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AUTONOMY OF HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF ACADEMIC INTEGRITY DEVELOPMENT

Background. *Ukrainian education is currently undergoing transformation and modernization. At certain transformational stages, it is possible to trace the emergence of interest in the autonomy of the institution of higher education based on the practices of European universities. The desire of higher education institutions to obtain their own autonomy gives rise to the emergence of scientific research in this direction.*

Results. *The article states that in European countries, the autonomy of a higher education institution concerns not only certain academic rights and freedoms (academic autonomy), but usually extends to scientific activity (scientific autonomy), financial policy and financial decisions (financial autonomy), organizational and management activity and personnel work (management autonomy). It is highlighted that the most important problem on the way to the autonomy of the educational institution is the problems in the academic autonomy of the university, which reduce the level of quality of higher education. The quality of education is an extremely complex category: philosophical, political, managerial, pedagogical, economic. It determines the quality of life of both an individual and society as a whole, as it is characterized not only by the amount of acquired knowledge and professional skills, but also by the quality of personal, worldview, and civic development of each individual. It is emphasized that the improvement of the quality of education is possible only due to the implementation of norms of academic integrity in the practice of functioning of higher education institutions of Ukraine. It is proposed to study the concept of academic integrity through a cyclical-level structure, which should combine the general values prevailing in society and the forms and methods for their formation and development in order to gain autonomy by the institution of higher education of Ukraine.*

Conclusions. *The autonomy of the institution of higher education necessitates self-organization and self-regulation, which are open to criticism, serve the public interest, establish the truth about the challenges facing the state and society, are carried out transparently and publicly. University autonomy, in fact, is an organizational and economic platform for the strategic management of a higher education institution, and even more, it is the foundation of the sustainability of the entire higher education, and therefore cannot exist without academic integrity. The autonomy of higher education institutions of Ukraine is an important and serious guarantee of the organization of university life for all subjects of the educational process.*

Keywords: *autonomy of the institution of higher education, academic dishonesty, academic integrity, plagiarism, plagiarism.*

Background

Today Ukrainian society is in the process of modernizing all spheres of activity. An extremely important element in this modernization process is the issue of personal uncertainty because it involves ethical choices in all areas of life, such as personal life, education, and professional activities. At this stage of personality development, higher education institutions play a huge role as they educate, shape, and improve professionals through their activities.

Modern Ukraine is trying to reconstruct the educational space and bring it closer to the European one by adopting and disseminating common fundamental principles, methodological approaches in the development of content, and the implementation of new, innovative organizational forms of education. This also includes implementing innovative technologies to enhance the quality of education.

Contemporary Ukrainian society emphasizes the necessity of forming a competitive specialist in higher education institutions and envisages the responsibility of students for the results of their educational activities.

The presence of responsibility in students for the results of their own educational activities is one of the basic principles of European education, including academic freedom and academic integrity. These principles play a leading role in shaping a competitive specialist. Researching the issue of academic integrity at the theoretical level will help reveal the essence, structure, and connections of the phenomenon itself, including its relationship with other scientific concepts, particularly with the autonomy of higher education institutions.

The **purpose** of this article is to justify the importance of academic integrity for the autonomy of higher education institutions in Ukraine. The research task is to review the concepts of "academic integrity" and "autonomy of a higher

education institution" and to reveal the interdependence of these concepts.

Literature Review. The issue of forming academic integrity as a component of professional training for future specialists is reflected in the scientific works of both domestic ((A. Artyukhov; L. Grytsayenko; D. Sopova; T. Finikova; T. Yaroshenko) and others) and foreign scholars (D. Page; R. Roberts, and others). Various aspects of university activities through the prism of autonomy are presented in the scientific papers of Ukrainian scholars (Kvit, 2008; Kurbatov, 2014); Shcherbakova, Fedorova, 2011), and others).

