The schemes of the academic dishonesty in scientific publication activities
and measures to prevent them

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ABSTRACT

In the conditions of open access to electronic versions of scientific materials (articles, books, dissertations), a great threat has appeared regarding their dishonest use. In addition, some authors of publications use unscrupulous schemes to increase and speed up their authorship. The purpose of the study is to identify and analyze schemes of academic dishonesty related to the authorship of scientific publications and to determine measures to prevent them separately for different subjects. The following methods were used to realize the purpose of the research: analysis, observation, interviewing – to identify various schemes of academic dishonesty, which are used by scientists to increase the number of their own publications, or for other reasons; graphic method – for their schematic representation. The author considers nine schemes of academic dishonesty, which were formed on the basis of the analysis of personal pages of scientists and articles in scientific journals, observations of scientific activities, and interviewing. The reasons and goals of their occurrence are indicated. A laconic symbolic name was selected for each scheme: «Migration», «Voualization», «Resection», «Intervention», «Extraction», «Cooperation», «Compilation», «Accumulation», «Evacuation». In order to prevent manifestations of academic dishonesty, a number of measures are proposed separately for higher education institutions and scientific institutions, as well as editorial boards of journals and private publishing houses, where materials are submitted for publication.

1. Introduction. According to Art. 42 of the Law of Ukraine «On Education», «academic integrity is a set of ethical principles and rules defined by law, which must be guided by the participants of the educational process during learning, teaching and carrying out scientific (creative) activities in order to ensure trust in the results of training and/or scientific (creative) achievements» (Legislation of Ukraine, 2017). However, in the conditions of open access to electronic versions of scientific materials (articles, books, dissertations, etc.), the possibility of their free copying, a great threat has appeared regarding the unscrupulous use of fragments of texts both by students of education and scientific-pedagogical, pedagogical and scientific workers. In particular, facts of such misconduct have become widespread: academic plagiarism, self-plagiarism, fabrication, falsification, deception.

Undoubtedly, the image of scientific-pedagogical, pedagogical and scientific workers is an integral part of the image of higher education institutions or scientific institutions in which they work. Therefore, the participation of educators and scientists in various schemes of academic dishonesty negatively affects both their personal image and the image of the organizations where they work.

If we focus attention on the authorship of scientific publications, then the following definition-antithesis can be formed here: academic dishonesty in scientific publishing activities, as opposed to academic integrity, is a violation of ethical principles and rules that should be guided by scientific-pedagogical, pedagogical and scientific workers during proceedings scientific (creative) activity in order to ensure trust in scientific (creative) achievements.

2. Literature Review. Note that the majority of modern scientific studies consider violations of the principles of academic integrity by students. Given this situation, it is also appropriate to describe and analyze the schemes of academic dishonesty related to the authorship of scientific publications, and to determine measures to prevent them. After all, as stated in the Code of Ethics of a Ukrainian scientist, «only a real creative contribution to scientific work can serve as a criterion of authorship» (Legislation of Ukraine, 2009).

Among Ukrainian scientists, we note the following articles on academic dishonesty: studied the problematic aspects of the implementation of the culture of academic integrity in the Ukrainian institution of higher education (Karahodina et al., 2019); considered the general methods of preventing academic dishonesty of students during knowledge testing in the conditions of distance education (Miniailova, 2022); highlighted the typical means of preventing and combating academic and scientific dishonesty in the 20 best universities in Australia (Polotska, 2018); established the peculiarities of the examination of scientific texts for the detection of academic dishonesty (Romakh, 2021); considered the problem of dishonest behavior of students in the process of learning and performing scientific research work (Varava, 2020).

Academic dishonesty was also investigated by scientists from other countries. In general, publications on the given topic can be grouped according to a number of features.

