

**Academic Integrity in a  
Postplagiarism Era:  
Foundations of Student Success in the  
Age of Artificial Intelligence**

Sarah Elaine Eaton, PhD  
American University of Paris  
May 14, 2025



# Setting the Stage

Today we'll focus our conversation on academic integrity, teaching, and learning.

Academic integrity has become entangled with the use of generative artificial intelligence (GenAI).

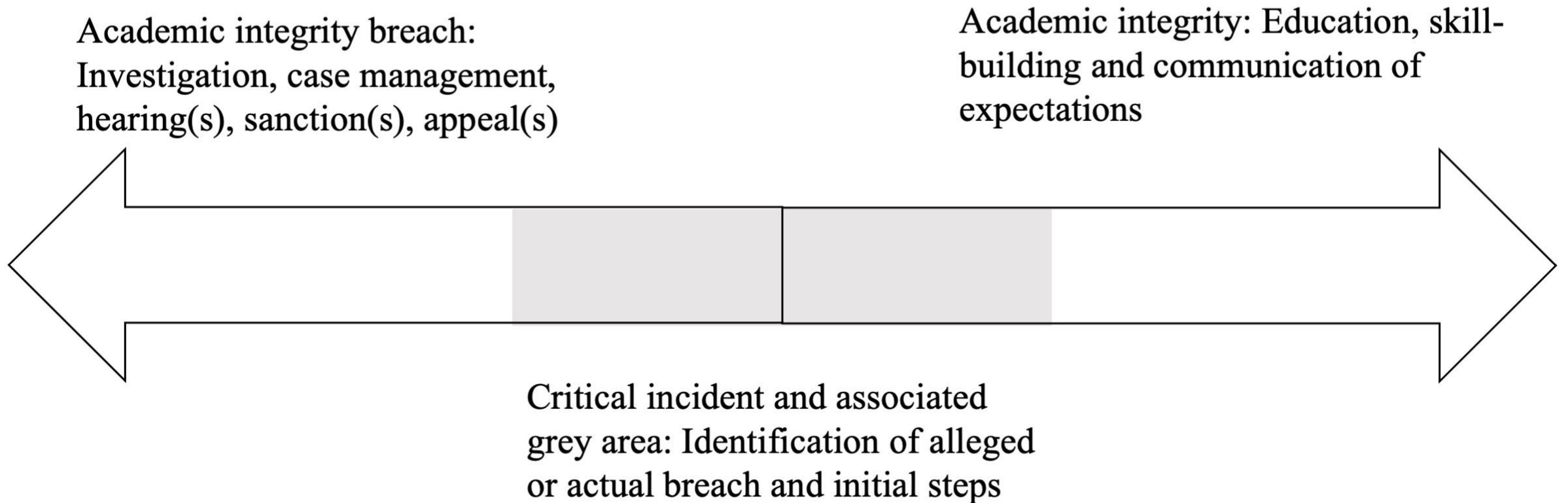
GenAI is a complex topic with numerous ethical concerns. We will not solve these concerns today or even this year.