Results

Today, "university autonomy" is one of the most common concepts in the academic community, educational policy, and practice. Over the past few decades, the European higher education system has undergone processes of reform and modernization, with the most significant changes expected in the management sphere. The management sector has been able to expand the opportunities and powers of educational process subjects based on the modernization processes. The main role in this process belongs to the academic autonomy of the higher education institution.

In education, the concept of "university autonomy" differs from its understanding in society. We propose to investigate this difference. In the Law of Ukraine "On Education", "autonomy is defined as the right of the subject of educational activities to self-government, which consists of its independence and responsibility in making decisions regarding academic (educational), organizational, financial, personnel, and other matters of activity". Thus, university autonomy is represented as a system with certain components, such as academic, organizational, personnel, and financial.

It is necessary to consider the history of the formation of the studied concept. In 1919, R. Steiner, an Austrian

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philosopher and reformer, began to emphasize the importance of autonomy of educational institutions. The scholar emphasized that the quality of education is based on the autonomy of educational institutions. It is worth noting that the continuation of R. Steiner's research led to the development in pedagogical science, particularly in Waldorf pedagogy, which he founded. Waldorf pedagogy envisages autonomy in the teacher's work in conducting the educational process (personnel autonomy) and the development of creativity in their activities.

It should be noted that the history of the formation of the concept of "educational institution autonomy" begins in the 1960s in Europe. In the 1960s, the concept of "autonomy" was understood as granting higher education institutions greater powers for effective activity. Taking this into account, in 1965, the Magna Charta Universitatum represented a new definition based on scientific research – "university autonomy". This definition was based on a list of the main powers of higher education institutions and provided information on the activities of all subjects of the educational process, the content of education, and ways of its acquisition.

Later, the definition of "university autonomy" begins to be interpreted as "academic freedom". This understanding is represented in the Magna Charta Universitatum, which was signed to celebrate the 900th anniversary of the founding of the "The Great Charter of Universities. Bologna (1988)". In the Magna Charta Universitatum, the university is presented as "an autonomous structure... that must have moral and intellectual independence from any political or economic authority, carrying out its activities in the fields of research and education". Analyzing the document from 1988, V. Nikolsky emphasizes that the concepts of "autonomy" and "academic freedom" are presented as synonyms (Sopova, 2020).

Nine years later, the awareness of the difference between the aforementioned concepts, between university autonomy and academic freedom, becomes widespread. The difference between the concepts was proposed by the international organization UNESCO in its Recommendations. In addition to the difference between the concepts we are exploring, the Recommendations state that "the right to education, teaching, and research activities can be fully realized only under conditions of academic freedom and institutional autonomy".

Officially, the concepts of "academic autonomy" and "academic freedom" were first recognized in the Lima Declaration. Autonomy and academic freedom are equated and presented as "the freedom of members of the academic community, individually or collectively, in activities, development, and dissemination of knowledge through research work, study, discussion, documentation, production, creation, teaching, writing", with all participants (members) of the academic community considered as subjects (participants) of the educational process (Sopova, 2020).

Later, the European University Association emerges, which is engaged in scientific research and introduces a new concept into scientific circulation: "academic autonomy of universities". The research of the European University Association represents "the academic autonomy of universities as the freedom to determine the number of students and the ability to select them, the freedom to introduce and terminate educational programs, choose the language of instruction, independently determine the content of the educational program, and freely choose mechanisms to ensure the quality of education". Therefore, the main direction of the European University Association's activities is the dissemination of scientific research on the

academic autonomization of higher education institutions in different countries.

With the desire of Ukrainians to join the European educational space, the concept of "institutional autonomy" appears in scientific theory and practice. Scientific research proves that the defined definition should be understood as providing the opportunity to make independent decisions regarding one's own professional activities. Accordingly, the ability to make decisions independently implies the need for full responsibility for any decisions made.

