

LACK OF SCIENTIFIC INTEGRITY IN MEXICAN UNIVERSITIES

García Camino, **Bernardo**
Córdova Jiménez, **Irene**



UNIVERSIDAD
AUTÓNOMA
DE QUERÉTARO



UNIVERSIDAD DE
GUADALAJARA
Red Universitaria e Institución Benemérita de Jalisco

INTRODUCTION

Our research focuses on addressing academic and scientific misconduct among PhD graduates in two Mexican public universities who benefit from government-funded maintenance scholarships.

Specifically, our study aims to ascertain whether doctoral program coordinators incorporate teachings on scientific integrity and whether universities have established internal protocols to promote academic honesty and combat various forms of misconduct.

Our premise is that current educational programs and institutional guidelines within universities are insufficient in addressing these issues effectively.

Our goal is to broaden this investigation to provide a comprehensive overview of academic doctoral programs nationwide. Additionally, we aim to develop essential guidelines and academic recommendations to enhance the practices of researchers, educators, and students.

OBJECTIVES

We will examine the teaching-learning strategies and the regulatory framework concerning scientific integrity within doctoral programs acknowledged by the Mexican Council of Science, Humanities, and Technologies (CONAHcyT) under category 1 at two Public Higher Education Universities.

BACKGROUND



Public disclosure of plagiarism cases.

Public perception can impact the prestige of scientific research and academic institutions.

The most pertinent case involves a minister of the National Supreme Court of Justice, where evidence of plagiarism was uncovered in both her Bachelor's and Ph.D. theses.

Godecharle (2014) conducted a content analysis using 49 guides, each displaying significant variations.

Bonn et al. (2017) conducted a study on integrity guidelines within EU universities, revealing disparate initiatives lacking consistency in conceptual frameworks.

In a study by Hirsch (2019), 21 UNAM SNIs professors highlighted honesty, objectivity, openness, respect, responsibility, and integrity as key values in scientific research.

In Croatia, Ljubenkovic et al. (2021) identified a significant prevalence of research misconduct among 429 participants, particularly in the context of authorship.

METODOLOGY



1

We will solicit information from the universities through transparency.

2

Collect information from 74 doctoral programs: 61 UdeG -13 UAQ

3

(a) Obtaining frequencies
(b) Thematic analysis: -normative and answers categories

4

Systematization of findings and results

5

Create a tool for nationwide diagnosis for use by Mexican universities.

REFERENCES

- Bonn, N., Godecharle, S., & Dierickx, K. (2017). European Universities' Guidance on Research Integrity and Misconduct: Accessibility, Approaches, and Content. *Journal of Empirical Research on Human Research Ethics: An International Journal*, 12(1), 33-44.
- Hirsch, A. (2019). Valores de la ética de la investigación en opinión de académicos de posgrado de la Universidad Nacional Autónoma de México. *Revista de Educación Superior*. 48(192), 49-66.
- Godecharle, S., Nemery, B., & Dierickx, K. (2014). Heterogeneity in European Research Integrity Guidance: Relying on Values or Norms? *Journal of Empirical Research on Human Research Ethics: An International Journal*, 9(3), 79-90.
- Ljubenković, A., Borovečki, A., Čurković, M., Hofmann, B., & Holm, S. Survey on the Research Misconduct and Questionable Research Practices of Medical Students, PhD Students, and Supervisors at the Zagreb School of Medicine in Croatia. *Journal of Empirical Research on Human Research Ethics*. 2021;16(4):435-449.

