

Research on the Construction of Academic Integrity System in Chinese Colleges and Universities

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Abstract—The institutionalization of academic integrity in Chinese colleges and universities is carried out under the leadership of the government. The government makes and promulgates relevant policies and decrees first, and colleges and universities make corresponding implementation rules later. On the basis of sorting out the relevant decrees and policies promulgated by the government, this paper illustrates the overall situation of the construction of academic integrity system in Chinese colleges and universities. Next, it reveals the existing problems in the construction of academic integrity system with examples. Then, taking other countries with rich experience in the construction of academic integrity system as reference, this paper proposes that we should focus on active participation of students, improve the design of academic integrity system, and improve the implementation mechanism of academic integrity system, so as to enhance the effectiveness of academic integrity system in Chinese college and universities.

Keywords—Academic integrity; System construction; System design; Execution mechanism

I. INTRODUCTION

Academic integrity is an honest and trustworthy behavior that people show in academic activities. As the most important code of conduct and the most basic professional quality of academic body, academic integrity is the basic pursuit of higher education in various countries. The institutionalization of academic integrity in Chinese colleges and universities began after the implementation of reform and opening up policy, thus carries a clearly Chinese characteristics. At present, how effective is the construction of academic integrity system in Chinese colleges and universities? Are there any shortcomings? If there are shortcomings, how to improve? We will analyze these problems one by one.

II. THE DEVELOPMENT OF INSTITUTIONALIZATION OF ACADEMIC INTEGRITY IN CHINESE COLLEGES AND UNIVERSITIES

In China, the government is the main organizer of higher education institutions (i.e. the main investors of higher education institutions), as well as the administrative leader and administrator of higher education institutions[1]. Therefore, the institutionalization of integration in Chinese colleges and universities has been under the leadership of the government from the very beginning. The usual practice is that after the government (mainly the competent department of education) formulates and promulgates the corresponding laws,

regulations or guidance documents, the colleges and universities make the corresponding implementation rules.

The institutionalization of academic integrity in Chinese colleges and universities began in the 1980s. At this stage, China's education authorities began to formulate academic integrity guidance documents from the perspective of institutionalization. In 1983, the State Education Commission (1985-1998, the competent department of education in China, later renamed the Ministry of Education of the PRC) formulated the Measures for the Management of Student Status in Full-time General Colleges and Universities, and made clear measures to deal with dishonest acts like cheating in examination. This is the first time that China's national educational administration institutionalized academic integrity. In 1989, the State Education Commission promulgated the Code of Conduct for College Students (Trials). Article 8 of the Code of Conduct, named "Focusing on Personal Morality", included the requirement of "honesty and trustworthiness".

In 21st century, the academic integrity system of Chinese colleges and universities has entered a systematic development stage. At this stage, the institutionalization of academic integrity in universities has not only issued guiding culture and department rules, but also promulgated corresponding laws and regulations, and the contents involved all aspects of academic norms. In 2004, the Standing Committee of the National People's Congress promulgated the Regulations of the People's Republic of China on Academic Degrees. In 2010, the Academic Degree Committee of the State Council issued Opinions on Strengthening the Construction of Academic Ethics and Standards in Academic Degree Granting. As the administrative department of education, the Ministry of Education of the PRC has promulgated a series of guidance documents such as Opinions on Strengthening the Construction of Academic Integrity (2002), Higher school of philosophy and Social Sciences, academic norms(2004), Measures for Dealing With Violations of Regulations in National Educational Examinations (2004), and Regulations for Students Management in Higher School (2004), Notice on Seriously Handling Academic Misconduct in Colleges and Universities (2009), Measures for Information Disclosure in Higher Schools (2010), Opinions on Implementing Effectively Strengthening and Improving the Construction of Learning Style in Higher School (2011), and Measures for Handling Falsification of Dissertations (2013). In 2016, the Ministry of Education of the PRC promulgated the Measures for Preventing and Dealing with Academic

Misconduct in Higher School. This is the first time that the Ministry of Education has made regulations on preventing and dealing with academic misconduct in the form of departmental regulations.