In the city of Yalta on June 12, 2009, the document "Academic Freedoms, University Autonomy and Education" is signed by the Charter of universities of Ukraine: academic freedoms, university autonomy and education. The document states that academic freedom is a way to carry out academic activities according to a certain ethical code, in accordance with international principles, and it is equally important to carry out academic activities without any pressure, both external and internal (Charter of universities of Ukraine..., 2009).

The Ukrainian scientific community is not fully ready to accept the autonomy of higher education institutions as a necessary condition for the development of the entire education system. The ambiguous perception of the autonomy of higher education institutions is evidenced by the negative feedback on the Law "On Higher Education" of 2014, which provided some opportunities for modern higher education institutions to develop their autonomy (Verkhovna Rada of Ukraine, 2014).

Three years later, the Law "On Education" (2017) is adopted, confirming the right of a higher education institution to autonomy. It is worth noting that despite the fact that the new Law of Ukraine granted higher education institutions the right to autonomy, taking into account previous criticism, before the (Verkhovna Rada of Ukraine, 2014), the Government of Ukraine establishes certain limitations on autonomy (Verkhovna Rada of Ukraine, 2017).

The structure of autonomy in Ukrainian higher education institutions is based on research by the European University Association (EUA), which identifies certain dimensions in the structure of autonomy of higher education institutions, such as: the university's independence in student enrollment matters, development of educational programs; autonomy of the higher education institution entails independence in creating and organizing various academic and administrative structures; the ability of the higher education institution to independently select employees and promote their comprehensive development; autonomy of the higher education institution in the financial sphere.

When developing the criteria for autonomy of higher education institutions, only European universities were taken into account by the European University Association, unfortunately, Ukraine is absent from this list. Therefore, the practical significance of the research conducted by the EUA is of great importance for Ukrainian higher education institutions.

Analyzing the history of the concepts under study, we note that the concept of autonomy of a higher education institution is closely intertwined with issues of the quality of higher education.

We have already mentioned that in Ukraine, university autonomy is viewed from a somewhat different perspective. The Law of Ukraine "On Higher Education" made it possible to grant autonomy to higher education institutions (Verkhovna Rada of Ukraine, 2014). Dissatisfaction among the public with this law can be explained by the widespread belief that the autonomy of higher education institutions will lead to "poor" education. For example, having identical

requirements for educational programs provided certain guarantees for higher education institutions, while increasing the autonomy of a higher education institution in this area expands opportunities for improving the program, which provokes the presence of responsibility of the higher education institution to the student and society.

Significant advantage would be the improvement of educational programs by employees of higher education institutions, but as practice shows, this is somewhat of a fantasy world. We can explain this by the fact that currently the competition between higher education institutions is not for the quality of the educational process, but for other advantages, such as: tuition fees, convenient location, development of marketable specialties, infrastructure, and so on.

Granting autonomy to higher education institutions and starting debates on the quality of education leads to the emergence of a new concept: "academic integrity". The introduction of the definition of "academic integrity" into the scientific community can be traced back to 2010 in connection with the World Conference on Research Integrity, where a document entitled "The European Code of Conduct for Research Integrity" was submitted for consideration and approved, developed in partnership with the European Association of Academies.

The essence of this document is that if autonomy is granted to higher education institutions, then it is necessary to establish uniform and effective provisions for research activities, regardless of the country. The document also outlines basic laws regarding manifestations of academic misconduct.

Thus, the academic community began to demand autonomy for higher education institutions – responsibility for the educational process and its results, which will be equated with the indicator of the effectiveness of professional training of students. Based on this, academic integrity becomes a basic component that shapes the moral and ethical qualities of future professionals, such as: trust, fairness, responsibility, honesty, integrity, diligence.

However, considering the desire of higher education institutions to implement these qualities in reality, teachers increasingly observe manifestations of dishonesty among their own students, resulting in a deterioration in the quality of knowledge in specific disciplines or in the educational process as a whole. To address this problem, Ukrainian higher education institutions have begun to use European models to develop academic integrity among students (eliminating cheating, plagiarism, rewriting, dishonest grading, etc.).

