 30th.
- ¹⁵ Order No. 64/2017, June 14th.
- ¹⁶ Order No. 11/2017, April, 26th.
- ¹⁷ Order No. 10/2017, April, 26th.
- ¹⁸ Regulation(EU) 2016/679.
- ¹⁹ Regulation of Evaluation of the Performance of Teachers of the University of Évora, Dispatch No. 1038/2011, January 12, 2011.
- ²⁰ Regulation of Intellectual Property of the University of Évora, Service Order No.10/2015, March 13th.
- ²¹ Regulation of Spin-Off Companies of the University of Évora, Service Order No.11/2015, March 13th.
- ²² Circular No. 10/2015.