It can be seen that under the promotion of government departments, the academic integrity system of Chinese colleges and universities has undergone a leap from the beginning to systematic development. In the early stage of development, the construction of academic integrity in Colleges and universities belongs to an integral part of Ideological and moral education, and is the concretization of moral requirements such as honesty and trustworthiness. Later, academic integrity became independent from the scope of Ideological and moral education, and gradually developed into a special system to regulate academic behavior. Under the regulations and guidance of Chinese government departments, colleges and universities have set up detailed rules for the implementation of academic integrity. It can be said that the construction of academic integrity system in Chinese universities is being actively Promoted.

III. PROBLEMS EXISTING IN THE CONSTRUCTION OF ACADEMIC INTEGRITY IN CHINESE COLLEGES AND UNIVERSITIES

But because of its late start and short development time, the institutionalization of academic integrity in Chinese colleges and universities is still in the initial development stage, and there are many problems. The problems are as follows:

A. Inadequate Participation of Students

There is a serious administrative tendency in the construction of academic integrity system in China, which often regards students as a unilateral management object and neglects their real participation. As for the construction of academic integrity system, few people care about and try to understand the opinions and ideas of students, whether it is the formulation of academic integrity system or its implementation. What students need to do is to abide by the rules and regulations. For example, some universities require students to sign a promise letter for honesty in examinations, which is only served as a requirement for participating in examinations. As for whether students agree with this commitment letter and whether they have the honor of completing the exam independently, the school seldom considers.

B. Imperfect System Design

The construction of academic integrity in Chinese colleges and universities has established a basic system. However, in-depth study found that most of the system provisions are relatively superficial, with more principled provisions and less feasible. Some of the system norms lack supporting implementation measures, and some of them are still need to be more detailed and improved. For example, the relevant policies and documents of the Ministry of Education and the Ministry of Science and Technology clearly define the responsible subjects for investigating and dealing with academic misconduct, but there are no specific provisions on how to confirm the professionalism of the investigators themselves and how to guarantee the fairness of the investigative

procedure, leading to some unclear bases and procedures in the handling process.

C. Non-standard Execution Mechanism

Colleges and universities are the executing subjects of the construction of academic integrity system in China. In practice, the implementation of academic integrity system in some universities is not standardized, greatly reducing the binding effect of academic integrity system. Some colleges and universities will selectively carry them out, reduce the level of execution penalty system or even weaken the execution system; In some colleges and universities, rewards and punishments are indistinct, and the incentive and punishment functions of the system are not reflected[2]. For example, Chinese colleges and universities have relatively strict standards for students' graduation papers and officially published papers, but they lack the necessary attention to students' daily homework and whether their curriculum papers comply with academic standards, which makes the implementation of the system lack of universality and standardization.

IV. IDEAS AND COUNTMEASURES FOR IMPROVING THE INSTITUTIONALIZATION OF ACADEMIC INTEGRITY IN CHINA

To further enhance the effectiveness of academic integrity system in colleges and universities, we should focus on the following aspects:

A. Put Emphasis on the Active Participation of Students

We should give full play to the main role of students and actively include them into the management of academic integrity in colleges and universities. In this regard, the practice of American colleges and universities is worth learning. The United States is one of the earliest countries in the world to build academic integrity. The source of academic integrity of American college students is academic honor system. In 1779, William Mary College established the student honor system for the first time to encourage students to study in good faith on the basis of individual honor. Subsequently, the University of Virginia and other universities have established academic honor standards system. The academic integrity system of American universities has been constantly enriched and adjusted in the subsequent development, but the quality of attaching great importance to the active participation of students remains unchanged.