Regarding academic dishonesty in specific cities or countries around the world: psychometric properties of the academic dishonesty questionnaire in English students in Cuenca, Ecuador (Arellano & Tornero, 2023); the impact of student-faculty interaction on academic dishonesty on the example of

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a community college in California (Bluestein, 2015); cases and types of violations in one Czech university, characteristics of students that predispose them to withdraw, some reasons for this, measures that were taken as a solution to the identified problem (Dannhoferova et al., 2022); elementary school teachers' attitudes and behaviors toward academic integrity and dishonesty in the United States (DiPaulo, 2022); academic dishonesty in the context of evaluating students' dishonest practices and teachers' academic dishonesty during education on the example of Slovakia (Ferkova & Zacharova, 2023); factors associated with university professors' perception of academic dishonesty among dental students from two universities in the capital of Peru (Ladera-Castaneda et al., 2023); typology, frequency, prevalence, level of academic fraud and its causes from the perspective of students of a higher education institution in the city of Barranquilla (Martinez et al., 2015); behaviors, attitudes and values related to academic integrity reported by Croatian students in higher education institutions (Petrak & Bartolac, 2014); academic misconduct among nutrition students at a public university in Brazil (Sousa et al., 2024).

Regarding specific types of academic integrity violations (attrition, plagiarism): the relationship between academic attrition and impulsivity in a large sample of adolescents who attended medical education classes in high school (Anderman et al., 2010); writing off as resistance to testing (Doerr, 2021); solving the problem of plagiarism by students of higher education (Pamies et al., 2020); a survey to determine the reasons that lead students to possible plagiarism during their studies using the example of the University of Maribor in Slovenia (Sprajc et al., 2017); Croatian teachers' perception of the frequency and acceptability of different types of attrition, as well as their perception of the reasons for attrition and their reactions to attrition (Stambuk et al., 2015); the phenomenon of academic plagiarism among middle and high school students (Sureda-Negre et al., 2015); students' and teachers' attitudes toward writing off when assessing students' performance (Vuckovic et al., 2020); the impact of implementing plagiarism detection software in higher education on plagiarism rates (Youmans, 2011).

On e-dishonesty in education, online assessment: digital learning and digital cheating (Conway et al., 2017); peculiarities of the organization of evaluation of the results of distance learning in schools of Ukraine under martial law (Holovko et al., 2023); practices of electronic dishonesty among Science Education students based on measurement models in the context of higher education in Romania (Mata et al., 2020); ensuring the reliability of online assessment procedures, which includes methodological and organizational components (Pakki, 2022); disruption of space, place, and material conditions caused by the shift from traditional on-site language teaching to emergent distance teaching in an English for academic purposes program, namely student engagement and academic integrity (Vasilopoulos & Bangou, 2022).

Regarding other aspects of academic dishonesty/integrity: US elementary school teachers' concerns about career threats, the viability of virtual learning, academic dishonesty, etc. (Compton et al., 2010); the influence of the source of information on students' assessment of academic dishonesty (Engler & Landau, 2011); new ideas for promoting academic honesty and ethical behavior and for preventing and combating academic dishonesty (Glendinning, 2021); perception by university teachers of their role in the field of academic integrity (Gottardello & Karabag, 2022); students' attitudes and beliefs about academic dishonesty and their decision to enroll in or withdraw from a course taught by a

professor who does not tolerate academic dishonesty (Levy & Rakovski, 2006); the role of university teachers in teaching academic integrity by teaching students communication, writing and referencing skills, and teaching their students to prevent plagiarism (Peters et al., 2019); a scalable approach that empowers teachers to be primary agents of change in transforming the problem of academic dishonesty into an opportunity for positive youth development (Stephens & Wangaard, 2016).

As we can see, academic dishonesty among teachers and scientists is not sufficiently studied.

3. Methodology. The purpose of the study is to identify and analyze schemes of academic dishonesty related to the authorship of scientific publications and to determine measures to prevent them separately for different subjects. To realize the goal, the following methods were used: analysis, observation, interviewing – to identify various schemes of academic dishonesty among teachers and scientists; graphic method – for their schematic display. Note that the schemes described below were formed by the author based on an analysis of the personal pages of scientists and articles in scientific journals, observations of scientific activities, and interviewing.

