



Research on the Optimization Path of Integrity System in Private Universities—— Taking Inner Mongolia Honder College of Arts and Science as an Example

Li Moying¹, Zhu Ziyi^{2*}

¹ Inner Mongolia Honder College of Arts and Sciences, Hohhot, China; Inner Mongolia Financial and Economic Research Institute, Hohhot, China

² Inner Mongolia Honder College of Arts and Sciences, Hohhot, China
Email: 0711200111@163.com, raidyzzy@126.com.

Abstract: The construction of integrity ethics and the implementation of integrity education projects have always been regarded as crucial tasks in developing the social credit system^[1]. As a private undergraduate university in the autonomous region, Inner Mongolia Honder College of Arts and Science plays an indispensable role in building a culture of integrity and promoting integrity construction. For private universities, which focus on social responsibility, quality education, campus culture construction, brand building, and word-of-mouth communication, building an integrity system is an essential way to demonstrate a high sense of social responsibility and excellent educational quality, as well as to enhance the overall image and competitiveness. However, there are still deficiencies in the institutionalization of integrity, curriculum system construction, integrity construction of "key groups," and means of integrity construction in private universities. Based on the above issues, targeted optimization measures should be proposed to provide useful reference and guidance for other private universities.

Keywords: Integrity Construction Project; private university; Construction of Integrity System

I. Introduction

1.1 Research Background

Honesty has been a fundamental virtue of humanity since ancient times. It is also a core element of the values underpinning Chinese socialism. The construction of a credit system serves as the foundation for the healthy operation of China's socialist market economy with Chinese characteristics and is instrumental in promoting social progress and enhancing national competitiveness. Through the development of honesty and credit initiatives, the core values of socialism are cultivated and practiced, integrating the principle of "honesty and trustworthiness" into every aspect of social life.

Campus education plays a central role in social education, with colleges and universities serving as critical links between school and society. Within these institutions, students receive comprehensive and systematic education and training. By establishing robust credit systems in colleges and universities, institutions can enhance university management efficiency, contribute to economic development, and promote the construction of a credit-based society.

1.2 Research Object

This study focuses on Inner Mongolia Honder College of Arts and Sciences as a case study to explore optimization strategies for the construction of integrity systems in private universities. As a private undergraduate institution in the Inner Mongolia Autonomous Region, Inner Mongolia Honder College plays a significant role in areas such as social responsibility, educational quality, campus culture, brand building, and reputation management. Selecting this college as the research object is not only representative but also provides valuable insights and references for other private universities.

1.3 Research Objectives

1.3.1 Reveal the Current Status of Integrity System Construction in Private Universities:

Conduct a comprehensive analysis of the practical experiences and challenges associated with integrity system construction in private universities through literature reviews and case studies. Focus specifically on Inner Mongolia Honder College of Arts and Sciences to gather faculty and student perceptions and feedback on the integrity system, unveiling its current status and unique characteristics.

1.3.2 Analyze the Inadequacies in Integrity System Construction in Private Universities:

Investigate the shortcomings in institutionalizing integrity, developing curriculum systems, fostering integrity among key groups, and implementing effective measures for integrity construction. Examine the root causes of these deficiencies, such as the absence of robust institutional frameworks, disparities in educational resource allocation, and insufficient awareness of integrity among faculty and students.

1.3.3 Propose Optimization Pathways for Integrity System Construction in Private Universities:

Based on an analysis of the current status and identified shortcomings, propose targeted measures to enhance integrity systems. These measures include strengthening institutional frameworks, improving curriculum development, elevating



integrity levels among key groups, and introducing innovative approaches to integrity construction. Offer actionable recommendations and guidance for other private universities through case studies and theoretical insights.

1.3.4 Promote the Formation and Development of Integrity Culture in Private Universities:

Highlight the importance of integrity education in private universities and propose strategies to cultivate students' integrity awareness and values. These strategies include leveraging classroom teaching, organizing campus cultural activities, and fostering a campus atmosphere centered on integrity. Strengthen the overall reputation and competitiveness of private universities by embedding integrity into their cultural fabric.

1.3.5 Provide Decision-Making Support for Policy Makers:

Offer valuable insights into the current status, challenges, and optimization strategies for integrity system construction in private universities to inform policymakers. Support the development of more scientific and effective education policies, contributing to the healthy growth of private universities and the broader education sector.