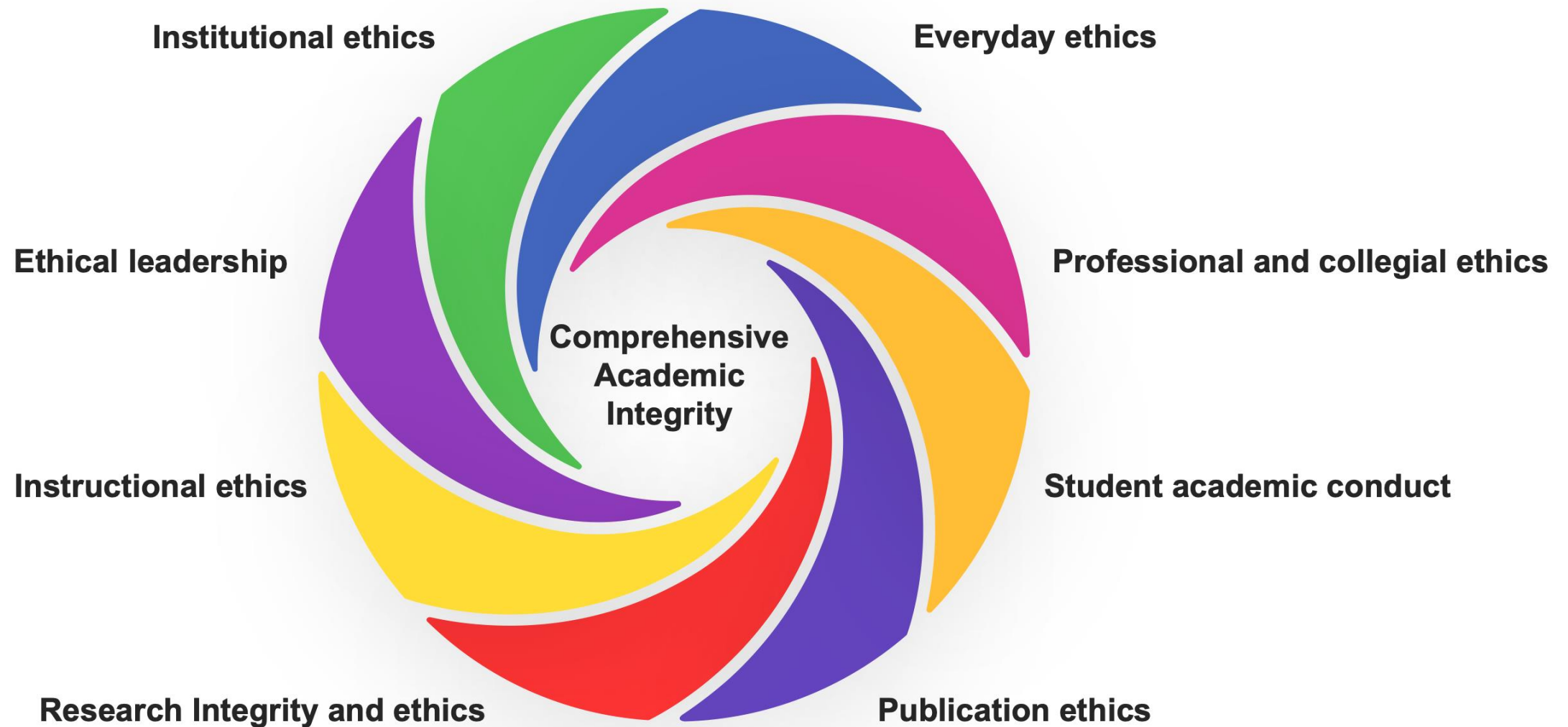
The ethics of AI is going to be an ongoing part of conversations for years to come.

There are many ethical issues that we will not have time to address today (e.g., environmental impact, data sets used to train AI, etc.)

# The Academic Integrity Continuum

Eaton, Pethrick, & Turner (2021)





