Enhancing Academic Integrity in Academic Libraries: The Experience in Hong Kong and Ukraine

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abstract: This study explores the role of the Chinese University of Hong Kong (CUHK) Library and the Scientific Library of the Kyiv National University of Culture and Arts (KNUCA) in Ukraine in enhancing academic integrity in the university community. It compares the methods of academic integrity training offered by the libraries of the two universities using a three-step approach: a summary of university codes and regulations on academic integrity, a description of the VeriGuide plagiarism detection software developed by the Faculty of Engineering at CUHK, and a review of training and seminars conducted by both libraries. The authors discuss two websites, CUHK's Honesty in Learning: A Guide for Students and Teachers and KNUCA's Researchers.

Introduction

An essential topic for universities worldwide is academic integrity, including research ethics and compliance with intellectual property rights. According to Anné Hendrik Verhoef and Yolandi Coetser, "Integrity is the cornerstone of the quality of educational activities."[1] Ritesh Chugh and his colleagues report that "universities play a pivotal role in ensuring their academic staff is well-equipped with academic integrity knowledge."[2]

The concept of academic integrity has many dimensions, encompassing such fundamental values as honesty in teaching, responsibility, truthfulness in research, fairness, and respect in citations. The International Center for Academic Integrity, a group of universities and other in-

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stitutions that combat dishonesty in higher education, defines academic integrity as "a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage."[3]

As noted by Verhoef and Coetser, academic dishonesty occurs when "students intentionally use unethical practices or deception in their academic work."[4] Among the forms of such dishonesty, cheating and plagiarism are the most common. Eric Anderman and Alison Koenka regard cheating as a conscious action because "students make a conscious decision to engage in academic dishonesty."[5] According to the *Oxford English Dictionary* (OED), plagiarism is "the action or practice of taking someone else's work, idea, etc., and passing [it] off as one's own."[6]

Most research on academic dishonesty in higher education involves interviews with students and teachers after the detection of plagiarism in student work. According to José Canay-Pazos and his coauthors, more study is needed of students' attitudes toward plagiarism and their perception of the severity of penalties for intellectual fraud.[7]

Darshini Ayton and her colleagues studied the experience and understanding of plagiarism among students and faculty at Monash University in Melbourne, Australia, using the COM-B model (capability, opportunity, motivation, and behavior). They paid considerable attention to the use of tools that promote ethical writing.[8] Examining students' views, Judith Gullifer and Graham Tyson identified six types of perceptions of plagiarism: "confusion, fear, perceived sanctions, perceived seriousness, academic consequences and resentment."[9]

Other studies show that the spread of deception and plagiarism in education is linked to a lack of monitoring of academic integrity; low awareness among students about the nature and types of plagiarism; and lack of citation skills, which, according to Tracey Bretag and her colleagues, would allow "skilful application of the conventions of acknowledgement practice."[10] A study conducted at a Spanish university by Canay-Pazos and his coauthors showed that many students lack knowledge about plagiarism; 37 percent of respondents said they did not know what it is.[11] Verhoef and Coetser also found that plagiarism in education was compounded during the COVID-19 pandemic and the transition to distance learning by "lack of time management, feeling overwhelmed and stressed and struggling with technology." All those factors led to academic dishonesty.[12]

> Deception and plagiarism in education is linked to a lack of monitoring of academic integrity; low awareness among students about the nature and types of plagiarism; and lack of citation skills.

Different countries and regions have different approaches to overcoming plagiarism and organizing academic integrity training in their higher education institutions. Investigating misconduct at an Australian university, Jo-Anne Luck and her colleagues found that warnings are a more effective way to prevent plagiarism than punishment.[13] Students must also gain sufficient knowledge to master the established academic protocols and understand their importance. Luck's team summarized and proposed four strategies to reduce plagiarism: explaining to students what plagiarism is; using warnings

more frequently than punishments; restructuring assessments to make it more difficult to plagiarize; and testing students' knowledge of academic integrity.[14] Conversely, the results of a study by Igor Chirikov, Evgeniia Shmeleva, and Prashant Loyalka demonstrated the importance and significance of severe punishment from teachers to reduce academic dishonesty among Russian university students.[15]