II. Literature Review

The literature review for this research on the role of integrity system construction in private universities focuses on several key areas.

First, it examines the current situation of credit investigation management in China. This provides a broader context for understanding the importance of integrity in the social and educational landscapes^[2]. It explores how the construction of the social credit system is an ongoing effort and how educational institutions can contribute to this initiative.

Regarding integrity ethics construction in universities, the literature review looks at the significance of promoting integrity education and building a culture of integrity on campus. It analyzes how universities, both public and private, have been addressing this issue and the challenges they face^[3].

For private universities specifically, the literature investigates their unique characteristics and roles in education. It examines their focus on social responsibility, quality education, campus culture construction, brand building, and word-of-mouth communication. The literature also highlights the importance of integrity system construction as a means to enhance their overall image and competitiveness.

The review examines research on the institutionalization of integrity, curriculum development, and the integrity of 'key groups' in private universities. It identifies the gaps and shortcomings in these areas and sets the stage for the present study to address these issues^[4].

In conclusion, the literature review provides a comprehensive understanding of the existing knowledge and research gaps related to integrity system construction in private universities, laying the foundation for the subsequent research and analysis.

III. Research Method

3.1. Literature research method:

This study reviews literature on credit investigation management in China, integrity ethics construction in universities, and the role of private universities in building a social credit system. This will help to establish a theoretical foundation and understand the current research status and trends.

3.2 Case analysis method

Select several representative private universities, including Inner Mongolia Honder College of Arts and Science, to analyze their practices and experiences in integrity system construction. By examining specific cases, we can identify successful strategies and challenges, and draw lessons for other institutions.

3.3. Analysis and induction method

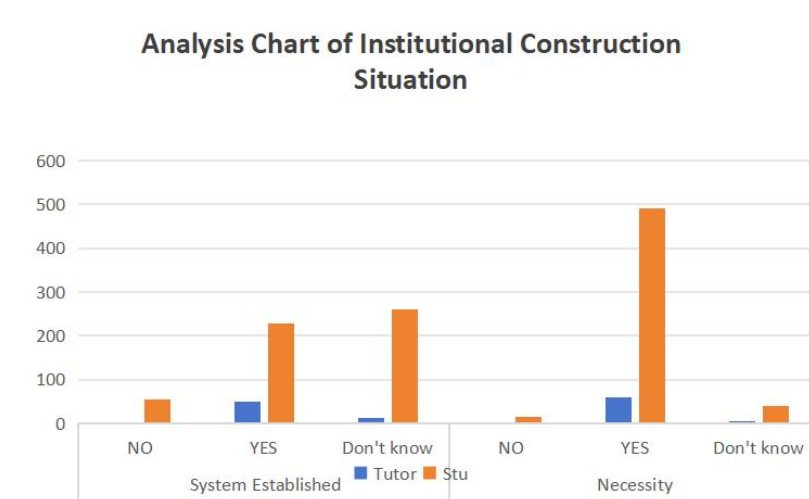
Identify the key factors that affect the integrity system construction in private universities, such as institutionalization, curriculum system, integrity of "key groups," and construction means. Analyze the relationships and interactions among these factors to understand the underlying mechanisms and propose targeted improvement measures.

In addition, we may also use questionnaires and interviews to collect data from students, teachers, and administrators in private universities to gain a more comprehensive understanding of the current situation and needs. Through a combination of these research methods, we aim to provide in-depth insights and practical recommendations for promoting integrity system construction in private universities.

IV. Data Analysis

We surveyed 611 teachers and students from Inner Mongolia Honder College of Arts and Sciences, including 66 teachers and 545 students. We conducted a detailed investigation on the construction of integrity system, integrity curriculum, and university student integrity archives. The main survey results are as follows:

