

Analysis of the Construction of integrity Culture in Finance and Economics Colleges and Universities And Mechanism Path exploration

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Abstract: *Colleges and universities, as the forefront of advanced socialist culture construction, play an important role in value guidance in strengthening ideological and theoretical construction and education on ideals and beliefs, and shoulder the important task of promoting the construction of a integrity culture in the new era. Based on the actual operation of finance and economics colleges, this paper focuses on the prominent problems they face in the construction of a culture of integrity, conducts an analysis from the three dimensions of cognitive concepts, institutional mechanisms, and cultural products, and builds a long-term mechanism path supported by value guidance, institutional guarantee, and cultural infiltration on this basis, with the aim of providing theoretical references and practical lessons for finance and economics colleges to deepen the construction of a culture of integrity.*

Keywords: Colleges and universities, Integrity culture construction, Problem analysis, Mechanism path.

1. Introduction

In recent years, typical cases reported by the Central Commission for Discipline Inspection and the National Supervisory Commission and the Ministry of Education, as well as internal inspections and audits, have revealed that many universities still have corruption risks in areas such as admissions and examinations, bidding and procurement, research funds, and teachers' ethics and conduct. These violations are different from the power-for-money deals in government agencies and the covert variations in general enterprises. They are characterized by strong concealment and long chains of interests, which pose significant difficulties in identifying and preventing integrity risks. Strengthening the construction of a culture of integrity is an important support for ensuring the healthy development of the campus and fulfilling the fundamental task of fostering virtue and nurturing talent. Based on this, it is necessary to systematically examine the problems existing in the construction of a culture of integrity in colleges and universities and explore the establishment of a long-term mechanism, which is of great practical significance for fostering an integrity and upright educational environment and promoting the high-quality development of higher education.

2. The Current Situation and Existing Problems

Since the Central Committee of the Communist Party of China issued the "Outline for the Implementation of the System for Punishing and Preventing Corruption with Equal Emphasis on Education, System and Supervision" in 2005, which first proposed to promote integrity culture in schools, the construction of integrity culture in colleges and universities has gone through more than two decades of exploration and practice and achieved certain results [1]. But it should also be clearly noted that there are still some prominent problems in the construction of integrity culture in

colleges and universities at present. The following, in light of the actual situation of colleges and universities, especially the characteristics of finance and economics colleges, conducts a systematic analysis from three dimensions: cognitive concepts, institutional mechanisms, and cultural products.

2.1 There is a Bias in the Understanding

At present, there is a phenomenon of "diminishing importance" in the construction of a culture of integrity in many colleges and universities [2]. The Party committees and discipline inspection commissions of the schools attach more importance to it, but some grassroots Party organizations often remain at the level of "implementing documents with documents", and formalism still exists in the implementation. The root cause of this phenomenon lies in the misunderstanding of the connotation of the culture of integrity in the new era.

First, there is an insufficient understanding of the political nature of the culture of integrity. Strengthening the construction of a culture of integrity is an important aspect of advancing the Party's self-revolution and a fundamental link [2] in the integrated advancement of punishment, systems, and education. However, many universities have failed to advance from this height, merely relying on the decomposition of tasks by the Commission for Discipline Inspection to implement it, and the construction of a culture of integrity has essentially become the "one-way push" of the Commission for Discipline inspection. For finance and economics universities, their disciplines and specialties are closely linked to the operation of the market economy, and the flow of funds and information is frequent, making the integrity risks more concealed. If they are not recognized from a political height, it is difficult to effectively deal with the integrity risks specific to the finance and economics field.

Secondly, the understanding of the scope of integrity culture is relatively limited. The development of an integrity culture should encompass all educators, students, and staff; however,

many universities still restrict it to integrity education for administrative personnel and fail to integrate it into the comprehensive process of teaching and student development. This creates a disconnect from the experiences of ordinary teachers and students. Graduates from finance and economics programs often pursue careers in fields such as finance and accounting, where their adherence to ethical standards is directly linked to the ecosystem within these industries. If the establishment of an integrity culture does not effectively engage a significant number of students, it will be challenging to cultivate individuals with a strong sense of integrity for future economic sectors.

2.2 The Working Mechanism is Not Yet Sound

The construction of a culture of integrity is a systematic project involving the entire school, which requires a sound working mechanism and complete institutional guarantees to promote its implementation. However, many colleges and universities still have obvious shortcomings at the working mechanism level.