Exploring the role of Canadian libraries in promoting academic integrity, Lorie Kloda and Karen Nicholson stressed the need for university librarians to be actively involved in discussions about academic integrity and the prevention of plagiarism.[16] In addition, they encouraged libraries to more actively consider "their role at universities to promote academic integrity."[17] According to Pamela Boehm and her colleagues, the following programs should be available to combat dishonesty in higher education: training teachers on academic integrity, promoting effective classroom management strategies, providing clear definitions and specific examples of deception according to the institution's code of honor, giving a grade of "XF" to students who violate the rules of academic integrity, and changing the "XF" to an "F" upon completion of an educational program.[18]

To prevent plagiarism, Nataliya Zavadska and Maryna Ignatiuk recommend creating a supportive environment around academic integrity education at universities.[19] Canay-Pazos and his colleagues propose to actively provide students with tools to help avoid or prevent plagiarism.[20]

Many authors highlight the need for collective participation of all members of the university scientific and educational community (including libraries) in overcoming academic dishonesty and plagiarism and ensuring compliance with intellectual property rights. Enhancing academic integrity, according to Kelum Gamage and his colleagues, is "a commitment not only of students but also of everyone involved in higher education."[21] At the same time, as noted by Verhoef and Coetser, "Universities should have not only a clear policy of academic integrity but also opportunities to discuss its role in education and life."[22]

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The teaching of academic integrity is an immediate task for higher education. To avoid the negative consequences of academic dishonesty, it is important to understand the approaches and international practices used by educational institutions to overcome plagiarism in student papers and scientific publications.

Methods and Target Population

This paper aims to study and compare the methods of teaching academic integrity and preventing plagiarism at CUHK and KNUCA. The Chinese University of Hong Kong Library (hereafter referred to as the CUHK Library) and the Scientific Library of the Kyiv National University of Culture and Arts (hereafter referred to as the KNUCA Library)

play an important role in supporting academic integrity and organizing training on research ethics and intellectual property rights for their university communities.

The authors applied a three-step approach to the analysis of academic integrity at CUHK and KNUCA: (1) a summary of guidelines and provisions relating to academic integrity at the universities; (2) a review of the development of VeriGuide, plagiarism detection software developed by the CUHK Faculty of Engineering; and (3) an overview of training and seminar activities conducted by the CUHK Library and the KNUCA Library for participants in the educational process.

This paper consists of two parts. The first part examines a series of training activities on intellectual property rights and research ethics offered by the CUHK Library. The second part explains measures to increase academic integrity for students affiliated with the KNUCA Library.

Academic Integrity in Hong Kong

Since its implementation on June 27, 1997, the Copyright Ordinance of Hong Kong has undergone several amendments to strike a balance between the property rights of the owners of creative works and the use of those works by the community.[23] The Copyright Ordinance of Hong Kong provides exemptions to copyright protection under the notion of "fair dealing." Four factors determine whether a dealing is fair:

1. The purpose and nature of the dealing, including whether it is for a nonprofit-making purpose or is commercial;
2. The nature of the work being copied;
3. The amount and substantiality of the copied portion in relation to the work as a whole; and
4. The effect on the potential market for or value of the work.[24]

Within the context of higher education in Hong Kong, teaching, learning, and research activities are permitted under the provision of "fair dealing." Regarding printed publications, CUHK has an agreement with the Hong Kong Reprographic Rights Licensing Society, a group of authors and publishers who license public access to their copyrighted works. The agreement grants the university the right to make and use print copies of the licensed materials for course packs assembled by instructors for their students.[25]

CUHK considers copyright and other intellectual property rights as critically important components of academic activities in the university community. The university complies with copyright law and intellectual property rights as stipulated in the Hong Kong Ordinance as well as in the Basic Law, the constitutional document of the Hong Kong Special Administrative Region. All faculty, staff, and students of the university are required to comply with the applicable laws, regulations, and guidelines to avoid infringement of copyright and other intellectual property rights. The works protected include, but are not limited to, books, journals, newspapers, computer programs, photographs, audiovisual recordings, broadcasts, and cable programs.

The university has developed a website titled Honesty in Academic Work: A Guide for Students and Teachers. It includes the following sections:

Section 1: What is plagiarism?
Section 2: Proper use of source material
Section 3: Citation styles
Section 4: Plagiarism and copyright infringement
Section 5: CUHK regulations on honesty in academic work
Section 6: CUHK disciplinary guidelines and procedures
Section 7: Guide for teachers and departments in handling cases of academic dishonesty
Section 8: Recommended statement to be included in course outlines
Section 9: Electronic submission of assignments via VeriGuide
Section 10: Declaration to be attached to assignments.