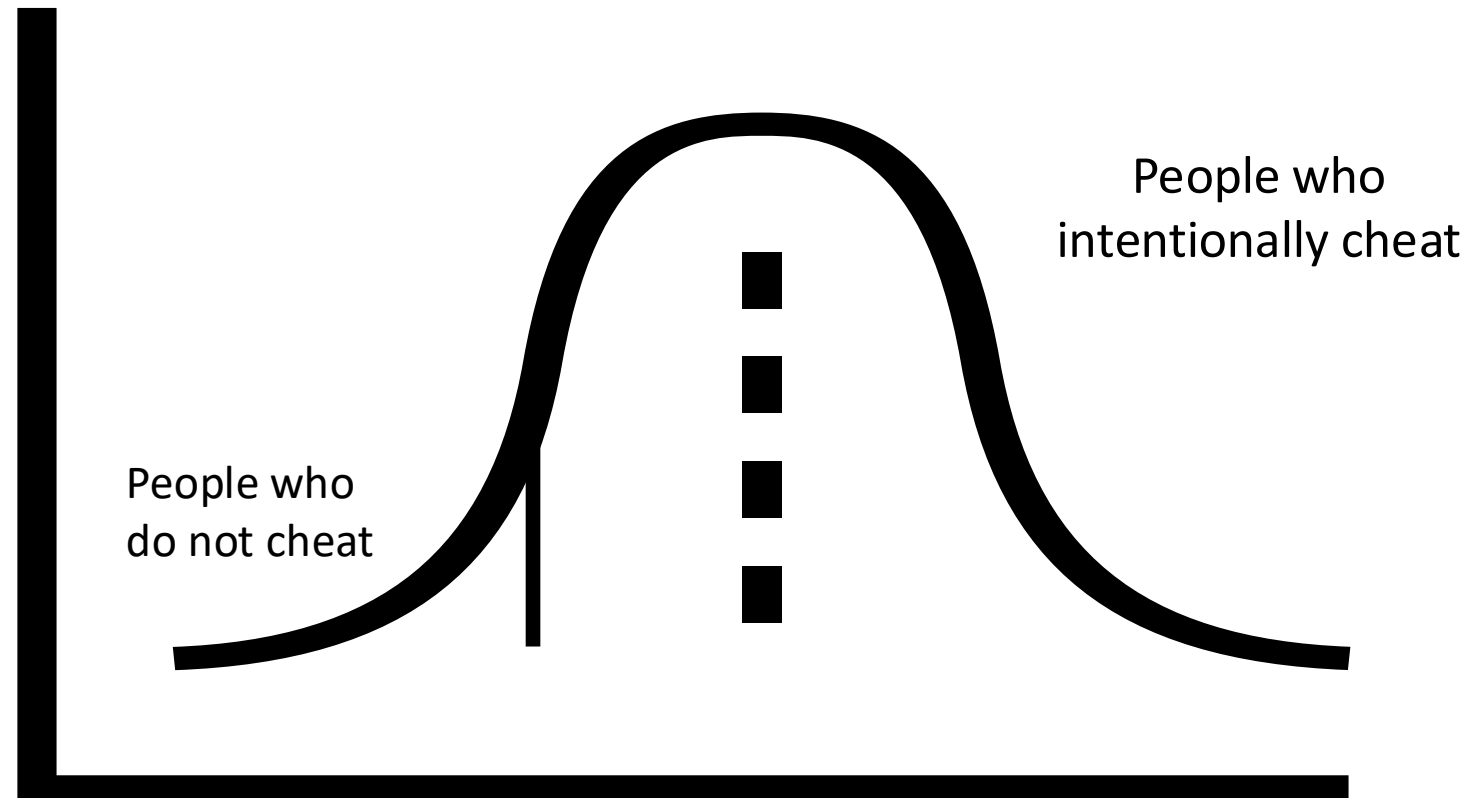
Eaton 2024

# Key message

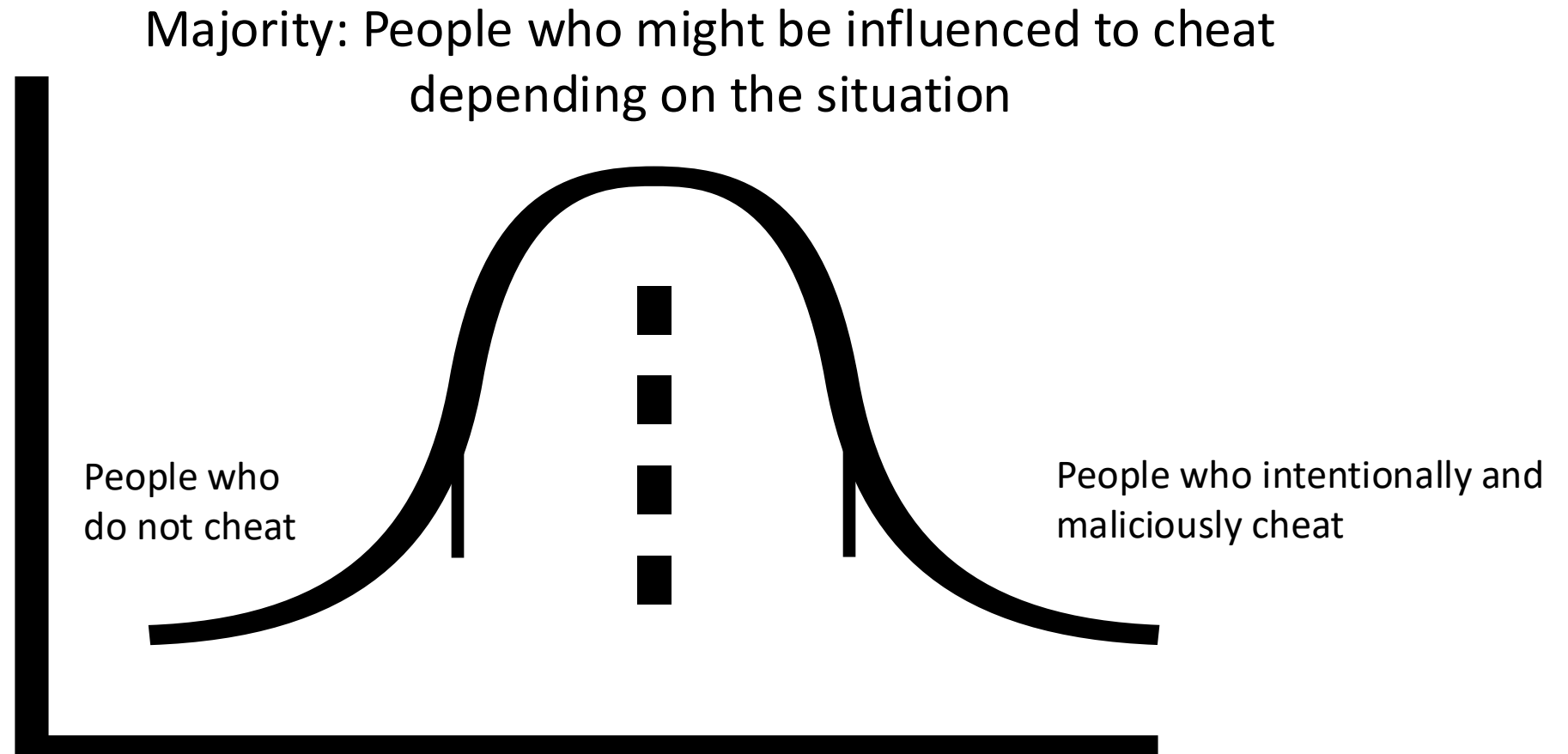
Academic integrity  
includes  
***and extends beyond***  
student conduct.