We propose to consider academic integrity as a systemic component of the autonomy of a higher education institution. Currently, the formation of a culture of academic integrity in the educational environment of a higher education institution is gaining wide-scale significance, as it is one of the components of the academic autonomy of a higher education institution among others: creation and development of educational programs; selection of educational programs, textbooks, manuals from the existing list and creation of author's ones; use of various forms and methods of the educational process.

American councils on international education, in partnership with the Ministry of Education and Science of Ukraine, with the support of the US Embassy, have set the goal of highlighting the importance of academic integrity not only for the autonomy of a higher education institution and the quality of education in general, but also for the formation of responsible members of professional society. For the professional community of society, academic integrity means that all research work of students, teachers, and

researchers is created on the basis of honesty, which will be an integral part of the new academic culture, a prerequisite for the successful development of society and the autonomy of higher education institutions.

Let's emphasize that the modern scientific community employs the concept of "academic integrity". Academic integrity (in English: chastity, integrity) is an ethical quality and honesty that has multifaceted manifestations. It's a strong and effective desire to act in accordance with the rules of fair play, truthfully, and humanely. In the personal sphere of a researcher, an individual with academic integrity may sacrifice personal interests to uphold what is deemed higher and more prioritized. More pertinent to our research is "academic integrity". In the scholarly works of T. Finikova (Finikova, 2016) and A. Artyukhov (Artyukhov, 2019), particularly in the academic paper "Academic Integrity as the Basis for Sustainable University Development", the definition of "academic integrity" is interpreted as "an ethical code or policy of the educational environment aimed at combating fraud and plagiarism among students and employees of educational institutions, adherence to ethical scientific standards, honesty, and thoroughness in research and articles" (Finikova, 2016, p. 11).

We agree with the opinion of L. Hrytsaenko, who notes that alongside the concept of "academic integrity", there should be a definition of "academic excellence". The foundation of academic excellence, according to European research, is based on the highest level of knowledge and skills that a student can acquire during professional training while also having the right to protect their intellectual property. It's worth noting that such a result would enhance trust in the research findings of Ukrainian scientists in the global educational space (Hrytsaenko, 2018, p. 128).

It's observed that the definition of "academic integrity" extends not only to the academic sphere of an individual but also to the internal culture of the individual; to the academic culture of educational institutions and their international ranking level among all higher education institutions.

In response to projects initiated by international organizations, academic integrity is perceived by society as a means of shaping the moral and ethical component of future professionals. Following society's acceptance of the definition of academic integrity, a series of laws are enacted, where academic integrity takes on a regulatory component "Code of ethics of a scientist of Ukraine" (2009).

It is highlighted in the (Verkhovna Rada of Ukraine, 2017) that the necessity of academic integrity is a modern requirement for the modernization of higher education institutions and granting them autonomy.

It is underscored that some aspects of implementing academic integrity are presented from the perspective of professional ethics of higher education institution teachers. It is noted that academic integrity is inseparably linked with the quality of education because it considers a vast array of moral and ethical aspects that create a style of behavior for participants in the educational process.

Today, the scientific community regards academic integrity as the theoretical and practical basis for the professional training of education seekers at various levels such as personal, social, and professional.

The necessity of utilizing levels in the study of academic integrity is explained by researchers A. Shcherbakov and G. Fedorov. The scholars emphasize that such a consideration of the concept being studied will enable the investigation of each component of academic integrity and, consequently, help predict future results, adjust necessary parts to achieve the goal (Shcherbakov, & Fedorov, 2011, p. 97).