4. Results. So, let's consider the schemes used by scientists to increase the number of their own publications, or for other reasons. We chose a concise symbolic name for each scheme: «Migration»; «Vualization»; «Resection»; «Intervention»; «Extraction»; «Cooperation»; «Compilation»; «Accumulation»; «Evacuation».

The *«Migration»* scheme of academic dishonesty consists in the fact that a co-author who is not the first in the list of co-authors of a collective publication, in the case of mentioning the bibliography of this work on his personal Internet page, in a report or other document, puts himself in the first place. In this way, he increases his status. **Fig. 1** shows an illustration of such a scheme in the case of four co-authors, where the last co-author identifies himself first.
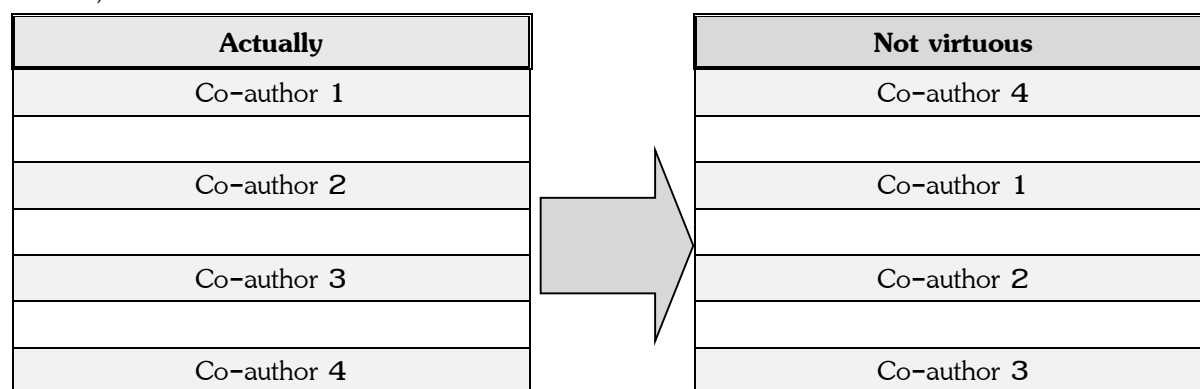
Actually	Not virtuous
Co-author 1	Co-author 4
Co-author 2	Co-author 1
Co-author 3	Co-author 2
Co-author 4	Co-author 3

Figure 1. Scheme of academic dishonesty «Migration» (Created by the author)

In the case of applying the *«Vualization»* academic dishonesty scheme, the co-author of a scientific article in the «Literature Review» section mentions only the co-authors when citing his collective works. This is done to hide self-citation. **Fig. 2** shows such a scheme, where the author was the second in the list of co-authors.
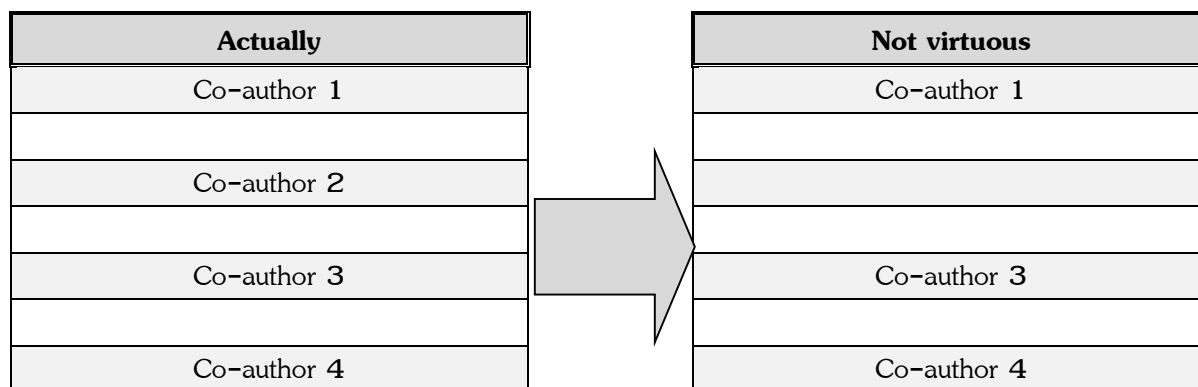
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Actually
Co-author 1
Co-author 2
Co-author 3
Co-author 4

