

Issue 16: August 2026

Welcome to the sixteenth edition of our communications channel, ICAI Highlights!

In this issue, we will:

1. Spotlight ICAI networking consortium opportunities.
2. Spotlight the UDEM Conference in September
3. Give you a snapshot from the latest #IntegrityMatters blogs.
4. Highlight new publications on academic integrity.
5. Give you a round up of academic integrity news
6. Invite your students to the IDoA 2026 student contest!

How to contact ICAI Highlights

If you would like to contribute an item to ICAI Highlights: for example a member spotlight, a current news issue, or an academic integrity event, please get in touch with the editor: Mary Davis
mdavis@academicintegrity.org

ICAI Webpage

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Spotlight: ICAI Networking



Networking Consortium

Are you interested in strengthening academic integrity collaboration?

I would love to connect with anyone interested in learning more about existing academic integrity consortiums or exploring opportunities to develop new ones. In my new role with ICAI, I am supporting the growth, development, and sustainability of academic integrity consortiums and collaborative networks.

For more information, have a look at our existing [Networking Consortium Toolkit](#).

Together, we can strengthen academic integrity through collaboration, innovation, and shared learning and experiences.

Jennie Miron

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Spotlight: UDEM Conference



The 14th Academic Integrity Conference organised by UDEM in Monterrey, Mexico is coming soon: September 23-25, 2026. Keynote speakers are: David Rettinger, Ruth Baker-Gardner, Veronika Krásničan and Juny Montoya. Conference proposals are accepted until August 7.

[Register](#)

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#Integrity Matters Blog

The #IntegrityMatters blog over the past month has continued the blog takeover for the Summer Series. We have had 2 more pre-webinar blogs - by Jessa Kirk, Shaun Lehmann and Isabel White, and by Tricia Bertram Gallant and David Retinger, and 3 post-webinar blogs by Kate Marzen. Each of our pre- and post-webinar blogs features recommended reading to follow up. Read more on the [Integrity Matters blog page](#)

Summer Series Pre-webinar Blog 4: Co-owning integrity work with students in the age of AI by Jessa Kirk, Shaun Lehmann and Isabel White

1. How have the ways you collaborate with students about the use of generative artificial intelligence (GenAI) changed, or not changed, over the past few years?

Jessa: For me, the more significant change was when I had to teach all my classes virtually during the pandemic. I'm trying to be similarly explorative now as we all figure out what education looks like in a world where everyone has access to a 24/7 answer machine on their phone; I regularly ask my students how they're feeling about AI in their lives, when they find it actually helps them, and where they feel it hindering their progress...

[Read more](#)



Summer Series Post-webinar Blog 4: Co-owning integrity work with students in the age of AI by Kate Marzen

The most recent ICAI Summer Series webinar, held on Thursday, July 9, 2026, showcased two significant academic integrity processes currently in use at University of New South Wales, Sydney and University of California, Santa Cruz. The presenters offered attendees two distinct approaches to managing misconduct concerns, yet one key theme was threaded throughout the discussion: meaningfully including students in an institution's process is essential to academic integrity success.

The session opened with an overview of Courageous Conversations facilitated by Shaun Lehmann. The Courageous Conversations model, originally researched by Murdoch and House (2024), examines the distressing nature of academic integrity processes for students and the complicated and lengthy process requirements for university staff.

[Read more](#)

Summer Series Pre-webinar Blog 5: Going forward with integrity, staying human by Tricia Bertram Gallant and David Rettinger

How have the ways your work in academic integrity engages with generative artificial intelligence (GenAI) changed, or not changed, over the past few years?

Tricia: I guess it really hasn't changed that much? I mean, whether students are outsourcing to a friend, a parent, a contract cheating provider or a GenAI tool, they are missing out on learning, they're misrepresenting their knowledge and skills, and they're denying the opportunity to build their own (brain) muscle and to exercise it. So, fundamentally it always just comes back to integrity - are you doing what you promised to do or are you pretending? So, working with students is about trying to raise their self-efficacy...

