

Academic integrity in the context of systemic change

Critics of academic integrity training argue that these programs reduce systemic problems to individual behaviour. In their view, science as social institution is broken. Not their lack of moral character but the current practice of incentives and rewards ways of working pressure researchers into academic misconduct. It is thus naïve to assume that educating Early Career Researchers in becoming Good Scientists fixes science, these critics argue. Instead, only policy reforms that improve academic culture can provide an effective solution. My pitch has two ambitious aims. On the one hand, I want to clarify the tension between academic integrity training enthusiasts and policy reformers as resulting from opposing views on how structural change starts either at the individual or collective level. On the other hand, I will explore a middle ground perspective by starting from the premise that both academic integrity training and policy reforms are *already* effectively being implemented at most Dutch universities and medical centres. Resulting from that premise, I want to argue that academic integrity training can be a—or even the?—place in which *individual* scientists can develop scientific literacy and explore their moral compass to respond and contribute to the *collective* change that already happens in academia.

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