First, the coordination and linkage mechanism is not smooth enough, and no effective synergy has been formed yet. Some leading cadres still view the construction of a culture of integrity as the exclusive responsibility of the Commission for Discipline Inspection. Other functional departments and secondary Party organizations have low participation, and there is a lack of regular communication and coordination mechanisms among various subjects. Departments such as propaganda, student affairs and academic affairs have failed to promote the construction of a culture of integrity in an integrated manner with their own business, acting independently and lacking coordination, which leads to systemic loopholes in the prevention and control of integrity risks.

Secondly, the institutional guarantee system remains incomplete, characterized by a deficiency in supervision, assessment, and accountability mechanisms. The development of an integrity culture within numerous universities is still confined to the phase of “issuing documents and conducting activities,” lacking comprehensive implementation rules and sustainable assurance mechanisms. Furthermore, the publicity department has not integrated the integrity culture framework into the overarching strategy for campus cultural development, while the student affairs department has yet to fully incorporate it into students’ ideological and political education systems. This results in a disconnect between integrity culture initiatives and operational practices. Additionally, there is an absence of stringent assessment standards and a robust accountability mechanism for integrity culture construction; effective measures to compel rectification from units or individuals that fail to implement these initiatives are also lacking. Consequently, issues such as ambiguous responsibility and stagnant work processes remain challenging to address effectively.

2.3 The Quality of Product Supply is Low

At present, the construction of a culture of integrity in many

colleges and universities has a weak sense of recognition and gain among teachers and students. The root cause lies in the insufficient supply of high-quality cultural products and the lack of precise matching.

First, there is a mismatch between the content of the products and the needs of teachers and students, and they are not targeted or attractive enough. In recent years, the state has emphasized the need to strengthen content construction and introduce high-quality cultural products that are meaningful, warm and diverse in form [3]. However, many universities’ integrity culture products are still mainly theoretical propaganda and policy indoctrination, lacking vividness and a sense of The Times, failing to resonate with teachers and students, and not developed in a stratified and classified manner according to the cognitive characteristics of different groups. In the case of finance and economics colleges, students often enter capital-intensive industries such as finance and taxation after graduation, and there is a strong demand for integrity education. However, most colleges have not developed characteristic courses such as “integrity Finance”, and integrity education remains at the stage of “flooding with water”, which is difficult to provide effective support for building a solid ideological defense line for future economic talents.

Secondly, the forms of integrity culture products are relatively monotonous, and the exploration of characteristic resources is insufficiently thorough. Many universities primarily rely on traditional formats such as bulletin boards and lectures for their integrity culture initiatives, failing to fully leverage new technologies to create interactive products. Furthermore, there has been a lack of systematic investigation into the elements of integrity culture embedded in the university’s history and motto. Finance and economics institutions possess rich resources in disciplines like financial history and accounting history; however, they have not effectively transformed these resources into distinctive cultural products that reflect concepts such as “integrity genes within finance and accounting culture.” The channels for transforming disciplinary and professional resources into integrity culture products remain inadequately developed, leading to a prevalent issue of product homogeneity along with limited recognition and influence.

3. Mechanism and Path for Building a Culture of Integrity in Finance and Economics Colleges

Strengthening the construction of a culture of integrity in the new era is a fundamental project for the integrated advancement of punishment, system and education, and is also an inevitable requirement for finance and economics colleges to implement the fundamental task of fostering virtue and nurturing talent [4]. In response to these prominent issues, we should, based on the laws governing the operation of finance and economics colleges and the characteristics of the industry, promote in a coordinated manner from three dimensions: value guidance, institutional guarantee, and cultural infiltration to establish a long-term mechanism for the construction of an integrity culture with a finance and economics background.

3.1 Value Guidance: Establish a Stratified and Categorized Education and Guidance Mechanism

The construction of a culture of integrity should start from the ideological source and focus on strengthening the foundation. The education and guidance mechanism should focus on promoting the idea of integrity in people's minds and laying a solid ideological foundation of "not wanting to be corrupt".