Other useful information is available on the CUHK website, including detailed guidelines on the proper use of source materials and online resources, a video on academic honesty, and information on training about academic honesty.[26] The university regards academic honesty as a vital aspect of student learning and adopts a "zero-tolerance policy" for the following acts of dishonesty:

- Plagiarism.
- Undeclared multiple submissions of the same work.
- Employing or using services provided by a third party to undertake one's submitted work or providing such services as a third party.
- Distribution, sharing, or copying of teaching materials without the consent of the course teachers to gain an unfair academic advantage.
- Violating the required conduct of a candidate during an examination as stated in the university's rules.
- Cheating on tests and examinations.
- Impersonation fraud on tests and examinations.
- All other acts of academic dishonesty.[27]

Although several Internet-based plagiarism detection products were available in the market, CUHK developed new plagiarism detection software called VeriGuide (previously called CUPIDE) in 2005 (see Figure 1). It was the first automatic similarity text detection system to cater for the bilingual English and Chinese teaching and learning at CUHK.

As a system for analyzing documents and preventing plagiarism, VeriGuide can promote and uphold academic honesty, integrity, and quality; support detection of text similarity in English, Traditional Chinese, and Simplified Chinese; provide class and assignment management via a graphical Web interface; maintain assignment databases for institutions to provide added security and privacy; support common document formats, including .doc, .txt, .pdf, and .html; and generate detailed originality reports with statistics and a side-by-side comparison of text.[28]

VeriGuide has numerous benefits in addition to supporting assignment collection, similarity detection, and readability assessment. Access is available anytime, anywhere. The software saves time and cost in managing courses and collecting assignments. It provides almost full coverage of all assignment languages used in Hong Kong, Macao, Taiwan, and China. VeriGuide also makes tracking of a student's writing performance

Figure 1. The home page of VeriGuide, plagiarism detection software developed by the Faculty of Engineering at the Chinese University of Hong Kong.

easy, covers many popular document formats, provides detailed statistics of similarity and readability for analysis, and permits quick and easy comparison of suspected plagiarized content to the original.[29] Apart from analyzing assignments and detecting plagiarism, VeriGuide can be used in other ways, such as checking cover letters, analyzing legal documents, and verifying newspaper articles.

The CUHK Library has developed a LibGuide titled "Using Information Responsibly for Your Assignments" to introduce the basic concepts of using information ethically for assignments and academic research and to present library resources for users. The guide has subpages on using information responsibly, citation formats, bibliographic management tools, copyright, and useful resources.[30] See Figure 2.

In addition to developing the LibGuide, the CUHK Library also provides workshops related to academic honesty to raise awareness of this issue among the university community.[31] In 2021–2022, the library offered two workshops to undergraduate students, one on demonstrating academic honesty in university writing assignments and the other on search strategies and how to find sources, avoid plagiarism, and properly cite sources.[32]

The Centre for Learning Enhancement and Research of CUHK offers an online course titled Observing Intellectual Property and Copyright Law during Research, compulsory for all postgraduate research students. The instruction is delivered via Blackboard, the university's online learning and teaching platform, and students are required to complete it before graduation. This course introduces issues in intellectual property, copyright, and plagiarism to student researchers. [33]
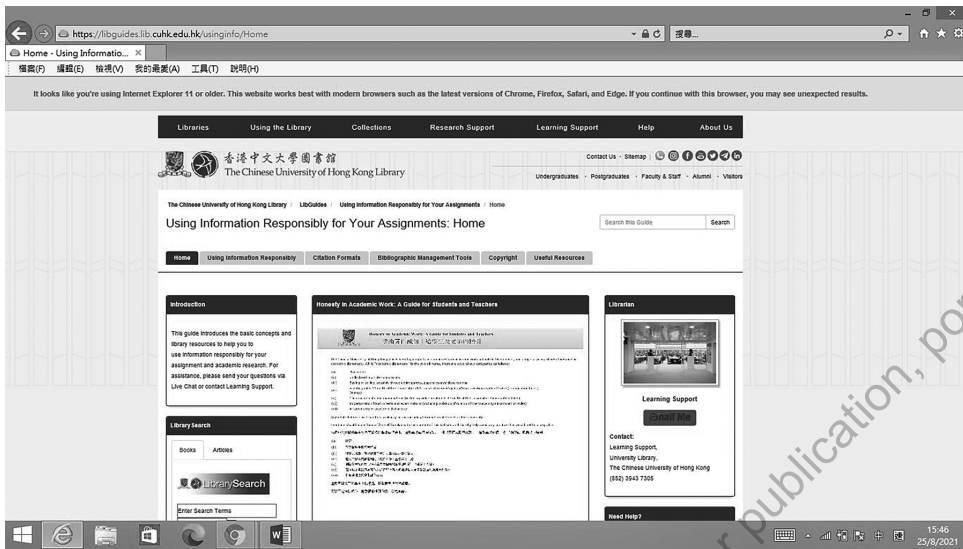
Figure 2. The home page of the LibGuide "Using Information Responsibly for Your Assignments" developed by the Chinese University of Hong Kong Library.