Not virtuous
Co-author 1
Co-author 3
Co-author 4

Figure 2. *Scheme of academic dishonesty «Vualization» (Created by the author)*

The *«Resection»* scheme of academic dishonesty is that a collective article is created, but one or more of the co-authors do not advertise their contribution. This may be related to their performance of their work to order for a certain fee, or to family ties. **Fig. 3** shows an illustration of such a scheme in the case of two co-authors, when one of them is not indicated when the work is published.
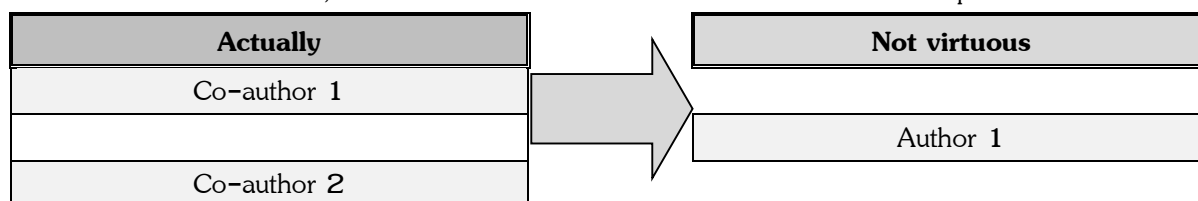
Actually
Co-author 1
Co-author 2

Not virtuous
Author 1

Figure 3. *Scheme of academic dishonesty «Resection» (Created by the author)*

The *«Intervention»* scheme of academic dishonesty is the inverse of the *«Resection»* pattern. It consists in the fact that the author of a scientific work adds to it other «co-authors» who did not work on it. This is very common when students, graduate students, or doctoral students prepare research papers and credit their professors, supervisors, or advisors as a sign of gratitude for their cooperation or for extra points toward the evaluation of educational courses. **Fig. 4** shows an illustration of such a scheme in the case of the addition of one «co-author».
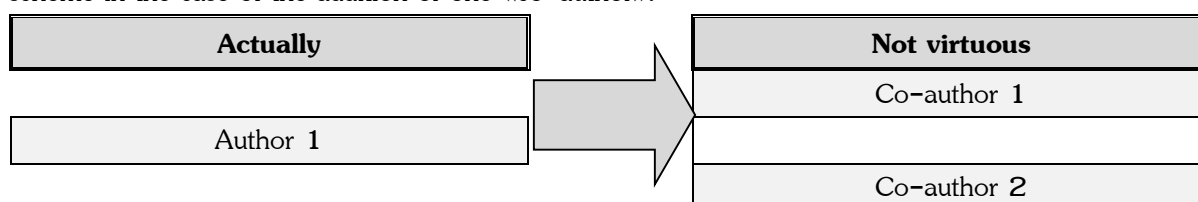
Actually
Author 1

Not virtuous
Co-author 1
Co-author 2

Figure 4. *Scheme of academic dishonesty «Intervention» (Created by the author)*

In the case of application of the *«Extraction»* scheme of academic dishonesty, the author prepares an article in full at the request of another person without indicating his authorship, mainly for a certain remuneration or as a result of family ties. It is shown in **Fig. 5**.
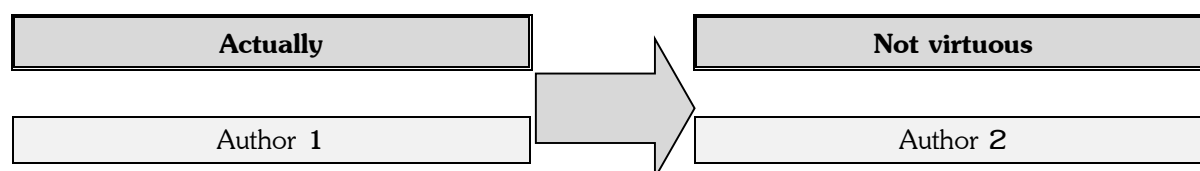
Actually		Not virtuous
Author 1	→	Author 2