# Bell curve of cheating behaviours: Skewed bias

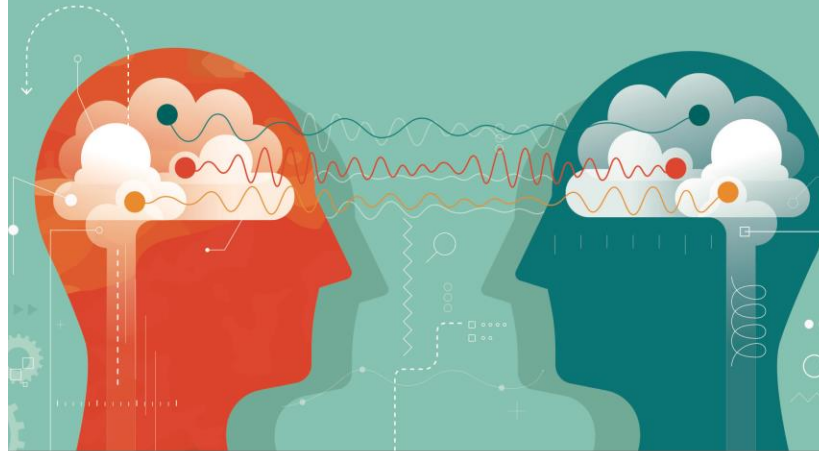


# Bell curve of cheating behaviours: Normal distribution





# PLAGIARISM IN HIGHER EDUCATION



**TACKLING  
TOUGH TOPICS  
IN ACADEMIC  
INTEGRITY**

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**SARAH ELAINE EATON**



# 6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton 2023

In *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.

## Hybrid Human-AI Writing Will Become Normal

Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

## Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

## Language Barriers Overcome

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.

## Humans can Relinquish Control, but not Responsibility

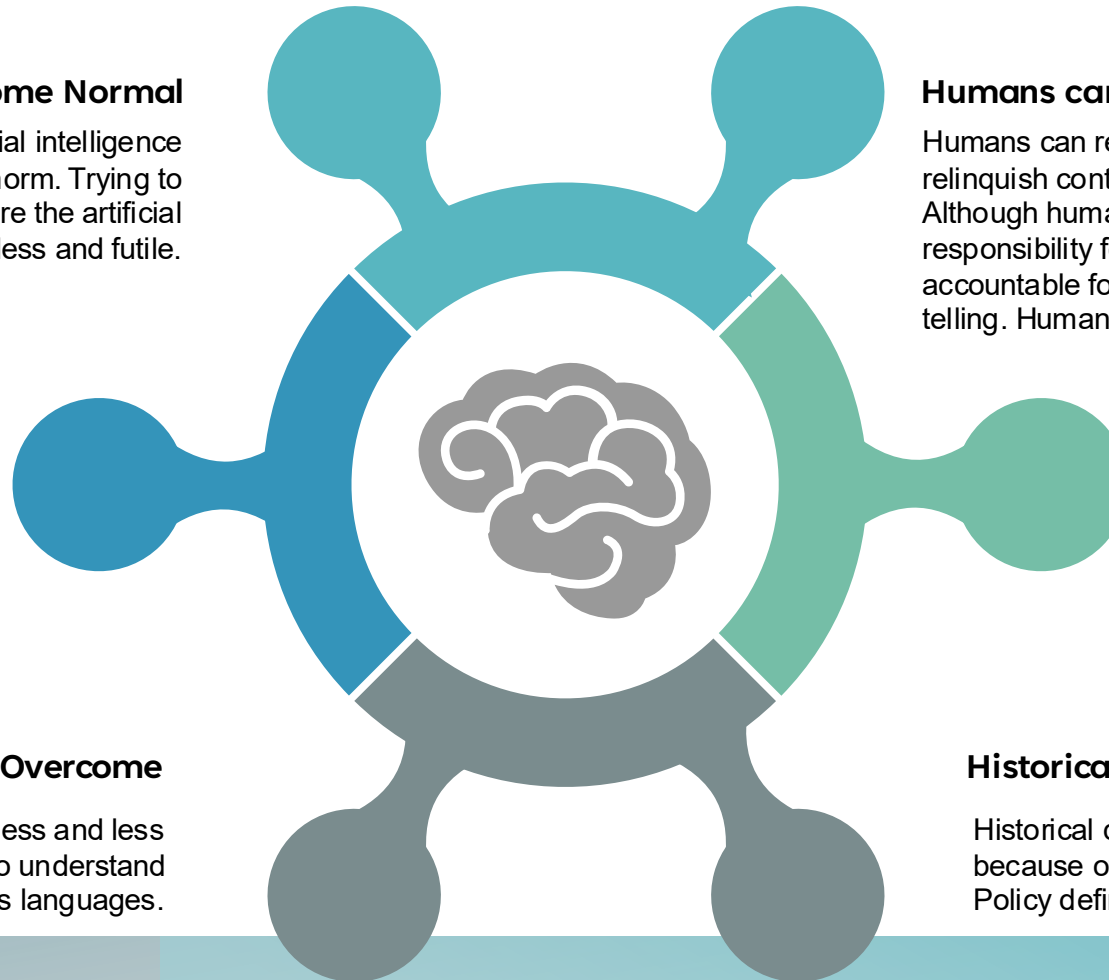
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## Attribution Remains Important