We propose considering what researchers mean by a tiered study of academic integrity. The lowest level provides a description of the concepts, the next is the intermediate level, which deals with the investigation of the categories of each concept, and the highest level presents the system as a whole and represents the ways of its interaction within and outside the system. Thus, we can trace the cyclical nature of the tiered study of academic integrity in that each lower level demands the existence of a higher level beneath it. This prompts the most challenging stage of researching academic integrity – the substantive filling of each of the levels.

After understanding the essence of academic integrity, it is necessary to consider some manifestations of the infringement of this phenomenon—academic plagiarism. Academic plagiarism is the most common infringement of academic integrity and is widespread among students. The etymology of the word relates to the conceptual block of "plagiarism". The concept of "plagiarism" in English translates to the direct copying of text and presenting it as one's own work. In the educational environment of higher education institutions, plagiarism is understood as copying the results of someone else's scientific work and presenting them under the name of another researcher without citing the original source and the surname of the researcher who conducted the study (Yaroshenko, 2005).

A narrower interpretation of the definition of "plagiarism" equates this process to theft, although it involves words, ideas, and research results. Therefore, we can assert that this process is most prevalent in the educational and scientific spheres, where it has the most significant potential to damage these areas.

The use of plagiarism by students in the educational process becomes a reason for the low efficiency of investing resources in education. The low efficiency of investing resources in student education results in a decrease or absence of a high-quality level of knowledge among future professionals. The reduction in the quality of acquired knowledge directly affects the quality of educational services offered by the higher education institution. In turn, the poor quality of educational services becomes the main obstacle in achieving complete autonomy by the institution of higher education.

Let's assume that students who consistently use plagiarism in their learning process might continue to use it in their professional activities. The use of academic dishonesty in the educational process becomes a precondition for the loss of the student body by the higher education institution, as students are motivated to use plagiarism in their own work, and thus, the educational process does not occur at the required level. Students do not learn; instead, they copy other scientific works, which takes us back to the Middle Ages, where the primary method of learning was the transcription of biblical texts.

Discussion and conclusions

In the process of creating a unified educational space, each higher education institution in Ukraine aspires to its own autonomy. However, as practice shows, this is impossible without academic integrity, which is the most demanded component of autonomy for today's higher education institutions. If a modern higher education institution dreams of autonomy, it must advocate for the development of academic integrity in the scientific research of its own staff, which will symbolize transparency, quality of education, and the honesty of the institution. The policy of academic integrity should be present in every higher education institution to achieve a good reputation internationally and ensure transparent attainment of autonomy.

It is emphasized that the main aspect of this process is the development of legal aspects, which should specify all legal nuances for the effective and qualitative work of all subjects of the educational process, both for individual higher education institutions and for all higher education institutions. It is assumed that academic integrity will ensure the development of science within the higher education institution and the country. A well-thought-out legal policy regarding the issue under consideration will guarantee the attainment of autonomy by higher education institutions.

The analysis conducted allows us to draw the following conclusions: the autonomy of a higher education institution has always been and will be the goal of universities' existence, aimed at creating new scientific research institutions and for the freedom and honesty of scientific research.

Thus, this creates a problem of objectivity, honesty, and adherence to certain moral norms in the scientific world. Higher education institutions have been perceived by society as environments of academic culture capable of forming a conscientious, responsible professional. Therefore, the main idea of the higher education institution's work should be academic integrity.

The concept of academic integrity can be explored through a cyclical-level structure that combines the common values prevailing in society with forms and methods for their formation and development. It is emphasized that understanding the reasons that violate the basic ideals of academic integrity (ethical-cultural, institutional, educational) enables the search for their elimination to achieve the goal.

In this regard, honesty, trust, fairness, respect, responsibility, and accountability become necessary for providing effective educational services by the educational institution. Ensuring fairness in the educational process through assessing the work of learners and transparency in the career advancement of higher education institution teachers is necessary for the higher education institution to attain autonomy.

