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Research Integrity in Higher Education Institutions in Countries of Andean Community

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The Andean Community...

Is composed of Bolivia, Colombia, Ecuador, and Peru. It's a leading international organization in integration on the continent, working for the improvement of the quality of life of 115 million Andean citizens." (*)

"Since May 26, 1969, when the Cartagena Agreement was signed in Colombia, the Constitutive Treaty that sets the objectives of Andean integration, defines its institutional system and establishes its mechanisms and policies". (*)

(*) Source: <https://www.comunidadandina.org>





“The Andean Community (CAN) has various organs and institutions that make up the Andean Integration System (AIS), whose objective is to achieve comprehensive, balanced, and autonomous development through Andean integration, with a projection towards South American and Latin American integration.” (*)

Three of the most relevant
topics for la CAN are

Andean identity and culture

Social participation and
andean citizenship

Intellectual property

Higher Education Institutions in the countries of Andean Community

The context...

In recent years, research ethics and integrity have entered the field of general universities in Latin America due to their need to climb positions in international rankings.

To achieve this, they have been concentrating efforts on the institutionalization of research through the conduct of multi-country studies, obtaining grants, and generating publications, among other things.



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The context...

Historically, universities in the countries of Andean Community have been characterized by their focus on teaching, reflecting the educational priorities and available resources in those contexts. However, in recent decades, there has been a growing recognition of the importance of promoting research in these academic institutions.



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Research Integrity is a fundamental component to ensure credibility and trust in scientific results and advances. It involves adhering to high ethical and professional standards at all stages of the research process, from formulating questions to communicating results.

To promote research integrity in universities of Andean Community, it is crucial to implement policies and practices that foster transparency, honesty, and accountability in all research activities. This includes establishing clear protocols for data handling, authorship, and publication, as well as promoting training and support for researchers in ethics and responsible conduct in research.

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However, from a quick review of the regulations of some well-positioned universities in the Latin American region, it could be inferred that the ecosystems designed for managing research ethics and integrity are a little bit unsystematic for handling this issues in each institutions.

Additionally, the confusion between research ethics and scientific integrity has generated that the committees in charge of the protection of human beings are also in charge of research misconduct.

Apparently, the universities in the Andean Community countries that are better ranked are no exception.

Higher Education Institutions in the countries of Andean Community

In order to verify our hypothesis, the universities of the Andean Community countries (Bolivia, Colombia, Ecuador and Peru) located among the 1000 best in the QS Ranking have been identified with the purpose of analyzing the research ethics ecosystems and integrity that each one has designed. There are 16 universities: none in Bolivia, ten in Colombia, two in Ecuador and four in Peru.



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QS Ranking	Universities	City, Country
198	Universidad de los Andes	Bogotá, Colombia
226	Universidad Nacional de Colombia	Bogotá, Colombia
336	Pontificia Universidad Católica del Perú	Lima, Perú
347	Pontificia Universidad Javeriana	Bogotá, Colombia
701-710	Universidad de Antioquía	Medellín, Colombia
711-720	Universidad del Rosario	Bogotá, Colombia
731-740	Universidad EAFIT	Medellín, Colombia
751-760	Universidad Externado de Colombia	Bogotá, Colombia
791-800	Universidad de la Sabana	Bogotá, Colombia
801-850	Universidad Pontificia Bolivariana	Medellín, Colombia
801-850	Universidad de San Francisco de Quito	Quito, Ecuador
901-950	Pontificia Universidad Católica del Ecuador	Quito, Ecuador
901-950	Universidad ICESI	Cali, Colombia
901-950	Universidad Nacional Mayor de San Marcos	Lima, Perú
951-1000	Universidad Nacional de Ingeniería	Lima, Perú
951-1000	Universidad Peruana Cayetano Heredia	Lima, Perú



Colombia. -

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Colombia. -

Components	Andes	Nacion	Javeriana	Antioq	Rosario	EAFIT	Externado
IRBs o RECs	X	X	X	X	X	X	X
IACUCs	X	X	X	X	X	X	X
Research Integrity Ecosystem	X	X	X (Form.)	---	X	X	X
Authorship policy	?	?	No?	No?	X	X	X
“Creation” (for Arts)	X	---	X	---	X	---	X
Misconduct research	?	?	No?	No?	?	?	?
Code of Conduct	X	?	?	X	X	X	X
Original System	X	Do not know	Training	Many CEIs	X	Incomp. Process and items	X
Public or Private University	Priv	Púb	Priv	Púb	Priv	Priv	Priv

Higher Education Institutions in the countries of Andean Community

If you only review the university websites, you can see that most of them have the minimum elements to be able to accredit a research integrity system. However, if we begin to analyze case by case, we observe:

- ✓ Lack of transparency of the entire system
- ✓ Lack of clarity in the competences
- ✓ Recent formulation (or reformulation) of integrity systems
- ✓ Development and implementation of data protection standards
- ✓ Proliferation of CEIs that denote little order and little clarity in their competences
- ✓ Private universities talk about research and creation, an element that will constitute a great challenge for the CEIs.



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Per  . -

Components	PUCP	UNMSM	UPCH	UNI
IRBs o RECs	X	X	X	---
IACUCs	X	X	X	---
Research Integrity Ecosystem	X	X	X	---
Authorship policy	---	---	X	X
“Creation” (for Arts)	X	---	---	
Misconduct research	Incomplete	---	X	---
Code of Conduct	---	---	X	X
Original System	X	---	X	---
Private or public institution	Priv	P�b	Priv	P�b

Higher Education Institutions in the countries of Andean Community

The initial findings are quite significant: great confusion is observed in the roles of the research ethics committees and those for research integrity, as well as an absence of regulation that indicates the powers that each one has.

Public universities have less support than private universities and are experiencing internal operating problems due to political problems (election of rectors, strikes, suspension of classes, among others). They are universities that regulate what the world of research asks for in a context of political and operational instability.



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