For Chinese colleges and universities, the following points should be done to actively absorb students to participate in the construction of academic integrity system in Colleges and universities. First of all, we should cultivate students' honor spirit. Colleges and universities can strengthen the propaganda of academic integrity and academic morality through various forms, and constantly cultivate and enhance students' honor spirit. Education on academic integration is essentially the promotion and inheritance of a spirit of honor. The academic integrity education can increase the sense of honor of the majority of teachers and students inwardly[3]. Secondly, leading students to actively participate in the basic training of academic norms. Colleges and universities should guide students to actively participate in academic integrity education, scientific ethics education and training, making students accurately grasp the requirements of academic norms and act

strictly according to the requirements. They will gradually develop good habits of academic norms, which will internalize academic integrity into habits, and then become part of their personal quality[4]. Thirdly, students should be involved in the implementation of the academic integrity system. Colleges and universities should actively guide and incorporate students to participate in the school's academic integrity management, giving full play to the students' enthusiasm in the construction and implementation of the academic integrity system.

B. Improve the Design of Academic Integrity System

The design of academic integrity system in colleges and universities is based on a comprehensive and systematic way. The content should be diversified, specific, and meticulous, which requires systematic designs and cohesion in different design levels. Taking the United States as an example, in addition to the relevant government departments and universities, academic societies also play an important role in the construction of academic integrity system in colleges and universities. In short, academic societies serve as a role of linking the macro-institutional design at the national level and the specific institutional design at the university level. For instance, the American Modern Linguistic Society edited and published *MLA Manual (MLA Style Manual and Guide to Scholarly Publishing)* in 1951, defining the format and standard of academic integrity. The Association of American Universities issued the *Declaration on the Rights and Responsibilities of Universities and Employees* in 1953, pointing out that universities have the responsibility to adjudicate and punish the violation of academic integrity[5]. As for China, the basic academic integrity system has been established at the government level, and the implementation rules suitable for each university are also actively constructed at the university level. What is missing among them is the role of academic social organizations. Making full use of the role of academic social organizations in the design of integration system may be an important part of improving the design of the system in Chinese colleges and universities .

C. Perfect the Implementation Mechanism of Academic Integrity System

Improved implementation mechanism and the execution of the academic integrity system are the most important tasks in the construction of academic integrity system in Chinese colleges and universities . Firstly, we should establish an open mechanism of academic integrity information. Colleges and universities should actively use the Internet to post such information on campus network as system, norms, guidelines, cases, merits and demerits of rewards and punishments about academic integration, embedding academic norms, academic integrity files, repetition rate software and academic papers into library web pages. By doing so, relevant information can be accessed at any time. Secondly, we should improve the normal supervision mechanism of academic integrity. A normalized academic integrity supervision and inspection committee should be established, consisting members of academic committee, teaching committee and supervisory committee, teacher representatives and students representatives, to regularly supervise and inspect the academic integrity of teachers and students. In addition, we should set up a mechanism for investigating and dealing with academic

misconduct. Colleges and universities should establish academic misconduct investigation institutions composed of professionals. This institution not only should deal with relative behaviors seriously according to the rule of law, but should act in a fair and transparent way. Meanwhile, we should safeguard the legitimate rights of teachers and students and resist irresponsible false accusations.

In addition, the role of tutors should be further played in the construction of academic integrity system in Colleges and universities. As the instructor of students' study and academic research, tutors shoulder the inescapable responsibility in guiding students to develop good academic integrity. The University of California clearly stipulates that tutors are obliged to teach students to abide by the academic integrity policy, and to include the role of tutors in the education of students' academic integrity in the comprehensive assessment of tutors. [6] At present, the tutor's supervision of students' academic misconduct has not been included in the evaluation index of the tutor in Chinese universities. In the days to come, tutors should strengthen the supervision of students' academic misconduct. Of course, in the construction of academic integrity in colleges and universities, the guidance of the tutor to the students should be based on the tutor taking the lead to abide by the integrity system.

V. CONCLUSION

Maintaining academic integrity and preventing academic misconduct and academic anomie is a worldwide topic for a long time. The United States, France, Germany and other developed countries started early in the construction of academic integrity system. They have accumulated rich experience in the establishment, operation and improvement of academic integrity system. The construction of academic integrity system in Chinese colleges and universities must actively learn from the experience of western developed countries. At the same time, the construction of academic integrity system in Chinese colleges and universities should be based on China's reality and adopt measures suited to China's national conditions in order to further enhance the effectiveness of the construction of academic integrity system in Colleges and universities.

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