[Read more](#)

Summer Series Post-webinar Blog 5: Going forward with integrity, staying human by Kate Marzen

The fifth and final installment of the International Center for Academic Integrity's (ICAI) Summer Webinar Series, Going Forward with Integrity, Staying Human, presented by Tricia Bertram Gallant and David Rettinger, was a fitting close to the informative series.

David opened the presentation by highlighting intentionality when considering if machines can think. He explained that machine simulations can feel human as we interact with them, enticing students to take their advice at face value. David then reminded us that even the most convincing GenAI outputs lack intentionality; they are just symbols disconnected from real life. This distinction feels ignorantly important as GenAI continues to advance and shape so many aspects of human lives...

[Read more](#)

Do you, your colleagues and/or your students want to write a blog?

If you have an academic integrity message, experience, practice or project to share via a blog, please get in touch with the Integrity Matters blog editor: Mary Davis mdavis@academicintegrity.org

Contact us



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Chick, J., Morello, L. & Staffey, S. (2026). **From fear to innovation: a case study of transformative faculty development for ethical AI integration in higher education.** *International Journal for Educational Integrity* 22(18). <https://doi.org/10.1007/s40979-026-00225-x>

Chick, Morello and Staffey's paper puts the spotlight on the faculty and staff journey with AI, observing the scepticism and fear that hold them back from engaging with AI. They suggest that structured opportunities that go beyond the tech and involve identity, ethics and pedagogy, can transform faculty and staff approaches. They present their institutional model of UBRIDGE, an AI institute involving a 6 week professional development course. This is a striking example of a pro-active response by an institution to faculty and staff engagement with AI.

Shough, E., Herron, A. M., Brown, S. L., & Schley, I. (2026).

Student Normative Beliefs About Academic Cheating: Prevalence, Deterrents, and the Online Versus In-Person Divide Across Demographic and Institutional Contexts. *Journal of College and Character*, 1-18.

<https://doi.org/10.1080/2194587X.2026.2665834>

Shough et al. report from a large scale study of over 1,000 students regarding their beliefs about cheating. They recruited students from 800 US institutions via an online survey. Their main finding was the belief that personal sense of ethics and integrity was the key motivation for students who do not cheat. The authors conclude that honor codes should be emphasised more, which is interesting, given that it has been widely discussed how institutions are abandoning them!

Here's our round up of news about academic integrity and AI:

AI detectors

News about the problems with AI detectors continues to feature in many social media discussions. Sam Illingsworth provides an interesting example of his own doctoral thesis written about physics in 2010, when AI tools were unavailable. When uploaded to a current 'AI detector', the tool gave the result that 70% was written by AI and furthermore, the tool offered a service to humanize the thesis for a fee, while also taking the work as free training data. Sam explains that while this scenario does not harm him directly, if a current student's work is uploaded to an AI detector and generates this result, there could be many concerns about the possible consequences for their degree. Sam Illingsworth, 26/7/26 [LinkedIn post](#)

Entangled pedagogy

A new paper from colleagues in Australia led by Tim Fawns from Monash University is creating some interest in looking at 'entangled pedagogy' in relation to use of AI. Tim explains that the focus of the paper is diverse student accounts to examine how they are navigating AI in terms of their individual beliefs, practices, and life experiences. Tim Fawns, 25/7/26

[LinkedIn post](#)

Ukrainian Research Office

The Ukrainian Research Integrity Office (UkrRIO) has become a member of ICAI. The Head of UkrRIO, Artem Artyukhov announced their new membership and its importance to academic integrity collaboration between ICAI and Ukraine. Artem Artyukhov, [LinkedIn post](#), 25/7/26

Recipes for Integrity: Sharing your signature dish!

The IDoA Committee and working groups are busy putting together resources and events on our theme of **Recipes for Integrity** for October 21. We have now announced our **Student Creativity Contest**. All current students at university, college and high school are welcome to enter (one submission per person, which could be an individual or group submission). See [contest rules](#) and [submission form](#). Please promote to your students and join us in the integrity kitchen to cook up a global celebration of IDoA 2026!

Program will be announced in mid-September. Check our [IDoA webpage](#) for more information.

International Day of Action for Academic Integrity 2026

The Integrity Kitchen

Menu

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

Recipes for Integrity: Sharing your signature dish

October 21, 2026