Academic integrity enables the accelerated attainment of autonomy by a higher education institution. However, political norms dictate to us that only higher education institutions with national or research status can expect partial autonomy (to have the right to determine the norms of academic and other work time for academic and pedagogical staff, redistribute student ratios per teaching position, make final decisions on awarding academic titles, independently form ad hoc specialized academic councils for defending doctoral dissertations, and independently determine articles and expenditure amounts from their own revenues) (Verkhovna Rada of Ukraine, 2014, Articles 29 & 30). Ukrainian higher education institutions can obtain autonomy only as a reward for the work done, which may lead to unhealthy and dishonest competition among higher education institutions.

Therefore, considering the analysis conducted, it can be stated that it is necessary to review educational policy to understand what autonomy of higher education institutions we want to see: as a reward for individual universities or as a necessity for entering the European educational space. The autonomy of a higher education institution endows universities with responsibility for their own development, independent search for reasonable and effective solutions. The desire to obtain coveted autonomy by a higher education institution will provoke tough competition among universities, but we must believe that this competition will take place according to the rules of academic integrity.

We assert that without adhering to the principles of academic integrity, no higher education institution will achieve

the desired autonomy, and without autonomy, no higher education institution can become a European university.

It is emphasized that autonomy of a higher education institution also has a downside and risk based on academic integrity – honest use of resources. However, the advantage of academic integrity, in the context of our research, is the formation of ethical qualities of future professionals, such as responsibility, conscientiousness, honesty, trust, fairness, respect, and courage. The result of implementing and disseminating academic integrity will be higher education institutions obtaining European-model autonomy, that is, creating a strong, quality, and competitive educational environment.

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АВТОНОМІЯ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ В КОНТЕКСТІ РОЗВИТКУ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ

Вступ. Українська освіта зараз проходить шлях трансформації і модернізації. На певних трансформаційних етапах можна простежити появу зацікавленості в автономії закладу вищої освіти на основі практик європейських університетів. Бажання закладів вищої освіти отримати власну автономію породжує появу наукових пошуків у означеному напрямі.

Результати. Констатовано, що в європейських країнах автономія закладу вищої освіти стосується не лише певних академічних прав і свобод (академічна автономія), але розповсюджується зазвичай на наукову діяльність (наукова автономія), фінансову політику та фінансові рішення (фінансова автономія), організаційно-розпорядчу діяльність і кадрову роботу (управлінська автономія). Виокремлено, що найважливішою проблемою на шляху до автономії закладу освіти стають проблеми в академічній автономії університету, що знижують рівень якості вищої освіти. Якість освіти – надзвичайно складна категорія: філософська, політична, управлінська, педагогічна, економічна. Вона визначає якість життя як окремого індивідуума, так і суспільства в цілому, оскільки характеризується не лише кількістю здобутих знань і навичок професійної діяльності, але і якістю особистісного, світоглядного, громадянського розвитку кожної особистості. Підкреслено, що підвищення якості освіти можливе лише за рахунок запровадження норм академічної доброчесності в практику функціонування закладів вищої освіти України. Запропоновано досліджувати поняття академічної доброчесності через циклічно-рівневу структуру, що має поєднати загальні цінності, що панують у суспільстві, та форми і методи щодо їхнього формування і розвитку для здобуття автономії закладом вищої освіти України.

Висновки. Автономія закладу вищої освіти зумовлює необхідність самоорганізації та саморегулювання, які є відкритими до критики, служать громадському інтересові, встановленню істини стосовно викликів, що постають перед державою і суспільством, здійснюються прозоро та публічно. Університетська автономія, по суті, є організаційно-економічною платформою стратегічного управління закладом вищої освіти, і навіть більше – вона є фундаментом стійкості всієї вищої освіти, а отже не може існувати без академічної доброчесності. Автономія закладів вищої освіти України – важлива та серйозна гарантія організації університетського життя всіх суб'єктів освітнього процесу.

Ключові слова: автономія закладу вищої освіти, академічна недоброчесність, академічна доброчесність, плагіат, плагіатування.

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