

# Towards Procedural Fairness in GenAI-related Academic Misconduct Investigations

Academic Integrity Officers (AIOs)  
Call for Educative Approaches

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**AUSTRALASIAN  
ACADEMIC INTEGRITY  
NETWORK**



# AIOs

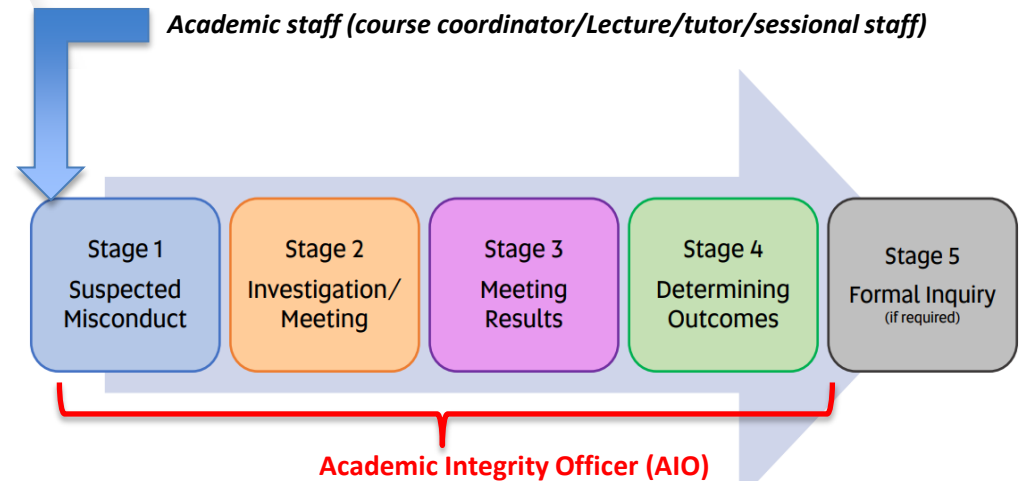
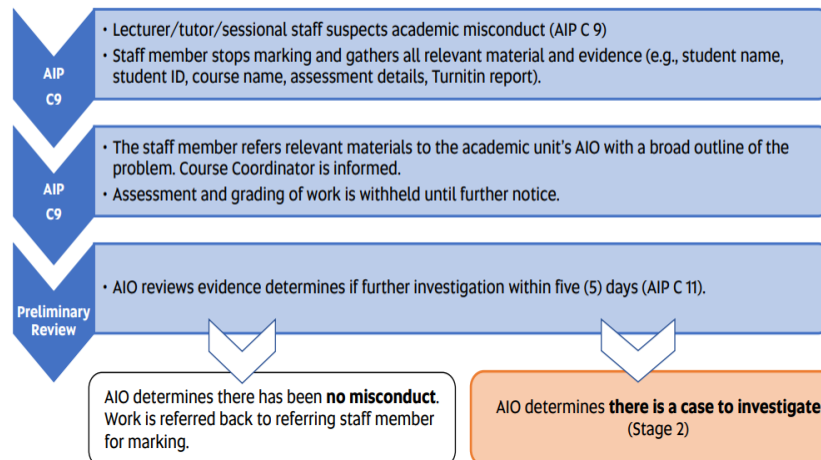


Fig. 1 Academic integrity Process flowchart

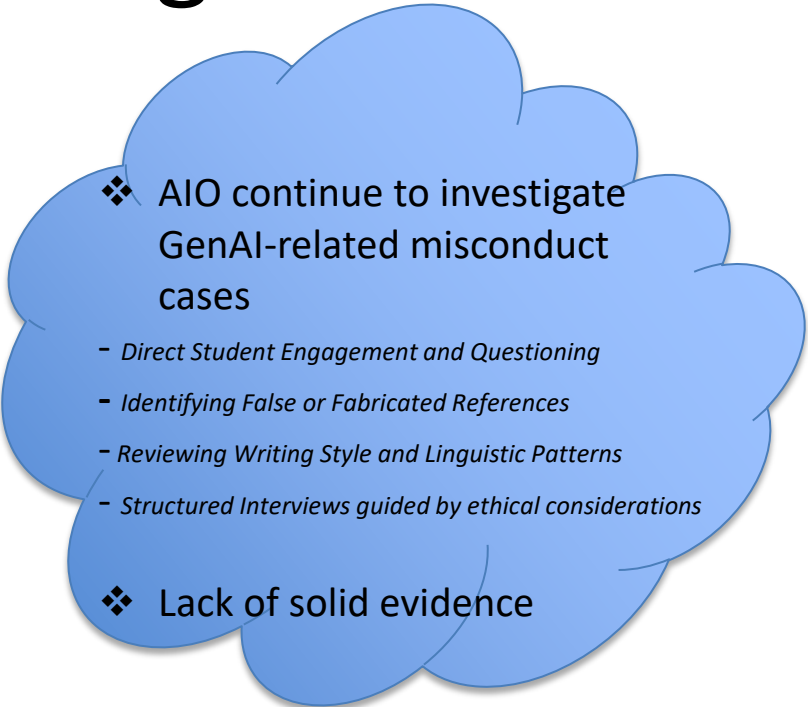
## Stage 1 - Suspected Academic Misconduct



