

forms future leaders capable of critical thinking and a creative approach to solving complex problems. Consequently, students and faculty must strive to advance knowledge and scholarship while maintaining high standards of ethics and integrity in all aspects of their academic lives.

**Key words:** academic integrity, higher education, university, educational process, students, teachers.

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**INTEGRITY BEYOND: BUSINESS ETHICS  
AND IMPLICATIONS FOR ACADEMIC INTEGRITY  
IN AN AI WORLD**

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**Introduction.** The concern about ethics in business has shifted from a “Search for Excellence” to a “Scrutiny for Misconduct.” Many companies have reduced “promoting ethical values” to “compliance with rules and conduct.” We believe that this shift from ethics to compliance has led to unwelcome outcomes. This shift from a positive understanding of ethics to a more proscriptive compliance has important implications for efforts to promote academic integrity in our universities. While academic integrity has always included attention to promoting positive values of robust and responsible scholarship, there can be a tendency to focus on compliance.

This takes the form of developing methods to catch cheaters and policies to punish misconduct. This presentation presents a conceptual model for framing the distinction between “ethics” and “compliance” that can develop a method for studying current student

attitudes about academic integrity in the context of the expanding capability of AI. It describes a plan to measure and assess student attitudes and perceptions at an American university.

**Methods.** The conceptual model for framing the distinction between “ethics” and “compliance” identifies the “bottom line” value of ethics as “First, do no harm.” At the level of “the bottom line,” behavior is neutral in terms of its consequences. As one’s behaviors become increasingly harmful, the person falls farther and farther below the bottom line. But as one’s behaviors become increasingly beneficial, the person rises higher and higher above the bottom line. In terms of academic integrity, the compliance approach develops policies, detection methods and punishments meant to deter persons from cheating. A more aspirational approach to ethics seeks to elucidate the values that support a responsible community of scholars, providing education and incentives to help persons aspire to positive roles of integrity and character. In the current context, where students, faculty, and staff are trying to understand the implications of artificial intelligence for academic integrity, the purpose of this study is to develop policies that will push scholarly communities above the bottom line, harnessing tools to promote honest inquiry and learning.

**Experimental Materials.** To promote this “above the bottom line” culture of academic integrity in the new world of AI, we need to learn how students are currently using the tools and what their understandings are about honest use. We seek to develop analytical tools to assess student perceptions and attitudes to the distinction between “below the bottom line” (compliance) and “above the bottom line” (positive ethics) as they respond to brief vignettes or written scenarios about academic integrity issues in the AI environment. In particular, we hope to learn how students are using AI tools, whether or not they believe themselves to be “cheating” and how the availability of ChatGPT and other such platforms affect the ways that students choose to complete assignments. We base this approach upon prior workshops done on our campus, in which we facilitated student discussion about “grey areas” of possible academic misconduct. We propose conducting a series of workshops that would be sandwiched between pre-and post- surveys of student attitudes.

We propose that after completing a facilitated case study discussion, students will be more likely to understand the implications of AI as a tool to improve learning, rather than a new method for quickly and easily dispensing with course assignments. By gathering these data, we hope to better structure campus policy to promote a culture of aspiration rather than compliance. Our presentation will provide examples of materials being developed for these workshops.

**Conclusion.** This session is designed to explore the relationship between compliance and aspirational models of ethics as they relate to the use of artificial intelligence in academic work. We propose a novel experiment that would allow us to assess the impact of generative conversations of case study material on student understanding of academic integrity.

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**GENERATIVE ARTIFICIAL INTELLIGENCE,  
ACADEMIC INTEGRITY AND THE ROLE  
OF UNIVERSITY SOCIAL RESPONSIBILITY**

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Academic integrity is facing new challenges as a result of the quick development of generative artificial intelligence (GAI). By examining the complex relations between GAI and academic integrity, this study explores ethical considerations that may arise when using AI-generated content in educational contexts. New means and approaches are needed to address this challenge, as GAI products are getting better at producing realistic and contextually relevant content at times indistinguishable from human intelligence (HI). The study addresses ethical considerations of AI tool usage in academic