Academic Integrity in Ukraine

The higher education system of Ukraine actively discusses and implements standards of academic integrity, and it takes measures to comply with intellectual property rights and ethical use of information. The authors agree with Nino Mikiashvili and her colleagues that the concept of academic integrity is somewhat different in the countries of the former Union of Soviet Socialist Republics, including Ukraine, and does not always correspond to modern understanding.[34] According to Vadym Luniachek and his coauthors, many students at Ukrainian universities have a limited understanding of academic integrity. The authors recommend special courses on the basics of academic writing and intellectual property to develop relevant skills and knowledge.[35]

KNUCA is a leading institution of higher education in Ukraine at the highest level of accreditation. The university consists of an educational and scientific institute, a scientific library, 11 faculties, and 10,000 students enrolled in eight fields of study and 44 program subject areas.[36]

According to Darshini Ayton and her colleagues, it is necessary to change the policy of universities to avoid and reduce plagiarism.[37] Accordingly, an integral part of higher education and research in KNUCA is the policy of academic integrity. The university has regulations on the prevention and detection of academic plagiarism,[38] rules on academic integrity,[39] and a code of academic integrity.[40]

The regulations on the prevention and detection of plagiarism list measures aimed at detecting and preventing academic dishonesty. They provide a holistic system of plagiarism prevention and its detection in the works of undergraduate and postgraduate students, research, and teaching staff; and of imparting skills of independent scientific

research, ethical use of information sources, and observance of intellectual property rights.[41] Types of violations of academic integrity, verification procedures, criteria for detecting academic plagiarism, and liability for violations are enshrined in the rules on academic integrity at KNUCA.[42]

Students and research and teaching staff at KNUCA are guided by the university's code of academic integrity. Goals of the code include the development of academic values by the participants in the educational process; affirmation of moral values, social activity, and responsibility; and providing the necessary conditions for students and research and teaching staff.[43]

The KNUCA Library cooperates with the university's faculties and departments in activities aimed at promoting the principles and rules of academic integrity. During the first library lesson on information literacy for first-year students, librarians interview students to explore the following questions: How do they understand academic integrity? What is their attitude to academic dishonesty? Do they have experience of academic dishonesty?

Librarians found that all students consider academic integrity an important part of their studies; however, not everyone has sufficient knowledge to adhere to its principles unconditionally. For example, not everyone can explain the difference between fabrication and falsification of data or can name the signs of plagiarism. Some students may accidentally copy a text without proper attribution.

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The library formed groups of participants of bachelor's or master's students, graduate students, and research and teaching staff to receive instruction in academic integrity. See Table 1 for a list of the methods of training and topics covered. Library seminars that help students and young scientists develop an understanding of plagiarism and teach them proper citation and reference techniques can improve their awareness and help avoid academic dishonesty in research.

Since 2017, the university library has verified the originality and uniqueness of scientific works via the Unicheck plagiarism detection software. The following publications are checked: manuscripts of articles or abstracts of conferences submitted to the editors of scientific journals or organizing committees; theses and dissertations for the PhD and DSc degrees; and bachelor's and master's qualifying scientific papers.[44] There are workshops and tutoring for students, teaching, and academic staff to prevent academic dishonesty.[45]

By checking publications and student work in the Unicheck system, librarians found violations that indicate students' misunderstanding of the concept of academic integrity. The violations included inaccurate or nonexistent references, plagiarism, and unethical citations. To reduce and avoid cases of plagiarism and to maintain academic integrity, the library developed the training measures that are listed in Table 1.

Table 1.