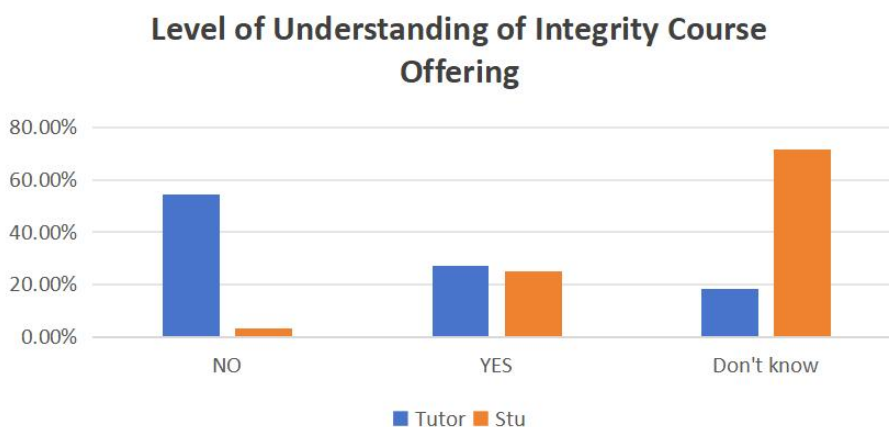
4.1. Construction of Integrity System



According to the analysis of the data, 55.23% of teachers and students are aware that the university has established integrity related systems, which are mainly focused on education and teaching, teacher-student management, security and other fields. However, it cannot be ignored that up to 44.77% of teachers and students still express uncertainty about whether the school has established an integrity system. This situation reflects that there is still room for improvement in the popularization and improvement of the school's integrity system. In this context, it is particularly important to explore the necessity of building a system of integrity. Statistics show that 89.87% of teachers and students agree that it is extremely necessary to establish and strengthen a system of integrity at the school level. This data strongly indicates that improving the integrity system has become one of the key tasks that the university urgently needs to promote, and it urgently needs to receive more attention and implementation.

4.2. Construction of Integrity Curriculum

According to the survey results, 27.27% of teachers and students believe that Inner Mongolia Honder College of Arts and Sciences has not yet offered courses related to integrity, and 65.79% of teachers and students are unsure whether such courses are offered. Overall, 91.16% of teachers and students stated that they are not familiar with the construction of integrity courses and have not been exposed to the teaching and learning of related courses. It is particularly noteworthy that there is a significant difference in the level of understanding between teachers and students regarding the construction of integrity courses.

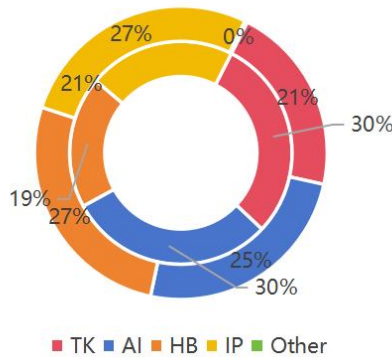


Data indicates that over 50% of teachers believe the school offers courses on integrity, focusing on various lectures, as well as professional courses such as insurance, credit reporting, and networking. It is worth noting that most courses are presented through lectures. In addition, 18.18% of teachers believe that they do not know whether to offer courses related to integrity. This suggests that most teachers believe the school offers such courses, but information gaps limit their awareness. Among the student population, 71.56% of students expressed uncertainty about whether integrity related courses were offered, 25.14% of students were certain that integrity related courses were not offered, and only 3.3% of students were aware of the courses offered at our university. Most students believed that integrity elements were integrated into public elective courses such as lectures, college career planning, and labor education, and were not reflected in professional courses. The data shows that most of the students involved in the survey did not feel the integration of integrity elements in their professional courses, and the university did not offer any specialized courses on integrity as the main theme.

We continue to conduct in-depth analysis, and 75.94% of teachers and students believe that offering courses related to integrity is very necessary. Most teachers and students believe that offering courses related to integrity should focus on

theoretical knowledge learning, academic integrity construction, guidance on integrity behavior, and exploration of integrity practice.

Intention Map for Integrity Curriculum Construction



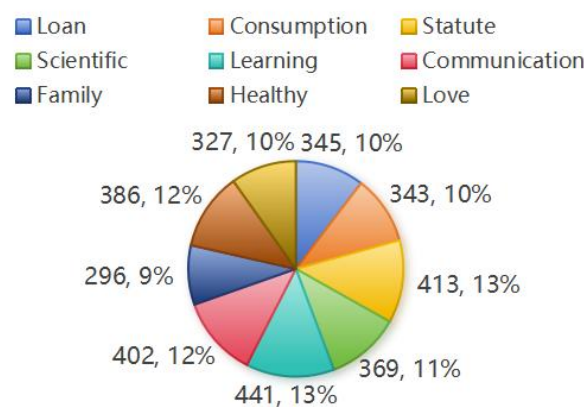
As shown in the above figure, according to data statistics, 30% of teachers believe that the study of integrity theory should focus on theoretical knowledge learning and academic integrity construction. For students, they are more inclined to have more exposure to courses related to integrity behavior and integrity practice. The number of students who hope to learn courses related to integrity behavior and integrity practice far exceeds those who hope to learn courses related to theoretical knowledge and academic integrity. In addition, two students chose other types of courses and provided constructive suggestions, hoping that the school could offer courses related to "social integrity".