# Misconduct Investigation

18 months post  
ChatGPT release...

Misconduct investigations at  
UniSA do not involve the use  
of GenAI detection  
technology

- 
- ❖ AIO continue to investigate GenAI-related misconduct cases
    - *Direct Student Engagement and Questioning*
    - *Identifying False or Fabricated References*
    - *Reviewing Writing Style and Linguistic Patterns*
    - *Structured Interviews guided by ethical considerations*
  - ❖ Lack of solid evidence

Teaching staff positioned as guardians of integrity and frustrated at institutional processes that fail to acknowledge their expertise in the academic misconduct and decision-making processes (Harper and Prentice, 2024)

Teaching staff

Assessment methods and  
design in focus

AIO

Proportionate Response, Consistency,  
Bias Reduction and Transparency



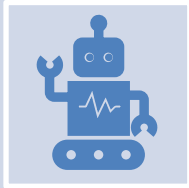
# Challenges (Pre-GenAI)

Institutions rely on text-matching software such as Turnitin (Sutherland-Smith and Carr, 2005, Turnitin, 2023, Rolfe, 2011).

Despite their imperfection, these software could flag potential cases of academic misconduct for deeper investigation.

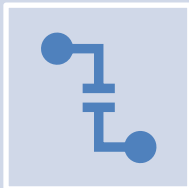
Fundamentally used as deterrence by detection mechanism – assisted in ensuring the validity and fidelity of students' work; and enforcing ethical responsibility and accountability.

# Challenges (evolving GenAI era)



Tacit endorsement via provision- Increasingly embedded nature of GenAI into educational resources

Microsoft 365,  
Microsoft Copilot,  
ProQuest academic-AI  
research assistant



GenAI contents - sophisticated and undetectable, and bypass the detection capabilities of traditional text-based matching tools



Over/Fixation on detection of GenAI content using GenAI detection tools may become counter-productive and arguably futile.

# Research Questions



**Awareness & Training** - To what extent are AIOs familiar with GenAI tools in practice, and how do they perceive its impact on the core tenets of academic integrity, specifically assessment security and misconduct risk?



**Operational Challenges** - What are the primary operational challenges AIOs face, including resource limitations and training needs? What specific investigative strategies do they employ when addressing suspected GenAI-related academic misconduct?



**Policies & Support** - How do AIOs evaluate the effectiveness of current institutional guidance provided to students on ethical GenAI use? What are their perspectives on the adequacy of institutional policies and support frameworks, and what changes do they believe are needed to address GenAI challenges?