Figure 5. *Scheme of academic dishonesty «Extraction» (Created by the author)*

The scheme of academic dishonesty *«Cooperation»* consists in the fact that a number of authors, by prior agreement, prepare individual articles, where they include other «co-authors», and they do the same in return (according to the principle: «You to me – I to you»). Thus, the authorship of one person increases in proportion to the number of persons involved in this scheme. The main reason for participating in such a scheme is to accelerate the increase in the number of own publications. **Fig. 6** shows an illustration of such a scheme in the case of three authors.
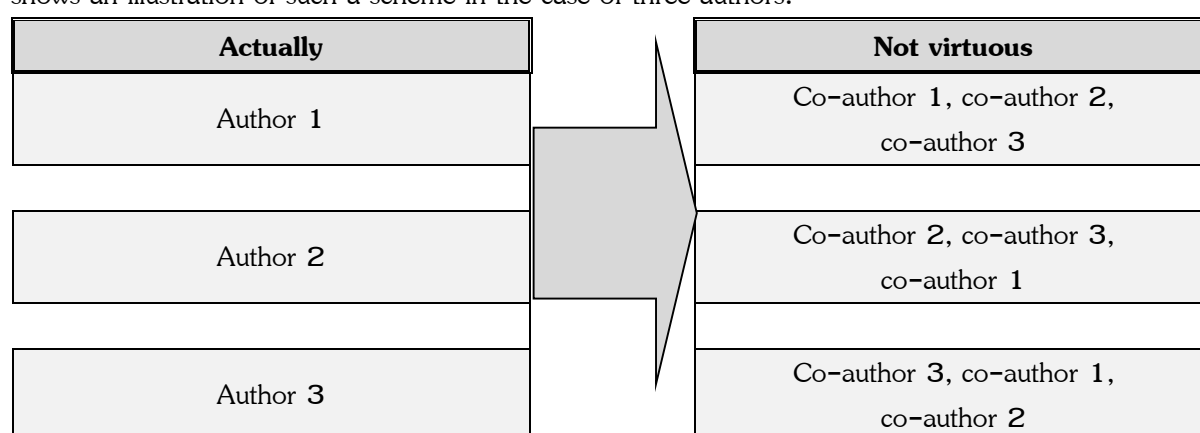
Actually		Not virtuous
Author 1		Co-author 1, co-author 2, co-author 3
Author 2	→	Co-author 2, co-author 3, co-author 1
Author 3		Co-author 3, co-author 1, co-author 2

Figure 6. *Scheme of academic dishonesty «Cooperation» (Created by the author)*

In the case of application of the scheme of academic dishonesty *«Compilation»*, the author creates his scientific work by borrowing a part of someone else's work (reworked or without changes) without proper citation. In fact, this is pure plagiarism. The scheme is used to borrow other people's ideas. **Fig. 7** shows an illustration of such a scheme. It is appropriate to mention here the authors' use of artificial intelligence (AI), as well as borrowing from foreign-language publications.
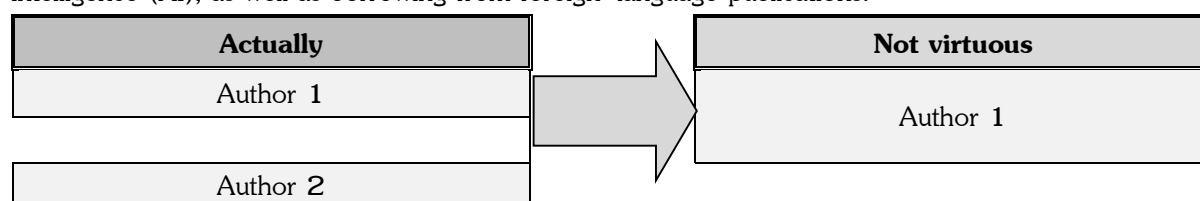
Actually		Not virtuous
Author 1	→	Author 1
Author 2		