In summary, regarding the construction of the integrity course system in this university, although data shows that there is a certain proportion of informed individuals among the teacher group, there is a significant phenomenon of information asymmetry, and most teachers and students have misconceptions about the actual offering of integrity courses. Although most teachers and students strongly believe that offering integrity related courses is crucial and expect the courses to cover multiple dimensions such as theoretical knowledge learning, academic integrity construction, integrity behavior guidance, and integrity practice exploration, the implementation of the courses is still relatively single, mainly focused on lecture style, and the integration of professional courses is insufficient. It is worth noting that the student population is particularly eager to be exposed to more content on integrity behavior and integrity practice through courses, and some students have even proposed valuable suggestions for innovative courses such as "social integrity". Therefore, approaching and strengthening the construction of the integrity curriculum system from multiple dimensions and diversification will undoubtedly have a great promoting effect on improving the level of integrity education in the university.

4.3. Construction of Integrity Archives

According to the data, 84.78% of teachers and students believe that building integrity records is very comparative, and after careful and in-depth research, we found that the key elements of integrity record construction that teachers and students are concerned about are mainly concentrated in the following areas:

Index Chart of College Students' Integrity Archives



As shown in the figure, investigations have shown that the integrity file indicators that university teachers and students are concerned about are mainly concentrated in areas that are highly concerned by university teachers and students, such as lending, consumption, regulations, scientific research, and academia. In addition, university students also pay special attention to integrity construction in communication, health, family, love, and other scenarios, which expands new ideas for the construction and selection of integrity file indicator systems.

Based on the above investigation, we plan to set the integrity file indicators as six primary indicators: basic indicators, academic integrity indicators, economic integrity indicators, employment integrity indicators, social interaction indicators, and other indicators. The secondary indicators will achieve full coverage of the above research results.

V. Results and Discussion

The problems faced by the construction of credit system in private colleges and universities are as follows:

First, there are deficiencies in the institutionalization of integrity. The institution may lack clear regulations and systems to ensure consistent implementation of integrity standards. This can lead to inconsistent enforcement and a lack of a solid framework for promoting and maintaining integrity.

Second, curriculum system construction related to integrity is insufficient. The integration of integrity education into the curriculum may be limited, resulting in students not receiving sufficient exposure and in-depth understanding of integrity values. There may be a lack of specialized courses or modules that specifically address integrity issues, hindering the cultivation of students' ethical consciousness.

Third, there are challenges in the integrity construction of "key groups" within private colleges and universities. Key groups such as faculty, administrators, and student leaders play a crucial role in setting an example and promoting integrity. However, ensuring their consistent commitment and exemplary behavior can be difficult. There may be a lack of targeted measures to enhance the integrity of these groups.

Finally, the means of integrity construction in private colleges and universities may be limited. There may be a lack of innovative and effective methods to promote integrity, relying mainly on traditional approaches. This can result in a lack of engagement and impact, making it difficult to create a strong culture of integrity within the institution.

5.1 The path optimization of credit system construction in private colleges and universities

5.1.1 Improve the institutionalization of integrity construction

In the construction of the integrity system in private universities, we can draw on the institutional norms of relevant fields of the country and regions to regulate and constrain various behaviors in the development of the school. We can also integrate the concept of integrity into various rules and regulations of the school to ensure that the integrity system is effectively implemented at all levels of the school. On the basis of building a reasonable and perfect integrity system, private universities should also carry out characteristic construction based on their own characteristics. Firstly, private universities should be more flexible and innovative in terms of institutional construction. Therefore, when formulating the integrity management system, it can be more closely aligned with the actual situation of the school and the characteristics of students, and adopt more flexible and innovative methods. Secondly, as private universities, emphasis should be placed on practicality and incentives in the construction of reward and punishment mechanisms. Targeted reward and punishment measures should be established based on the characteristics of private universities.