# Participants

**Survey administered to 63 AIOs; 19 responses received**

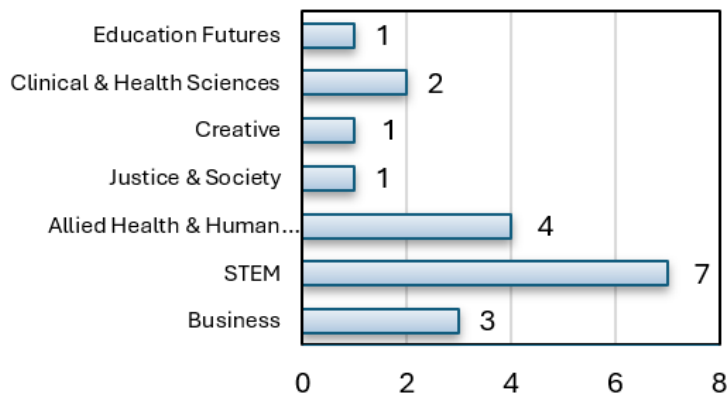


Fig. 2 Participants by Academic units

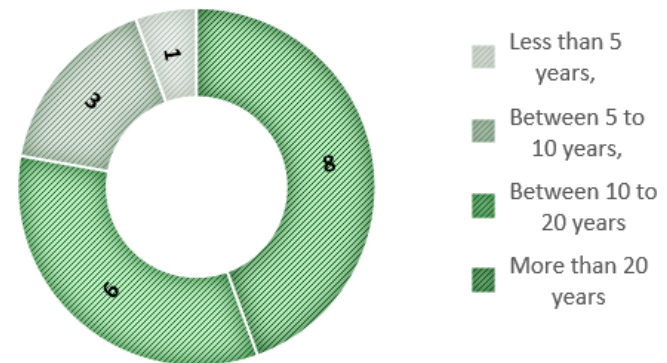


Fig. 3 Participants by years of Teaching Experience

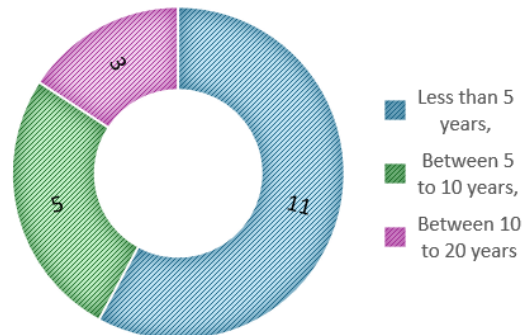


Fig. 4 Participants by AIO work Experience

# Case Investigation Trend

- 90% of AIOs (17 out of 19 respondents) had investigated GenAI-related misconduct.
- Many reported an increase in such cases since the release of GenAI tools.

