

## **Zero tolerance to violation of academic integrity**

A developed society begins with discipline and order throughout, a sense of disorder and permissiveness creates the basis for more serious violations. An atmosphere of intolerance to violations of academic integrity is an important step in strengthening the academic culture and combating academic dishonesty. Overcoming academic dishonesty is directly related to morality, the upbringing of spiritual virtues behind which the entire civilized world lives. The main one is self-esteem, when violation of one or another moral norm will be perceived by a person as a crime, first of all, to oneself, one's own authority, self-respect, and then - before the authority of parents, teachers, colleagues and friends. Such things should become the norm of social life. The basic principle of this idea should be the consolidation of the whole society and the formation in it of "zero tolerance or tolerance" to any kind of violation of academic integrity. Academic virtue is at the heart of academic life. Trust in education and science exists precisely through such honesty, and the breach of that trust threatens the very existence of educational and scientific institutions.

Zero tolerance is the order in which the smallest offense is followed by the maximum punishment prescribed by law. Zero tolerance is a tactic of law enforcement's biased attitude towards members of potentially criminal groups, implying the imposition of maximum legal restrictions and sanctions, even for minor offenses or misconduct. According to the Online Etymology Dictionary, the first recorded use of the term "zero tolerance" occurred in 1972. This term was used exclusively in United States policy.

Today zero tolerance in the world is perceived as a policy that implies the imposition of the maximum possible legal restrictions and sanctions, even for minor offenses or misconduct in order to eliminate unwanted behavior. Zero tolerance policy prohibits law enforcement officials from punishing or changing their discretion. They are required to impose a penalty, regardless of the individual nature of an offense and/or mitigating circumstances.

The goal of zero tolerance policies is to eliminate unwanted behavior. Zero tolerance policy is being investigated in forensics and is widespread in formal and informal law enforcement systems around the world.

Zero tolerance policies confirm the claimed effectiveness. The idea of zero-tolerance policy is reflected in the Safe and Clean Neighborhoods Act, which was approved in New Jersey in 1973. Under this program, the state allocated money to set up foot patrols to reduce crime at nighttime. This idea gained popularity in 1982 when James K. Wilson and George L. Kelling published an article on the theory of broken windows in *The Atlantic Monthly*. According to this theory, if the broken windows in the house are not replaced, soon the vandals will not leave any whole window. Moreover, they

can even break into the building and if it is empty or abandoned, they may occupy premises illegally. Or imagine a sidewalk. Garbage accumulates. Soon, garbage is accumulating even more. Eventually, people start leaving trash bags and takeaway food.

In order to eliminate unlawful acts and prevent harassment, zero tolerance policy is implemented in army, schools, and workplaces. Such policies are promoted as prevention of drug addiction, violence and deviant behavior in educational institutions. Zero-tolerance schools are in violation of academic integrity. Employees of educational institutions are prohibited from using their position, personal relationships to reduce punishment or to provide mitigating circumstances.

Researchers are concerned about the high rate of violations of academic integrity in education and science. Thus, in education a fraud can be manifested: at admission to educational institution, during study (writing tasks), border control (tests and examinations), final certification; within the framework of interaction "student-student", "student-lecturer", "lecturer-lecturer" outside the educational institution.

The problem of academic dishonesty exists all over the world, accordingly, various programs are being created to improve the education quality, regulations, laws that would prevent plagiarism and such things. For example, due to plagiarism in theses and research papers in 2011, Carl-Theodor zu Guttenberg, German Defense Minister, a very popular German politician, resigned, in 2012, P. Schmidt, Hungarian President resigned, and in 2013, Annette Schavan, the Minister of Education of Germany, was forced to resign. In the latter case, the Special Committee voted by twelve votes against two that Ms. Schavan's dissertation, which was written back in 1980, is illegitimate and deprived her of her Doctorate.

In some cases, zero tolerance for academic dishonesty can act as ruthless management and a means of punishment. Recently, major educational scandal erupted in the United States. Influential parents bought their children places at prestigious universities. Today, rich and famous persons repent and pay enormous amounts of money to law enforcement, so as not to wait for the end of the investigation in custody. According to mid-March 2019, the FBI has already accused 30 wealthy and influential American parents (Hollywood stars, bankers, partners of large investment companies) of bribing, and another 20 people in the education sector have bribed and corrupted.

According to the US Department of Justice, it is the largest corruption education scandal in American history. The bill goes to tens of millions of dollars (the organizer of scheme has already admitted that he received 25 million for all years of "work"), and 8 universities appeared in this case, including Yale, Stanford, Georgetown, University of California, Los Angeles and other eminent educational institutions.