Taking Inner Mongolia Honder College of Arts and Science as an example, the following measures can be taken to establish an integrity system:

One is to clarify the guiding ideology and goals of integrity construction. Set guiding principles and specific goals to ensure that the construction of integrity system is consistent with the overall development strategy of the school. By formulating specific integrity construction plans, clarifying the goals and tasks of each stage, clear guidance is provided for the institutionalization of integrity construction.

The second is to establish a sound integrity construction system. Establish sound rules and regulations from the perspectives of enrollment promotion integrity, teaching management integrity, fee refund integrity, and integrity file construction. For example, establishing an integrity system for enrollment promotion to ensure that the content of enrollment promotion is true, accurate, and not exaggerated; Establish a teaching management integrity system: In the teaching process, teachers are required to follow educational laws, not cheat or plagiarize, and ensure teaching quality. At the same time, establish a scientific research integrity system to prevent academic misconduct. Establish a system of integrity records for teachers and students, and clarify the various contents and evaluation criteria of the integrity records in the system, as well as the standards and requirements for the collection, organization, evaluation, and use of credit information, including but not limited to the integrity behavior of teachers and students in academic, teaching, examination, campus life, etc., providing a basis for rewards and punishments.

The third is to strengthen integrity education and practice. In the construction of the school system, it is explicitly required to integrate integrity education into daily teaching, and cultivate students' awareness and quality of integrity through classroom teaching, campus cultural activities, and other means. At the same time, emphasis should be placed on strengthening integrity education in internships, practical training, social practice, and other aspects, so that students can practice the principle of integrity in practice. As a private college, Honder College can also expand the traditional integrity education model beyond the classroom, for example, using rich campus activities to carry out integrity practice: combining various school events such as the Challenge Cup and "Internet plus", making full use of various activities such as "three trips to the countryside", organizing and carrying out integrity signature, integrity commitment and other activities, organizing and signing the integrity examination commitment letter in the exam season, and using the "no manual supervision" mode to let students consciously fulfill their commitments, etc. Through various integrity activities, students can feel the powerful power of integrity highlighted in every aspect of campus life.

The fourth is to establish and improve a long-term mechanism for incentivizing trustworthiness and punishing dishonesty. As a private university, emphasis should be placed on practicality and incentives in the construction of reward and

punishment mechanisms. Targeted reward and punishment measures should be set up based on the characteristics of private universities, such as providing certain preferential treatment and support to honest students in awards and honors, academic advancement, and employment. At the same time, private colleges should establish more flexible incentive mechanisms based on their own characteristics, such as combining integrity elements with talent training programs in various departments of the school, which is an effective solution. Taking Honder College as an example, more targeted integrity standards and requirements can be formulated based on its own educational characteristics and talent cultivation goals, forming a school specific integrity management system. For dishonest behavior, punishment should be carried out in accordance with the law and regulations. Punish and warn dishonest individuals by publishing a list of dishonest individuals and restricting their participation in certain activities. At the same time, linking campus integrity behavior with social integrity norms, for example, we can try to link the indicator data in campus integrity archives with big data credit products such as WeChat Pay scores and Sesame Credit, and impose mandatory contracts on bad behavior from public life and other aspects. At the same time, legal action can be taken against serious dishonest behavior.

The fifth is to strengthen the organizational leadership of integrity construction. Build an efficient management team. Based on the current composition of faculty and staff at Honder College, modern enterprise management concepts can be introduced. For example, the integrity management team should be led by school leaders and directly supervised by department leaders. A cross departmental special working group should be established for integrity construction to build a flat and efficient management system. By establishing a management team, clarify the responsibilities and authorities of each governance entity, and form a scientific and effective decision-making mechanism. Establish a flexible member mobility mechanism for the working group, allowing teachers and management personnel of the integrity management team to rotate their positions internally or collaborate across departments to stimulate innovative vitality.

