

## INSTITUTIONAL CULTURE OF ACADEMIC INTEGRITY

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*The article focuses on the fact that academic integrity is one of the elements of the internal quality assurance system in higher education institutions (hereinafter referred to as HEI). The essence of the concept "academic integrity" is revealed. The importance of the HEI management task - the introduction of the academic integrity principles in the educational environment at a non-formal level is substantiated. The modern academic environment must not only be ethically institutionalized but also have well-established ethical infrastructure and tools for ethically influencing those who commit unethical acts. The paper systematizes the basic principles and defines the benefits to adhere to the academic integrity of higher education applicants and lecturers.*

**Keywords:** *academic integrity, academic responsibility, plagiarism, reputational loss, higher education applicant.*

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### PROBLEM STATEMENT

In the current conditions of the higher education national system functioning in Ukraine, there is an increase in the intensity of academic dishonesty, the frequency of plagiarism in scientific works, which have significant negative socio-economic consequences, the key ones of which are reputational losses and impairment of higher education.

Loyalty to the academic dishonesty in the national educational and scientific environment is caused both by a large number of its participants' motives and by the lack of measures to institutionalize the value of academic integrity.

It should be noted that for the first time at the regulatory level in Ukraine the concept "academic integrity" is enshrined by the Law of Ukraine "On Higher Education" of 05.09.2019 [1]. The need for measures to ensure academic integrity is determined by the criteria for educational programs accreditation [2].

Despite considerable efforts of public authorities and civil society, there has been no significant improvement in this area. A significant reduction in the level of fraud and plagiarism among students and other manifestations of academic integrity can only be achieved through a comprehensive strategy that promotes the institutional culture of academic integrity in a higher education institution.

Institutionalization of the academic integrity standards mechanism involves identifying the entities, who are responsible for developing and implementing academic integrity policies, developing programs that combine efforts to contain and identify academic misconduct, and sanctions against such conduct designed to encourage integrity.

On this basis, the problem to ensure the required level of effectiveness of all components in the institutional management mechanism regarding academic integrity is of particular relevance.

### ANALYSIS OF THE RECENT RESEARCH AND PUBLICATIONS

Fundamental principles of academic integrity are laid down in the works of foreign scholars, including A. Skvortsov, P. Keith-Spiegel, R. Jones, J. Bentham, J. Moore, T. Bretag, S. Mahmud, M. Wallace, and R. Walker, S. James, L. Perry, T. Bretag and others.

Today in many works of domestic scientists (A. Artyukhov, V. Bakhrushin, V. Sherstyuk, V. Romakina, A. Stefan, M. Zharykova, V. Lunyachek, D. Sopova, V. Satsik, R. Shishka, Y. Rashkevich, S. Kurbatov, G. Korchagina, N. Zinchenko, I. Isaev and others) questions of integrity are investigated [3-9].

#### OBJECTIVE SETTING

The aim of the work is to develop theoretical foundations and to develop practical recommendations that contribute to the formation of the institutional culture of academic integrity in higher education institutions.

#### MAIN MATERIAL

At present, there is a need for higher education institutions to develop a coherent strategy to encourage and support the academic community, as well as effectively to solve the problems related to “shadow” student learning, in particular, plagiarism. Such a strategy should have an educational focus, contributing to the development of students' academic literacy and professional development of staff [10].

Article 42 of the Law of Ukraine on Education defines academic integrity as “a set of ethical principles and rules defined by law that should be followed by participants in the educational process in learning, teaching and conducting scientific (creative) activities in order to ensure confidence in the learning outcomes and/or scientific (creative) achievements”. It should be noted that the “academic integrity”, despite its generally accepted translation in Ukraine, originates from English, literally means “academic integrity” [11].

An important step towards implementing and following ethical principles in science is the Strengthening Academic Integrity in Ukraine Project (SAIUP), initiated by the American Councils of Education with the participation of the Ministry of Education and Science of Ukraine and with the support of the United States Embassy Of America in 2016. The project has four main areas of activity: education campaign, practical training course at universities, dissemination of international practices at Ukrainian universities, work on the regulatory framework and regulatory mechanisms. The leading universities of Ukraine [12] participate in the project; one of the participants is Sumy State University (SSU). It should be noted that SSU pays much attention to adherence to the principles that encompass the concept of “academic integrity”. There is a thorough work in the following areas: development and publication of provisions, information events; inclusion in the higher education courses of students seeking to develop an integrity culture and skills to follow it.