The prosecutor leading the case has already stated that no one will receive a favor for his star status, since there is no separate entry system for the rich in the United States. All those involved in the investigation were taken into custody and had to pay considerable bail to await the investigation end. Universities have launched their own investigations and have already dismissed anyone whose names were listed as being involved in corruption schemes.

In recent years, mass actions to combat the dishonest passing of exams have begun abroad. For example, in 2006 in the UK, the Qualifications and Curriculum Authority (QCA) released data that recorded write-offs amounting to 0.06% of the total number of exams, up 27% from 2005 [7]. In 2004, the Ministry of Education of South Korea canceled the results of several hundred tests that were solved, as it turned out, through secret SMS communication.

A comparative analysis of the 2006 and 2010 student surveys conducted by academic fraud experts in America - Donald McCabe and Linda Trevino - shows that copying multiple online suggestions when writing is the norm for 40% of students (of 14,000 respondents). During that period, the number of those who believe that copying from the Internet is a "serious fraud" decreased from 34% in the beginning of the decade to 29% in 2010.

There is a real epidemic of plagiarism in American colleges: according to the data in the book "My Word!: Plagiarism and College Culture" - more than 75% of students admit to being deceived in the learning process; 68% acknowledge copying materials from the Internet and using them in their works without proper reference to the source.

In many European and American universities, students sign a guarantee that there is no plagiarism in their academic work. For example, in Germany, students apply for a diploma of Eideserklärung (statement of scientific work originality), and if someone finds a wrong loan in their work, a student agrees to disqualification without the right of renewal. At University College London, punishment for academic dishonesty is practiced by reducing the total number of points earned per module, re-listening the course, or deducting it. College students are prohibited from taking any of the following activities (which are classified as academic fraud): copying information from electronic journals, websites, or other sources to form part of the work; using someone else's work as your own; processing of essays or practical work of other authors, as well as your own (self-plagiarism); using the services of employees of professional firm, as well as individuals who are ready to prepare work for a student; preparation of part of work based on other people's ideas without correct references to them. University students are also clearly informed of the citation rules.

Carolina Institute also clearly stipulates sanctions for plagiarism. It is explained to students that since this is your work, it will be considered from a position prepared by you personally and therefore unauthorized copying of

sections of another's text and submission of them as your own work is not allowed. All students' work is checked for originality through the Urkund plagiarism detection program. Particular attention will be given to the procedure at Carolina Institute in the event of fraud detection: responsible persons are obliged to inform administration about fraud suspected persons. The case may be dismissed without sanction or referred to Disciplinary Council for review. At Carolina Institute, Disciplinary Council consists of Vice-Chancellor, legally competent representatives, representatives of teaching staff and two representatives of student body. The Board decides whether to evaluate the work submitted or reject it as not complying with the academic honesty rules of. In the second case, certain sanctions are applied to a student, depending on the offense gravity.

UK scientists have developed a system of national rates of fines for plagiarism in student work. The development of fine system is caused by the inconsistency of punishments that follow plagiarism in various UK universities. This practice is expected to be worldwide in punishment for academic fraud. The introduction of such a unified system is expected to lead to greater consistency in the regulation of academic fraud. The penalty system is intended as a guide rather than a set of rules; as a guideline, not a directive. It is proposed to introduce a system of rigid sanctions appropriate to significance and severity of plagiarism: minimum punishment (80 points) should be for plagiarism of 5% of a text and less than two sentences; borrowing over 50% of a text -160 points. The level of work is also considered: verification, control work or final project (diploma, dissertation). An additional fine of 40 points is punishable by a student who began an attempt to intentionally conceal the fact of plagiarism by rearranging words, replacing them with synonyms, etc. The student is subjected to specific types of punishment for academic dishonesty - "accumulated" student penalty points are translated into a certain type of punishment. A student who has scored more than 560 points is deducted from the institution.

Statutes of Harvard provide for a higher degree of punishment for students who have admitted plagiarism in their works - exclusion from school. Minimum punishment is suspension of study for one year. Swedish National Agency for Higher Education reports in an annual report on increase in the number of disciplinary actions taken against plagiarism. An increasing number of educational institutions are adhering to principle of preventing and preventing academic fraud. On the foreign institutes' sites there are monuments with methodical instructions, which explain to a student the writing work's requirement, procedure of its execution and correct citation of sources.