5.1.2 Strengthening the Construction of Integrity Curriculum System

For private colleges, with the increasing openness and competition in the education market, integrity has become the cornerstone of their survival and development. Strengthening the construction of the integrity curriculum system is not only about shaping students' moral qualities, but also a reflection of the overall educational philosophy of the school. This measure is not only an opportunity for private colleges to stand out in the fierce education market, but also a major challenge they face. To improve the construction of the integrity curriculum system in private schools, it is necessary to start from several aspects, including educational philosophy and objectives, curriculum design and content, teaching methods and means, faculty strength and teaching resources, and focus on strengthening and enhancing them.

Firstly, from the perspective of improving educational philosophy and goals, integrity education should be placed in an important position in private schools. Schools should clarify the core position of integrity education in the entire education system, and regard it as an important part of cultivating students' comprehensive qualities. By emphasizing the importance of integrity education, teachers and students can fully recognize the value of integrity education and consciously practice the principle of integrity in daily teaching and life. On the basis of clarifying the core position of integrity education, schools should establish specific goals for integrity education. These goals should include cultivating students' awareness of integrity, integrity behavior, and integrity quality. By setting clear goals, teachers and students can have a clearer understanding and pursuit of integrity education, thereby promoting the in-depth development of integrity education. Taking Inner Mongolia Honder College of Arts and Science as an example, as of May 2024, Honder University has set up seven departments, namely Humanities, Education, Foreign Languages, Finance and Accounting, Engineering Management, Economic Management, and Art and Design. Each department sets integrity education goals based on its own professional characteristics. For example, Humanities usually focuses on cultivating students' humanistic literacy, moral character, and social responsibility. In terms of integrity education, the goals of the Humanities Department mainly focus on promoting integrity culture, deepening integrity concepts, cultivating moral sentiments, and enhancing social responsibility. The Education Department focuses more on cultivating students' educational professional competence and professional ethics, mainly focusing on establishing the concept of educational integrity, cultivating professional ethics, and improving the quality of education. Each department has its own emphasis on the goal setting of integrity education, which reflects the characteristics and advantages of different departments in talent cultivation, and helps to achieve comprehensive and in-depth integrity education.

Secondly, from the perspective of curriculum design and content, specialized integrity education courses should be added in the curriculum design of private schools. These courses can include theoretical knowledge of integrity, case analysis of integrity, and practice of integrity, etc. Through systematic teaching, students can comprehensively understand the connotation and requirements of integrity. At the same time, schools can also set different levels of integrity education courses based on students' age characteristics and cognitive levels to meet the needs of different students. Taking Inner Mongolia Honder College of Arts and Science as an example, first-year students generally focus on moral education, and public compulsory courses and general education courses should be set up. Integrity education can also be combined with existing ideological and political courses, aiming to help students adapt to university life, establish academic foundations, and cultivate basic abilities. The schedule of sophomore courses is usually the most complex and busy during the university stage. In addition to continuing to study public compulsory courses, sophomore students will begin to be exposed to professional courses, which will be more in-depth and professional, focusing on cultivating students' professional skills and knowledge. In addition, sophomore year will also include some general education courses aimed at cultivating students' comprehensive qualities and thinking abilities. The study of major courses in the third year will further deepen, and students will begin to explore more advanced courses and specialized fields. Professional courses such as "Credit Management" can be offered in majors with demand, such as finance and insurance. At the same time, the third year is also a critical period for students to prepare for postgraduate entrance exams, internships, or employment.

Therefore, the curriculum will pay more attention to practicality and applicability. In addition to adding specialized courses on integrity education, schools can also integrate integrity education into professional courses. In the teaching of professional courses, teachers can guide students to think about integrity issues through case analysis, discussion and communication. At the same time, in order to enable students to better experience the importance of integrity, schools should expand practical courses. By organizing practical activities such as integrity signatures and integrity commitments, students can personally participate and experience the power of integrity.

Finally, utilizing modern information technology to continuously improve teaching methods and tools. In the teaching process of integrity education, schools should pay attention to innovative teaching methods. The use of heuristic, discussion based, case-based and other teaching methods can stimulate students' interest and initiative in learning, making them more actively participate in learning. The development of modern information technology has provided more teaching methods and tools for integrity education. Schools can use modern information technologies such as multimedia and the internet to enrich teaching content and forms, and enhance the attractiveness and infectiousness of integrity education. For example, teaching resources such as integrity education courseware and online courses can be created for students to learn and use; You can open integrity education websites or social media accounts to interact and communicate with students. In order to comprehensively evaluate students' integrity and learning outcomes, schools should implement diversified assessment methods. In addition to traditional exam evaluation, diversified evaluation methods such as self-evaluation, peer evaluation, and teacher evaluation can also be introduced. These evaluation methods can more comprehensively reflect students' integrity status and learning effectiveness, which helps schools to more accurately understand students' learning situation and integrity level, and make targeted teaching improvements and guidance.