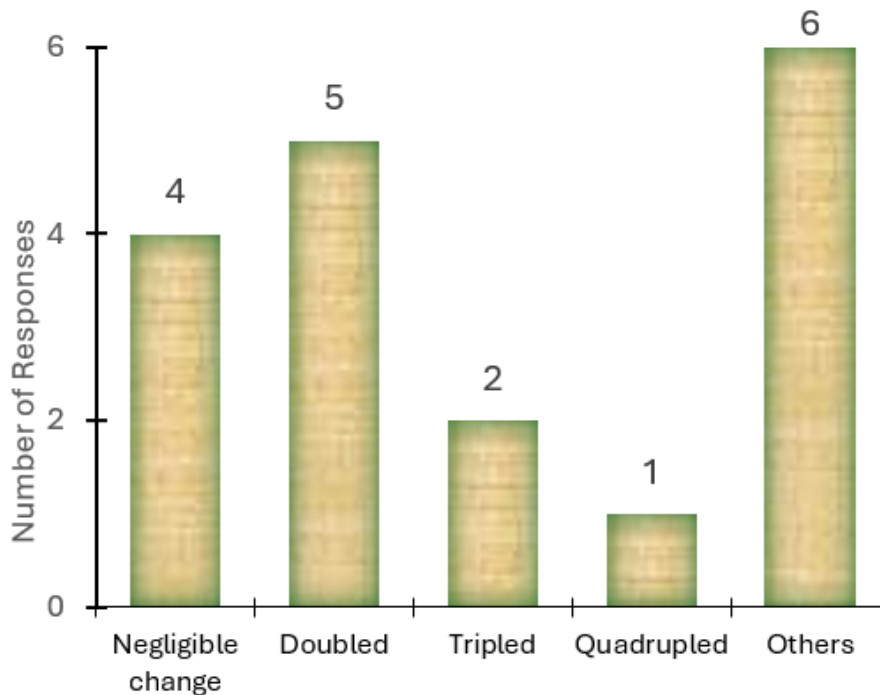


Fig. 5 Case trend following availability of GenAI tools

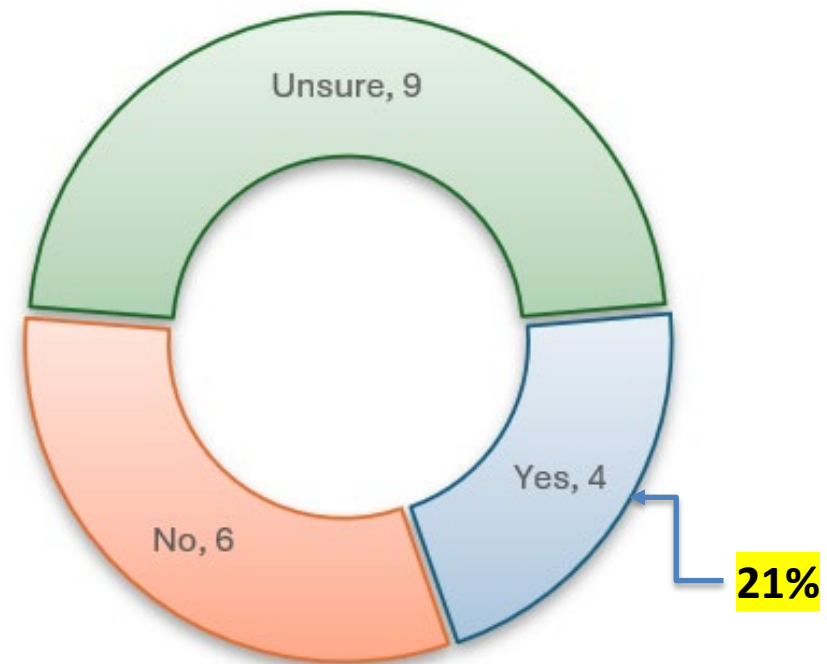


Fig. 6 AIOs confidence gauge vis-à-vis their preparedness for GenAI-related academic misconduct investigation