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## Historical Definitions of Plagiarism No Longer Apply

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# Postplagiarism: Definition



Postplagiarism refers to an era in human society in which artificial intelligence is part of everyday life, including how we teach, learn, and interact daily. (Eaton, 2023)

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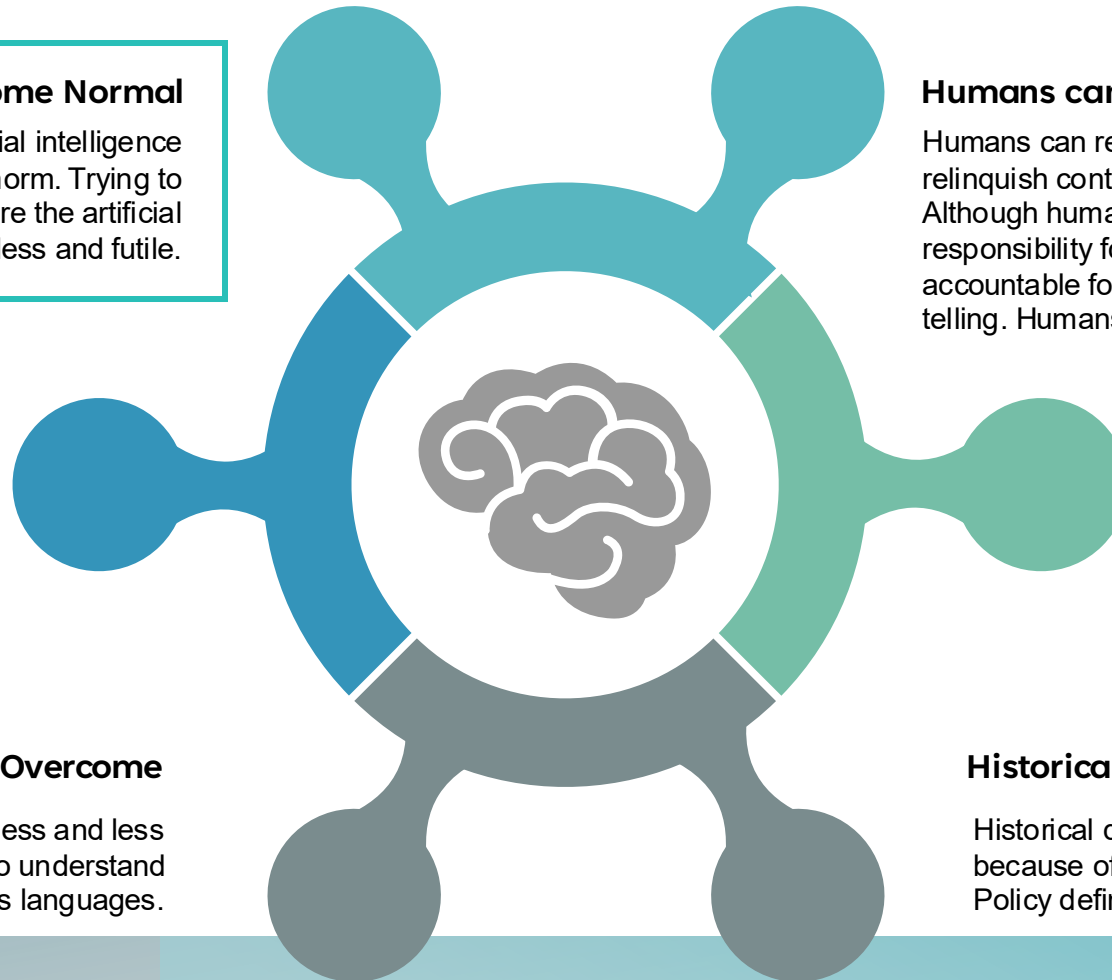