5.1.3. Building integrity management archives for key populations

Constructing integrity files among university teachers and students, such as setting up "key population" professional credit files among university teachers, can start from different dimensions such as teacher ethics and style construction, teaching integrity construction, scientific research integrity construction, professional credit reports, and campus integrity culture construction to carry out integrity construction for key populations.

Teachers are one of the key groups in the construction of integrity in universities, responsible for teaching and educating students. Strengthening the construction of teacher integrity not only advocates for teachers to lead by example, but also means that teachers should lead by example, practice the principle of integrity, and set an example for students. The turnover of teachers in private universities is relatively high. Carrying out integrity construction in the teaching staff of private universities not only helps to improve the professional ethics and moral qualities of university teachers, but also provides strong guarantees for the harmony and stability of the entire campus and the sustainable development of private universities. College students are also one of the "key groups" in the construction of integrity in universities. Building integrity files for college students in universities can help improve their awareness and level of integrity, guide the formation of a good social atmosphere of "honesty and trustworthiness" among college students, and have a good promoting effect on building the brand image of universities run by the people.

Taking the construction of integrity archives for college students as an example. Firstly, strengthening the construction of integrity archives for college students requires in-depth research on the theoretical basis and current situation analysis of integrity archives [9]. Secondly, based on the universal integrity content that universities are concerned about and the unique characteristics of different universities, multiple internal and external factors should be combined to construct integrity archive indicators. One of the key factors is to keep pace with the times to build and update the integrity file index. For example, the love, marriage and childbearing values of college students in the 21st century have developed from a single mode to a diversified one. Facing the complex environment and the characteristics of Honder College students, love and integrity have become an important part of the campus integrity index; For example, with the popularization of the internet, college students are one of the important groups using the internet. A series of integrity issues have emerged in the process of online social interaction, which is also one of the key concerns of college students. For example, with the continuous enrichment of material conditions, the number of overweight college students has been increasing year by year. In response to the national call for national fitness, Inner Mongolia Honder College of Arts and Science has successfully organized two weight loss training camps for teachers and students, and has made clear regulations on their weight loss behavior norms. However, during the implementation process, we generally found that the teachers and students participating in the training camp violated the pre training agreement in the middle and later stages, including not adhering to a reasonable diet and not meeting the exercise standards. Therefore, health integrity has become one of the crucial indicators in the field of weight loss. Drawing on the advanced experience of other universities, we will establish a college student integrity file within Honder College, and flexibly construct indicators for college student integrity files that keep pace with the times. According to preliminary research, in addition to traditional basic indicators such as basic information, identity and family information, economic indicators such as scholarship application, student loan repayment, tuition payment and arrears, academic indicators such as exam integrity and academic integrity, and employment indicators such as job search information and internship situation, there are also other indicators that contemporary college students are more concerned about. For example, 73.76% of the surveyed students at Honder College believe that social integrity, especially the integrity reflected in social media such as the internet, is very important. 70.83% of the students believe that "integrity" is one of the key factors affecting weight loss and health.

5.1.4. Using emerging technologies to solve practical problems

Faced with a series of problems in the field of integrity in universities, universities should strengthen their information technology construction and make full use of various emerging technologies as tools to assist in solving problems and

promoting integrity construction. For example, big data technology should be used to establish an electronic integrity record system, which can conveniently and quickly record and query the integrity information of teachers and students; Establish a comprehensive information collection and management system through big data technology, and add an integrity evaluation mechanism; Utilizing AI technology to assist in detecting academic misconduct in academia; By developing AI based integrity education platforms and tools, we aim to promote and popularize integrity education; To enhance privacy protection, password settings and encryption techniques can be used to protect important information from being leaked or stolen; We can try to use blockchain technology to solve the judgment and recording of college students' integrity risk behavior, as well as provide strong reward and punishment basis for college students' integrity behavior.