First, Strengthen the theoretical foundation and enhance the content supply. Finance and economics colleges should, based on their disciplinary strengths and industry characteristics, compile integrity education books with a finance and economics background. The elements of diligence, integrity and discipline contained in financial and economic culture can be integrated with the concept of integrity, and financial and economic ethics cases such as "Calculate the Seven Accounts of Life" and "Integrity is a lifelong credit asset" can be incorporated to compile supplementary textbooks such as the "New Era College Students' Integrity Culture Education Reader".

Secondly, it is essential to implement classified teaching and conduct integrity education in a targeted manner. For Party members and cadres, emphasis should be placed on "top leaders" and personnel in key positions by developing personalized discipline study lists and enhancing family conduct education. For teaching staff, integrity education should be integrated into the pre-service training for new teachers, with professional ethics requirements incorporated into the evaluation and appointment processes for professional titles among other aspects. Regarding young students, initiatives such as "First Lesson on Integrity for Freshmen" and "Integrity in Professional Conduct for Graduates" should be prioritized. In particular, for graduates majoring in finance, accounting, auditing, etc., it is crucial to continue implementing the "Clear Breeze Starts" integrity education program to strengthen their awareness of integrity risks within the workplace while guiding them to accurately understand power and responsibility—thereby securing the foundational principles of their careers.

3.2 Institutional Safeguards and the Establishment of a Coordinated and Integrated Mechanism

The construction of a culture of integrity requires breaking down departmental barriers and forming a multi-party collaborative working pattern.

First, strengthen organizational leadership and pool the efforts of all parties. Party organizations at all levels should incorporate the construction of a culture of integrity into the overall layout of Party conduct, integrity building and anti-corruption efforts, and ensure unified deployment, coordinated advancement and integrated assessment. Establish a working pattern in which the Party committee provides unified leadership, the propaganda department organizes and coordinates, relevant departments assume their respective responsibilities, and secondary Party organizations actively participate. Finance and economics colleges have a dense flow of funds and information and a wide distribution of integrity risks. It is even more necessary for all functional departments to break down barriers and cooperate to avoid

blind spots in risk prevention and control.

Secondly, it is essential to enhance institutional guarantees and establish a comprehensive closed-loop system for supervision and assessment. The development of an integrity culture should be integrated into the Party building work assessment framework, employing task list-based management and project-oriented advancement strategies. Furthermore, the promotion of an integrity culture will serve as a critical indicator in evaluating the political ecosystem of secondary Party organizations, necessitating the establishment of a coordinated linkage mechanism. Leading cadres who neglect their responsibilities or fail to execute their duties appropriately must face serious accountability measures to ensure effective implementation of all tasks while avoiding formalism.

3.3 Cultural Infiltration and the Establishment of a Mechanism for the Supply of High-quality and Abundant Products

The construction of a culture of integrity requires an improvement in the supply quality and dissemination effectiveness of cultural products.

First, enrich product creation and enhance the targeting of supply. Finance and economics universities should dig deep into the integrity genes in their histories and mottos, and transform disciplinary resources such as financial history and accounting history into cultural products with their own characteristics, such as "integrity genes in finance and accounting culture" and "examples of integrity in financial history". Encourage teachers and students to create cultural and creative works such as micro-videos and animations on the theme of integrity, focus on incubating original integrity-themed situational dramas, and create high-quality integrity culture that reflects the characteristics of finance and economics.

Secondly, broaden the channels for publicity and education and strengthen the influence of communication. It is necessary to continuously expand the channels for promoting and educating about integrity culture, and comprehensively enhance its coverage and influence through diversified and three - dimensional communication methods. Actively employ new technologies and forms such as short videos, immersive experiences, and interactive H5 to develop a batch of visually attractive and highly interactive integrity culture products, thereby enhancing the audience's sense of participation and experience. Optimize the construction of physical bases. Create micro - landscapes of integrity culture, theme corridors, and community corners according to local conditions, integrate integrity elements into public spaces, and achieve an educational effect that subtly influences people. Strengthen the construction of digital education and publicity platforms, establish an online dissemination matrix of "integrity culture at Fingertips", fully utilize the IP images of financial and economic integrity culture, produce a series of micro - courses, animated short films, and online exhibitions, and form a dissemination pattern of synchronous resonance both online and offline. Timely summarize and extract typical experiences and innovative practices, form replicable and scalable demonstration samples, play a leading role as

benchmarks, and effectively enhance the radiation and social influence of the integrity culture.

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