Figure 7. *Scheme of academic dishonesty «Compilation» (Created by the author)*

The scheme of academic dishonesty *«Accumulation»* is that the author publishes his article in various journals. In fact, this is self-plagiarism in the form of duplication of publications. The main goal is to increase the number of own publications. An illustration of such a scheme is shown in **Fig. 8**.
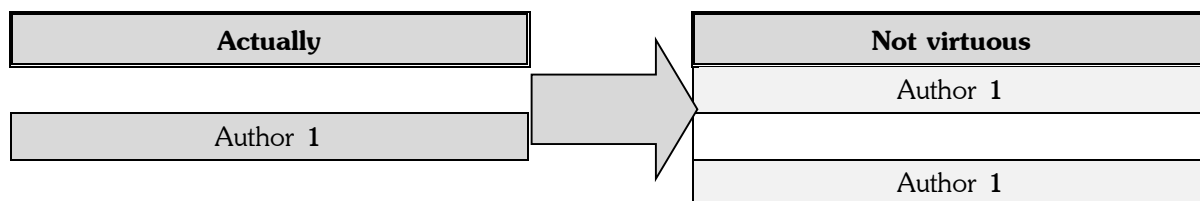
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Actually		Not virtuous
		Author 1
Author 1		
		Author 1

Figure 8. *Scheme of academic dishonesty «Accumulation» (Created by the author)*

In the case of the application of the academic dishonesty scheme *«Evacuation»*, a collective book is published, for example a monograph, but each of the co-authors receives copies where only he appears on the title page. In this way, a collective book turns into an individual book. The main goal is to become the author of a one-person book. **Fig. 9** shows an illustration of such a scheme.
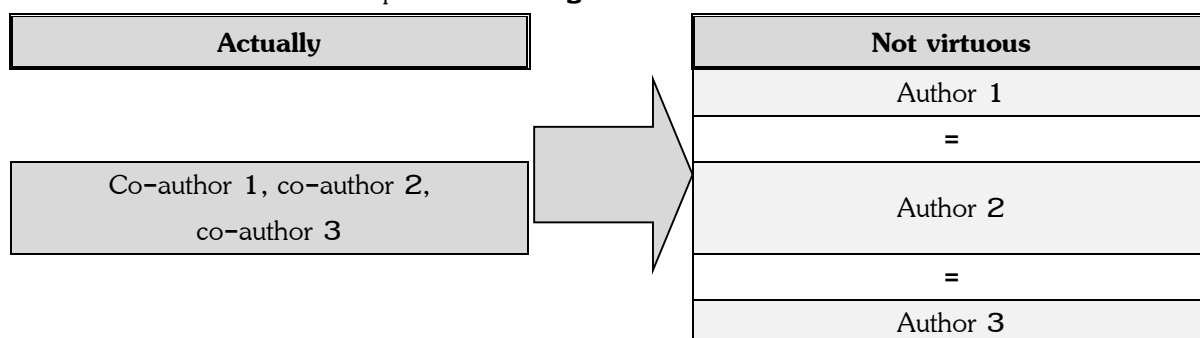
Actually		Not virtuous
		Author 1
		=
Co-author 1, co-author 2, co-author 3		Author 2
		=
		Author 3

Figure 9. *Scheme of academic dishonesty «Evacuation» (Created by the author)*

In general, there can be more schemes of scientific dishonesty, depending on the goal pursued by the persons participating in it. Note that the reasons for this behavior of scientists may be a lack of time, the use of administrative resources, or simply laziness. The task of the scientific community and publishing houses is to prevent such cases in their activities.