Take blockchain technology as an example, it has features such as decentralization, immutability, and high transparency, providing a new possibility for building an integrity system for college students. Individual college students do not have sufficient awareness and importance of integrity. We can try to use blockchain technology to constrain college students' integrity risk behavior, and try to integrate college students' integrity files with social integrity, so that they not only serve as an important basis for evaluating the comprehensive quality of college students, but also directly affect their future development and the integrity construction of the entire society.

Firstly, blockchain technology can ensure the authenticity and integrity of college students' integrity data. By recording various integrity data of college students (such as academic integrity, exam integrity, loan repayment status, etc.) on the blockchain, it can ensure that these data are not tampered with or forged, thereby providing a trustworthy record of integrity. Secondly, blockchain technology can improve the transparency and openness of the integrity system for college students. Through the distributed ledger technology of blockchain, schools, employers, and the public can easily query and verify the integrity records of college students, thereby increasing the visibility and supervision of college students' integrity behavior. In addition, blockchain technology can also be combined with smart contracts to automatically implement reward and punishment measures for college students' integrity behavior. For example, when it is discovered that college students engage in dishonest behavior, smart contracts can automatically trigger corresponding punishment measures, such as deducting credit points, restricting certain rights, etc; When college students demonstrate integrity, smart contracts can automatically provide corresponding rewards, such as increasing credit scores, offering discounts, etc. While using blockchain technology to constrain the integrity risk behavior of college students, it is also necessary to pay attention to protecting personal privacy and data security. At the same time, it is necessary to establish corresponding rules and systems to ensure the correct use and effective implementation of blockchain technology.

5.1.5 Deficiencies

The paper draws some basic conclusions, but there are also some deficiencies:

Firstly, The data in the paper mainly originate from 611 teachers and students at a university in Inner Mongolia, with a relatively small sample size and limited to only one school, which may result in the research findings lacking broadness and universality.

Secondly, the paper mainly adopts a questionnaire survey method to collect data, lacking supplementation from other data collection methods such as interviews and observations. The collection method is relatively single, failing to capture some implicit and complex issues and phenomena.

Finally, although the paper conducts basic statistical analysis on the collected data, it still has shortcomings in data mining and in-depth analysis.

VI. Conclusion

A Hundred-Year Plan: Education as the Foundation, Built with Sincerity and Timeless Relevance

Honesty has been a traditional virtue of the Chinese nation since ancient times, serving as the moral foundation for the construction of socialist spiritual civilization. Promoting integrity education in universities reflects the cultivation of an integrity-driven culture and plays a key role in strengthening the social credit system. However, the development of the integrity system in the autonomous region remains a work in progress, with much still in its early stages.

This study has comprehensively explored the state of integrity system development in private universities, using Inner Mongolia Honder College of Arts and Sciences as a case study. Through detailed analysis, we have identified existing practices, common challenges, and specific areas requiring attention. Our findings emphasize the need for a more systematic and comprehensive approach to cultivating a culture of integrity in academic institutions.

Key Recommendations

- **Institutionalizing Integrity Practices**
Universities must embed integrity into their institutional frameworks, transforming it from an ad-hoc initiative into a consistent, integral component of their daily operations. This requires establishing clear policies, guidelines, and enforceable consequences to uphold standards of integrity.
- **Integrating Integrity into the Curriculum**
To shape students into future leaders who value honesty and transparency, integrity education should be seamlessly woven into the curriculum. This integration ensures that students develop a deep and enduring appreciation for ethical conduct throughout their academic and professional lives.

- **Engaging Key Stakeholders**
Faculty, administrators, and student leaders play pivotal roles in fostering a culture of integrity. Targeted initiatives to involve these groups can amplify their influence as ethical role models, creating a ripple effect throughout the university community.
- **Innovative Approaches to Integrity Education**
In today's dynamic educational environment, traditional methods alone may fall short. Universities should explore innovative strategies such as interactive workshops, scenario-based simulations, and the application of emerging technologies like big data to gamify integrity education, making it more engaging and impactful.

Final Thoughts

This study not only sheds light on the current state of integrity system construction in private universities but also provides actionable recommendations for improvement. By adopting these strategies, institutions like Inner Mongolia Honder College of Arts and Sciences can significantly enhance their integrity culture, thereby improving the quality of education they offer and strengthening their reputation within the academic community and beyond.

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