Training on academic honesty and ethical research at the Library of Kyiv National University of Culture and Arts

Participants	Methods of training	Topics covered
University students studying for a bachelor's or master's degree	Lectures Learning activities	The essence of academic integrity The concept of intellectual property Concepts and objects of copyright and related rights Honest research standards Reference and citation rules for scientific papers
PhD students	Workshops Supervisions Online consultations Methodological recommendations Presentations	Academic integrity principles The concept and types of plagiarism Basics of ethical research Creating the reference list in various types of scientific publications Features of international styles for scientific papers, such as APA (American Psychological Association) and Harvard style Plagiarism checking with Unicheck
Academic teaching staff	Supervisions Online consultations Methodological tips Researchers' section on the scientific library website http://lib.knukim.edu.ua/naukovcyam/	Science e-resources Open access Editorial policies of open access journals Types of self-plagiarism and ways to avoid it Ethical use of electronic information sources Image intellectual property rights Plagiarism checking with Unicheck The legality of using images of individuals in published products such as scientific articles

To help form the skills of academic integrity and scientific ethics in all participants of the educational process, the library has created a page on its website called Researchers. The page provides information and guidelines on general principles of academic integrity, signs and types of academic plagiarism, standards of ethical research, rules for references and citations in scientific papers, and use of the Mendeley bibliographic management software.[46]

The library provides lectures aimed at understanding the essence of intellectual property, copyright, and related rights; studying the rules of references and citations in scientific works; and developing habits of honest research. During workshops, graduate students study the basics and principles of academic integrity; concepts and types of plagiarism (including self-plagiarism); basics of ethical research;[47] principles of listing sources for different kinds of scientific publications;[48] and features of international citation styles for scientific works, such as that of the American Psychological Association (APA) and Harvard style.

Sessions between librarians and the research and teaching staff of KNUCA have discussed using of open access resources as a means of promoting academic integrity. The impact of open access (its benefits for authors and higher education institutions) on plagiarism prevention, providing open access to information (including the benefits of posting research results in a university repository), and the editorial policy of open access journals are studied. Guidelines on registration, search algorithms, and arranging a personal library of articles using Mendeley software are shared.

The growing role of libraries in forming a culture of academic integrity, respect for intellectual property rights, and ethical research requires training activities for the library's staff. The Ukrainian Library Association (ULA) has organized seminars, webinars, and training on academic integrity. In 2018, with the support of the Strengthening Academic Integrity Project in Ukraine, the ULA developed an in-service training program for library staff called Academic Integrity and Libraries. Curriculum developers Olena Voskoboynikova-Guzeva and her colleagues declare that the program provides librarians with the general (basic) and subject (professional) competencies necessary to organize training on academic integrity for library users and to furnish information support for scientific activities.[49]

During 2014–2019, at the initiative of library management, six specialists from the KNUCA Scientific Library attended advanced training on the topic of academic integrity, including the conference Academic Integrity: The Practical Dimension in April 2019. The library staff published 22 articles and abstracts resulting from the conference on the legal aspects of intellectual property in education and science (2 publications), academic integrity (3 publications), information support for teaching and research (10 publications), the formation of information culture (5 publications), and plagiarism prevention training through online games (2 publications). At the XXII All-Ukrainian Scientific and Practical Conference in 2019, also called the Korolenko Readings in honor of the Ukrainian writer Volodymyr Korolenko, Ukrainian university librarians presented the experience of United States universities in teaching the basic principles of academic integrity, critical thinking, identifying signs of plagiarism, and ways to avoid it.[50]

Conclusion

Olu Oluwagbohunmi Awosoga and his colleagues declared that "universities need to focus on Student Assistance/Orientation to ensure that students are directly informed of policies, and these policies are followed in the classroom."[51] After analyzing the policies of both universities, the authors determined that both CUHK and KNUCA have implemented positive measures to maintain academic integrity. Official codes and regulations have been developed, which, according to Erica Morris and Jude Carroll, are important to form a culture of academic integrity.[52] According to Paul Douglas MacLeod and Sarah Elaine Eaton, implementation of a sound policy on academic integrity can help avoid dishonesty.[53]

Analysis of policy documents and library websites revealed that the CUHK and the KNUCA libraries play an active role in organizing training on intellectual property law and research ethics that can enhance academic integrity among the university community. Both libraries use individual and group classes, workshops, and seminars for different groups of participants in the educational process (undergraduate and postgraduate students and researchers and teaching staff) to prevent plagiarism and form skills of independent research. Guidelines, information, and presentations are available on the websites of both libraries.

The authors of this article urge students, research and teaching staff, and university management to work together to enhance academic integrity in the university community. These efforts can be facilitated by university codes of integrity, plagiarism detection tools, and training programs on academic integrity and intellectual property rights. Library classes can also advance students' understanding of academic integrity in higher education and contribute to their confidence in writing scientific papers.

Acknowledgments

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