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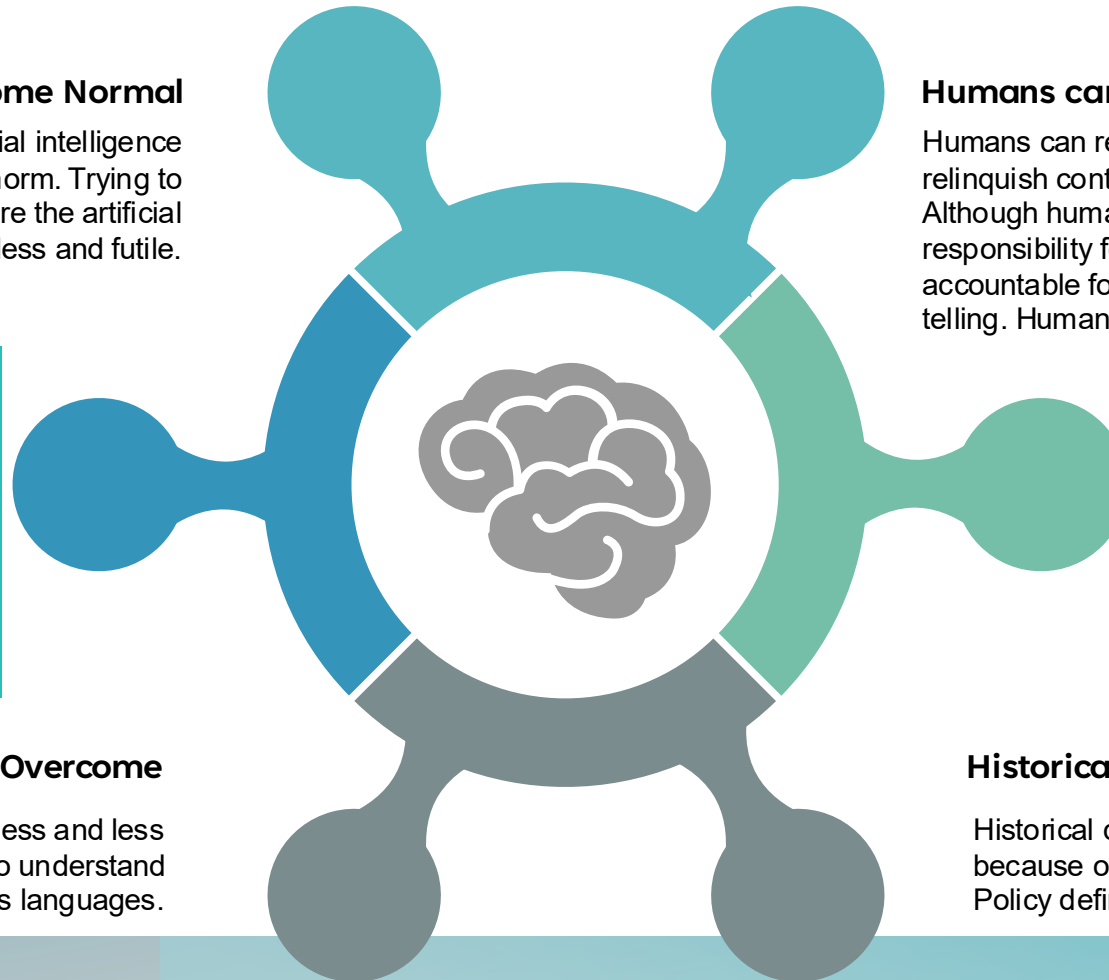
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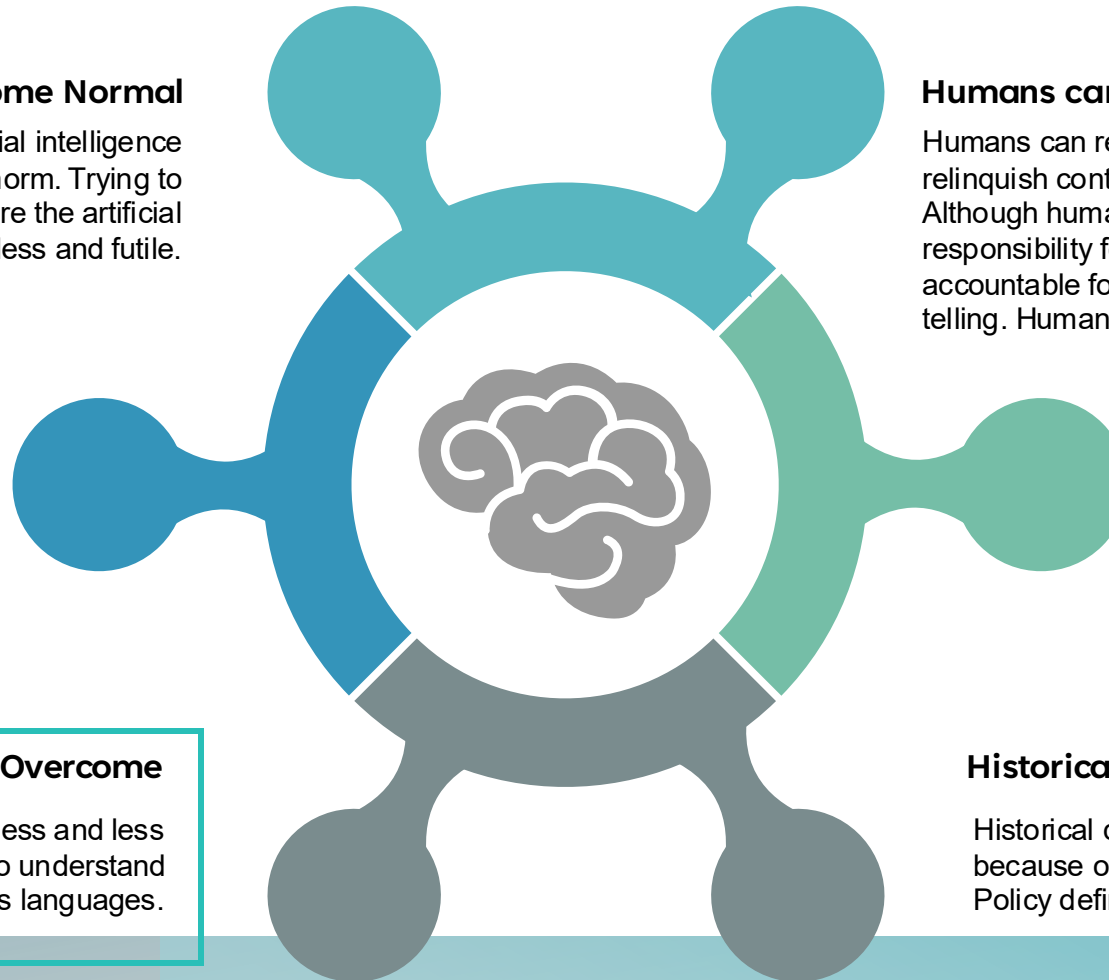