Currently, there is no universal formula to create an integrity atmosphere in higher education institutions, but the following steps can be distinguished [13]:

1. To develop and publish rules, procedures and statements regarding academic integrity that can be easily and correctly understood and consistently followed.
2. To promote the positive aspects of academic integrity in all components of the university community. Such actions should include discussion of fundamental values, forming the ability to make ethical decisions, emphasizing the links between academic integrity and broader issues of ethics, ethical behaviour.
3. To inform all members of the community regarding the academic integrity standards in order to achieve a correct understanding of expectations as an integral component of community culture.
4. Consistently and continuously implement the measures set out in the policies and procedures to ensure academic integrity, while respecting the fairness principle. To encourage those members of the academic community who adhere to academic integrity policies and procedures.
5. To introduce systems for detecting academic integrity violations and to form a complex of measures of adequate response to them.
6. Continually monitor the development of technology and educational practices so as to be able to anticipate and assess the growing risks of misconduct and to solve potential problems accordingly.

7. Regularly review and, if necessary, to update academic integrity policies and procedures, constantly evaluating their effectiveness. It should be emphasized that the policies and procedures for ensuring academic integrity should take into account the specific nature of each institution, be consistent with its mission and strategy, and be consistently implemented in current scientific and educational activities.

The main moral principles of academic integrity are grouped in Table 1. A modern lecturer and a higher education student must have all these virtues.

*Table 1 – The essence of the moral principles of academic integrity [13]*

Principles	The essence of the academic integrity principles
Honesty	Scientific research and educational activity should include intellectual and personal honesty. At the same time, strong support in society should be formed that any manifestations of academic dishonesty in the academic environment are unacceptable.
Trust	In order to ensure a proper level of academic integrity, a climate of trust should be formed in the academic community, the absence of which prevents collaboration, exchange of information and the dissemination of new ideas freely, since participants will feel that results of their work, research methods will be misused and they will lose reputation as researchers.
Fairness	In order to achieve the goals of academic integrity policies and procedures, all the measures envisaged by them must comply with the principle of fairness in the interaction of all participants in the educational and scientific environment. The response to academic dishonesty should be consistent, complies with the level of disruption and should not have any exceptions.
Respect	The academic community should respect and accept different opinions and ideas. Respect for oneself means that tasks are performed in accordance with the rules of integrity. Respect for others is the necessity to evaluate the diversity of ideas.
Responsibility	The basis of academic integrity is the personal responsibility of each participant in the academic environment. It implies the ability to counteract, resist, and act as an example of honest conduct.

Violation of the academic integrity principles is a series of incorrect actions by any participant in the scientific and educational process. Examples of such behaviour are academic plagiarism, self-plagiarism, fabrication, falsification, cheating, bribery, etc.

According to the current regulatory framework in Ukraine, academic dishonesty can be manifested as "... academic plagiarism, self-plagiarism, fabrication, falsification, write-offs, bribery, etc. [11].

The greatest number of academic dishonesty in Ukraine is related to academic plagiarism, which has three aspects of the problem: organizational and technical (creation of a repository of texts, electronic system for their comparison), legal, which requires a unified approach to the interpretation of certain norms; analysis of the content of the text (the conclusion about the presence or absence of plagiarism must be verified by an expert).

According to [1], higher education applicants must / should adhere to the principles of academic integrity:

- individual performance of practical tasks, final module tests;
- references to borrowed opinions and judgments if they are used in the work;
- following the applicable copyright and related law;
- providing accurate, truthful, reliable information about the results of own development, research and methods which are used.

The advantages of academic integrity are:

- the ability to control time, prioritization, organization and efficiency;
- acquisition of knowledge and skills that cannot be acquired in cheating;
- establishment of ethical standards for life;
- the sensation of achievements.

The following tools should be used to prevent the use of plagiarism by higher education applicants and their interest in learning [3]:

- to explain the value of acquiring new knowledge to higher education students;

- to provide clear information on the academic integrity rules; formulate tasks in such a way that they cannot be copied (analytical solution of tasks and their specificity; the processing of specific sources and data);
- to explain the requirements for the task and the criteria for its assessment in a proper way (volume, citation style, admissible number of citations, design rules, etc.);
- to develop non-standard, creative tasks, to update them annually; provide students with examples of completed work;
- to discuss with students examples of qualitative and substandard task fulfilment;
- during the student's work, to perform at least one intermediate check of the draft version of the work, to provide feedback and recommendations for further implementation.

Academic integrity allows the education system to remain effective, providing knowledge and skills, not just the educational certificate.

The manifestations of academic dishonesty, including cheating, plagiarism, corruption, cannot be decisive for the entire education system, in particular, the higher education system, since they destroy it, transforming the educational process into imitation.

In order to turn the situation around, it takes a long and systematic work, first of all - at the level of higher education institutions.

### CONCLUSION

Higher education institutions need to provide a "systematic approach" in which academic integrity is an integral part of a wide range of institutional activities and processes, including:

- the policy of the institution that determines the nature of plagiarism, fraud and other forms of academic dishonesty. The policy should outline the procedures to be followed in suspicion or proving the offence, as well as appropriate sanctions;
- teaching and learning methods;
- work with the students;
- professional development of the staff;
- using of technologies (for example, the text mapping software).

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