In particular, we recommend the following measures for institutions of higher education and scientific institutions:

☐ formation of a culture of academic integrity in all participants of the educational process, scientific workers (to avoid the use of any academic dishonesty schemes, including «Extraction» scheme). This is possible through the implementation of the Code of Academic Integrity in each higher education institution and scientific institution;

☐ organization of courses on time management of scientific activity;

☐ encouragement of individual works (for example, with the help of more points in the annual university-wide rating of teachers);

☐ creation of a system of prevention and detection of academic plagiarism in the scientific and educational activities of higher education applicants, doctoral students, scientific-pedagogical and scientific workers. This is possible, in particular, by using online platforms and programs for checking text for plagiarism, including AI plagiarism;

☐ monitoring by heads of departments of teachers' personal pages on university resources, careful study of their annual reports (to prevent the use of the academic dishonesty scheme «Migration»).

For editorial boards of magazines, it is advisable to carry out the following measures:

☐ checking scientific articles for plagiarism (to prevent the use of schemes of academic dishonesty «Compilation», «Accumulation»);

☐ limitation of the number of authors of one publication (at the discretion of the editorial board of the journal);

☐ fixation of the specific contribution of each co-author in each collective work (to prevent the use of schemes of academic dishonesty «Resection», «Intervention», «Cooperation»);

☐ encouragement of individual works (for example, on a free basis, or with a discount in payment, if publication in a journal is paid);

☐ checking the «Literature Review» section in the articles for the presence of mentions of all authors from the article's source list (to prevent the use of the «Vualization» academic dishonesty scheme).

Private publishers should not conspire with co-authors of collective books to print single-author covers (to prevent the use of the academic dishonesty scheme «Evacuation»).

Of course, the described nine schemes of academic dishonesty of authors of scientific publications do not pretend to be a complete description of academic fraud. Their number can be supplemented in part:

1) incorrect reference to sources of information in the case of using ideas, developments, statements, information;

2) violation of legislation on copyright and related rights;

3) provision of unreliable information about research methods and results, sources of used information and own pedagogical (scientific-pedagogical, creative) activity;

4) weakening or lack of control over the observance of academic integrity by those seeking education;

5) biased assessment of learning outcomes.

5. Conclusions. In modern conditions of openness and availability of academic texts, cases of their illegal use have become more frequent. In addition, in pursuit of increasing the number of their own publications and their citations, individual authors participate in schemes of academic dishonesty. The article describes nine schemes of academic dishonesty related to the authorship of scientific publications, which are obtained on the basis of the analysis of personal pages of scientists and articles in scientific journals, observations of scientific activities, and interviewing. Each scheme, in accordance with its content, received a concise name («Migration», «Vailization», «Resection», «Intervention», «Extraction», «Cooperation», «Compilation», «Accumulation», «Evacuation») and graphic display, which can be considered a certain innovative approach to identifying the problem. Each of the schemes has its own characteristics: «Migration» – moving the author to the first place in the list of co-authors of a collective publication when forming a list of own works; «Vualization» – absence of mention of the author in the review of the literature of a new scientific article, provided that his works are included in the list of references of this article, in order to hide self-citation; «Resection» – not indicating all the co-authors of the collective work who participated in its writing; «Intervention» – adding to the co-authors of a

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scientific work persons who did not participate in its writing; «Extraction» – replacement of the author of the article with another person; «Cooperation» – mutual addition of «co-authors» of a scientific publications; «Compilation» – plagiarism of someone else's work; «Accumulation» – duplication of the author's publications; «Evacuation» – publication of a collective work as an individual work by all co-authors.

The practical significance of the conducted research consists in proposing a number of measures to prevent manifestations of academic dishonesty separately for higher education institutions and scientific institutions, editorial boards of journals, and private publishing houses: formation of a culture of academic integrity, organization of courses on time management of scientific activity, encouragement of individual works, verification of scientific articles on plagiarism, avoiding collusion with co-authors of books, etc.

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