# AIOs' GenAI tool familiarity & experience level

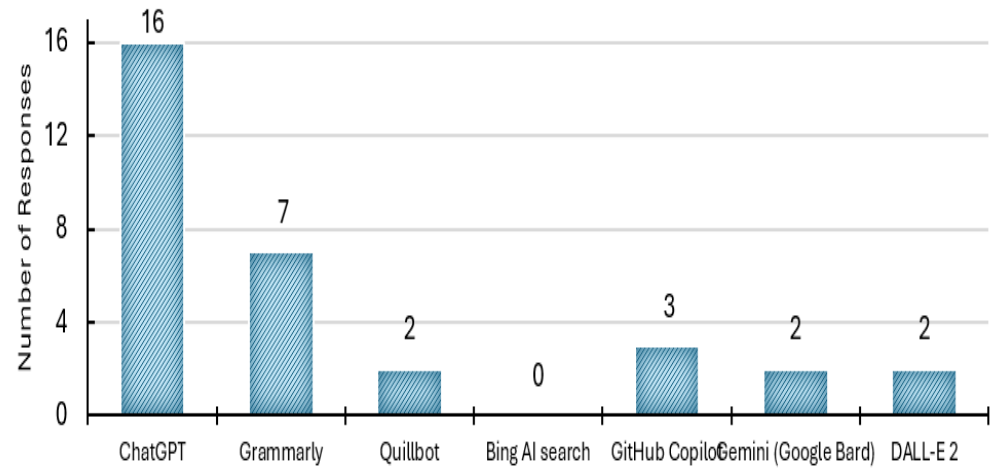


Fig. 7 AIOs' familiarity with GenAI tools

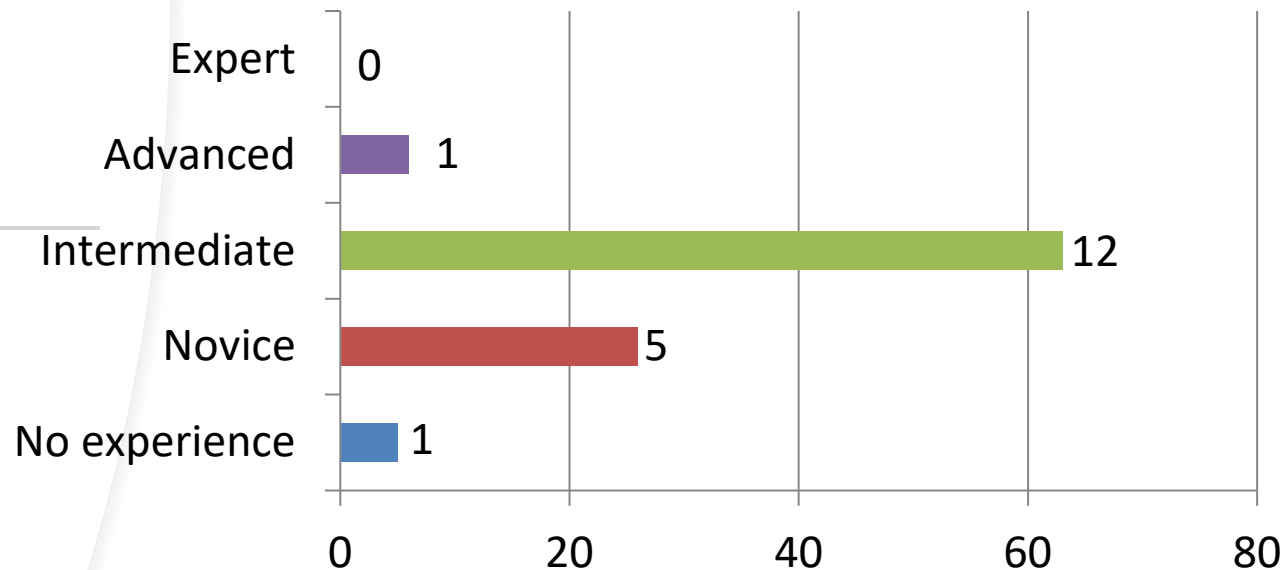


Fig. 8 Distribution of AIOs GenAI tool experience levels

## AIOs' perception on assessment security and academic Integrity

*with focus on academic staff, students and policy framework*

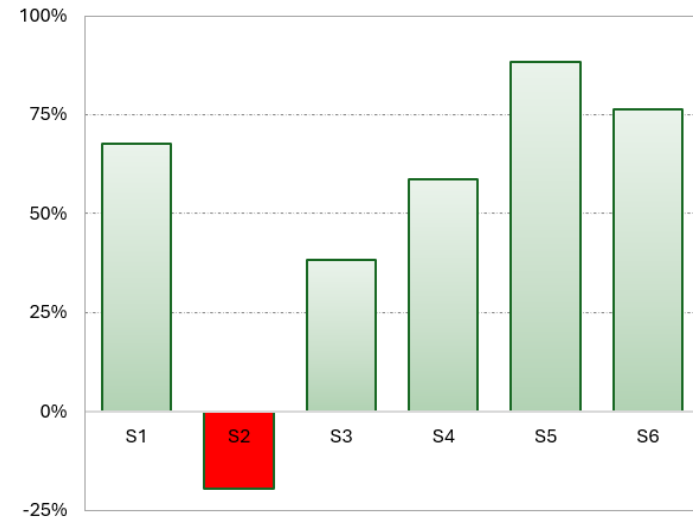


Fig. 9 Average agreement scores for survey questions (S1 – S7)

Table 1: AIOs' views on assessment security and integrity

Category	Value
S1: GenAI challenges academic integrity	67.7
S2: Permit unrestricted GenAI use	-19.5
S3: Develop GenAI detection tools	38.5
S4: Provide specific assignment guidance for students	58.8
S5: Review assessments and teaching materials	88.2
S6: GenAI ethics discussion with students	76.5
S7: Mandatory GenAI training	61.8

# AIOs' Preference for Educative Approaches

- 88.2% & 58.8%:  
support assessment  
design changes & clear  
guidelines

- Performative and interactive assessments (viva, demonstration etc)
- Where GenAI is allowed, to what extent? GenAI assisted editing, idea creation etc

- 76.5% & 61.8 %:  
advocate ethical  
discussions with  
students & GenAI  
training

- Motivational messaging
- compulsory first-year course on writing, researching, referencing, and ethical GenAI use

- Only 39.5% support  
using detection tools

- hinges on evidentiary proof
- Deeper investigation should be done before AIOs proceed to interview students.

# Sustaining Key elements of procedural fairness



**Proportionate Response:** minor or unintentional violations will be treated with appropriate context, ensuring such violation don't receive disproportionately harsh punishments



**Consistency:** Clear redesigned assessments and structured ethical discussions create consistent standards for all students; establishing evidence in support of misconduct investigation becomes less tedious.



**Right to be Heard:** Ethical discussions give students meaningful opportunities to explain their actions and demonstrate learning



**Bias Reduction:** Understand the different ways student use these tools, focusing on education rather than punishment reduces the risk of investigators being overly harsh due to fear or misunderstanding of GenAI



**Transparency:** Students understand not just what they did wrong, but why it matters and how to do better

## Recommended support for AIOs

Professional Development and Training

Sufficient Resource Allocation

Clear Policy Framework

Student Relationship Management

Access to reliable detection technology and tools

**18 months from now... will  
the perception of AIOs as  
espoused here still be  
relevant?**



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