A person's desire to get an unfair advantage in getting an education and his/her relatives testifies to academic dishonesty. The difference between Ukraine and European countries and the US is not only the low level of academic culture of the participants in Ukrainian educational process, but the

fact that in these countries there is a great chance of being punished for violations of academic integrity.

Lawful conduct in the field of education and observance of standards of academic integrity will undoubtedly have a positive impact on the state of law of Ukraine as a whole. On September 28, 2017, the Law of Ukraine "On Education" came into force, which introduced and formalized uniform types of violations of academic integrity (academic plagiarism, self-plagiarism, fabrication, fraud, forgiveness, fraud, bribery, biased evaluation). In addition, Article 42 of the Law of Ukraine "On Education" defines the peculiarities of observance of academic virtue by scientific-pedagogical and scientific workers and recipients of education; types of academic responsibility of scientific-pedagogical and scientific workers and educators; rights of persons in respect of whom the issue of academic virtue has been raised, etc.

An active role of society plays a significant role in the formation of "zero tolerance" for violation of academic integrity norms, especially at the initial stage. That is, every citizen, having noticed any violation of academic integrity standards, must report it to the authorized services, which are called to establish rules to prevent violations of academic integrity and monitor their compliance. To such services in the field of higher education the Ministry of Education and Science of Ukraine, National Agency for Quality Assurance in Higher Education (NAME), rectors, editors-in-chief of scientific publications, collegial bodies - specialized scientific councils, scientists of higher education institutions. It is impossible to exclude from this list the departments' staffs, every lecturer, who bear not only reputational, but also legal responsibility for deliberately falsified expert opinion, signature under scientific work.

Ukraine is not unique in the context of plagiarism. But the country is probably unique in its tolerance for plagiarism. Most scientific and educational institutions around the world promote zero tolerance for plagiarism, meaning that incorrect work borrowing should be completely absent. Otherwise, the perpetrator of copyright infringement will suffer academic punishment: from loss of credit, to deduction. Experts note that "academic standards of intellectual honesty are often more stringent than government copyright laws". That is why it is fundamentally unacceptable to reduce the level of originality of work and compromise in the field of authorship.

Plagiarism in students' work may be associated with schooling defects. In European countries, USA children are already taught at school that it is impossible to write off and express their thoughts for others. For Ukrainian schools, the habit of writing down homework or module test is considered normal. In European, and especially in American educational institutions, this phenomenon is recognized as shameful. And if someone has noticed its manifestation somewhere, then immediately inform a lecturer. The reaction can be extremely harsh - up to expulsion from school. In Ukraine, such a shameful school habit is transferred to university. An econometric study,



Tolerance of Cheating: An Analysis across Countries, identified factors affecting write-off tolerance, which is influenced by the country of study (Ukrainian students are more tolerant of write-off than Dutch, American, and Israeli) and educational attainment (direction of influence is different for students from different countries).

Recently, several Ukrainian organizations have conducted a number of sociological studies among students and found that almost every one of them resorted to at least one form of plagiarism during their studies. Thus, according to the project results "Academic Culture of the Ukrainian Studenthood: Basic Factors of Formation and Development", "90% of students use plagiarism in their educational activities", that is, they attribute the results of other people's work, passing them off as their own to receive an assessment, and then - a scholarship and diploma. As a result - low level of professional skills, chronic shortage of professionals, replacement and displacement of qualified specialists of pseudo-specialists, labor market stagnation, funding gap of science. 90% of Ukrainian medical students admitted to being exams. Such sociological survey data is manifestation of distorted culture. Pseudoscientific results are published in the dissertations - this is a tolerance for mediocrity, for pseudoscientific results.

Plagiarism is not only a problem because it is a form of academic dishonesty, but because it hinders the university's learning process. Academic dishonesty can lead to disciplinary action, which in some cases may even require expulsion from the university for students or deprivation of academic degrees for academics. However, there are no clear legal mechanisms today to regulate the practice of student plagiarism. These rules are rather vaguely spelled out. That is, student plagiarism has no institutional restrictions and sanctions, even at the university level and cannot be punished. The only sanctions that threaten modern student's academic dishonesty are low or no lecturer scores, and no admission to the session.

Sanctions and control are not the only effective method of dealing with plagiarism. Clear and transparent norms and rules that are an element of scientific culture must be established, and the practice of academic culture emphasized on creativity and autonomy.

Systemic plagiarism leads to the loss of the ability to know the world, because the search model of behavior is replaced by its imitation. Plagiarism propagation and rooting undermines society's creative potential - its capacity for positive change. By and large, the fight against plagiarism is one of the conditions for preserving intellectual and public capital, ensuring the modernization of Ukraine.

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