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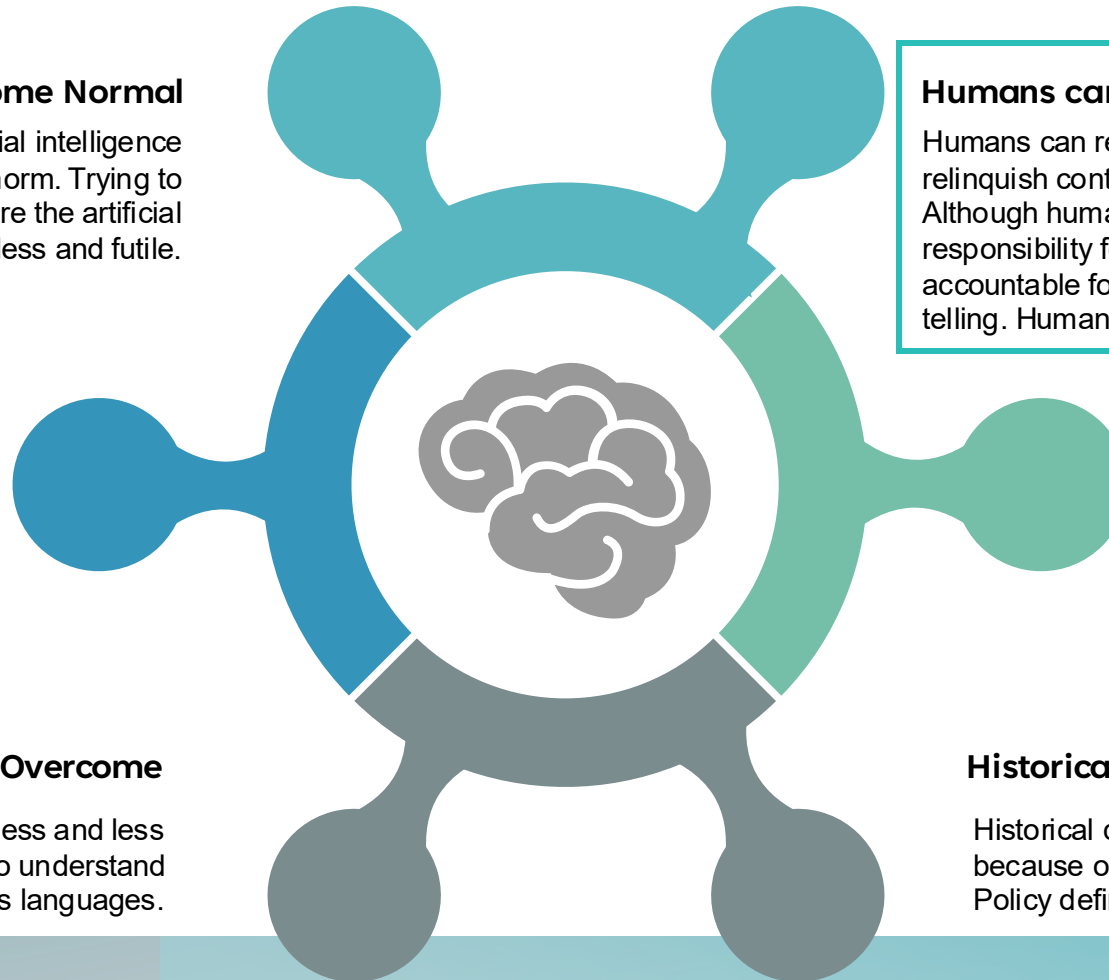
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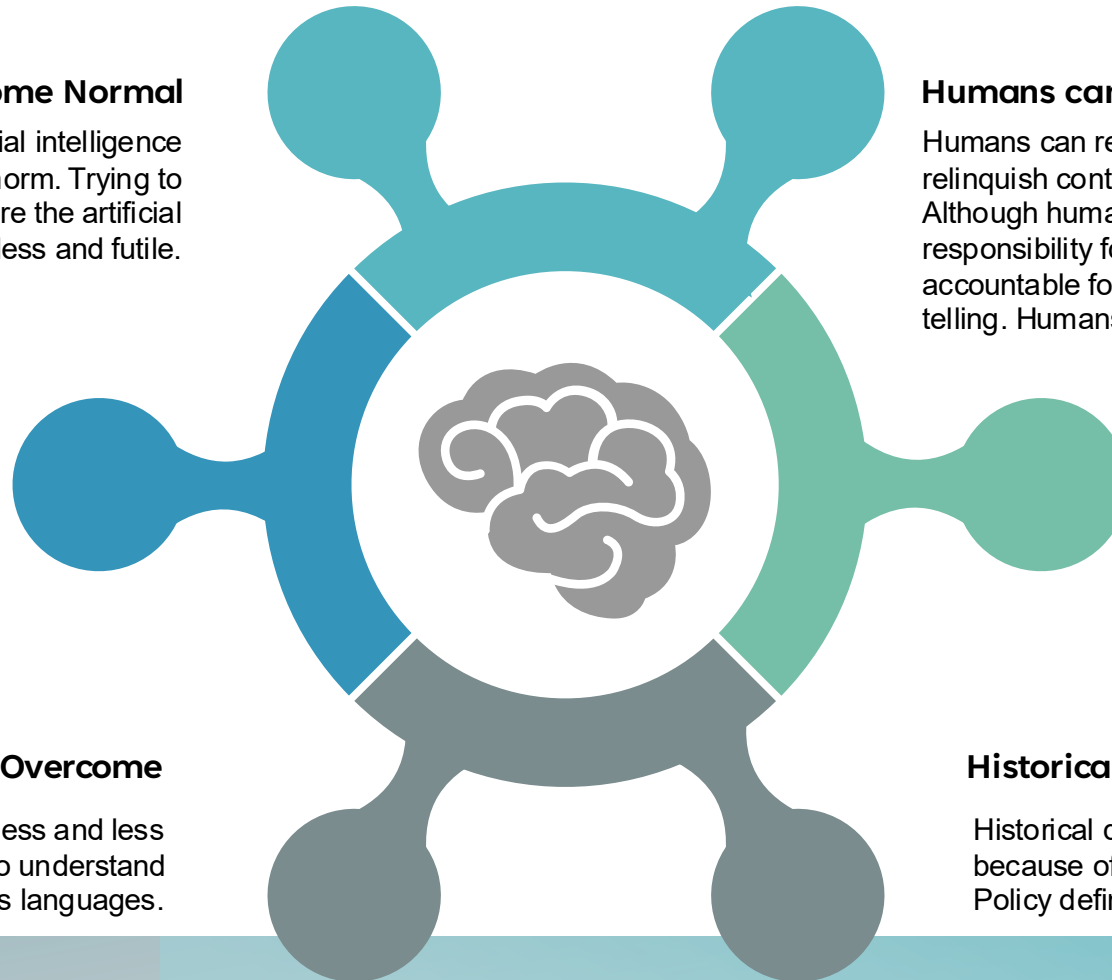
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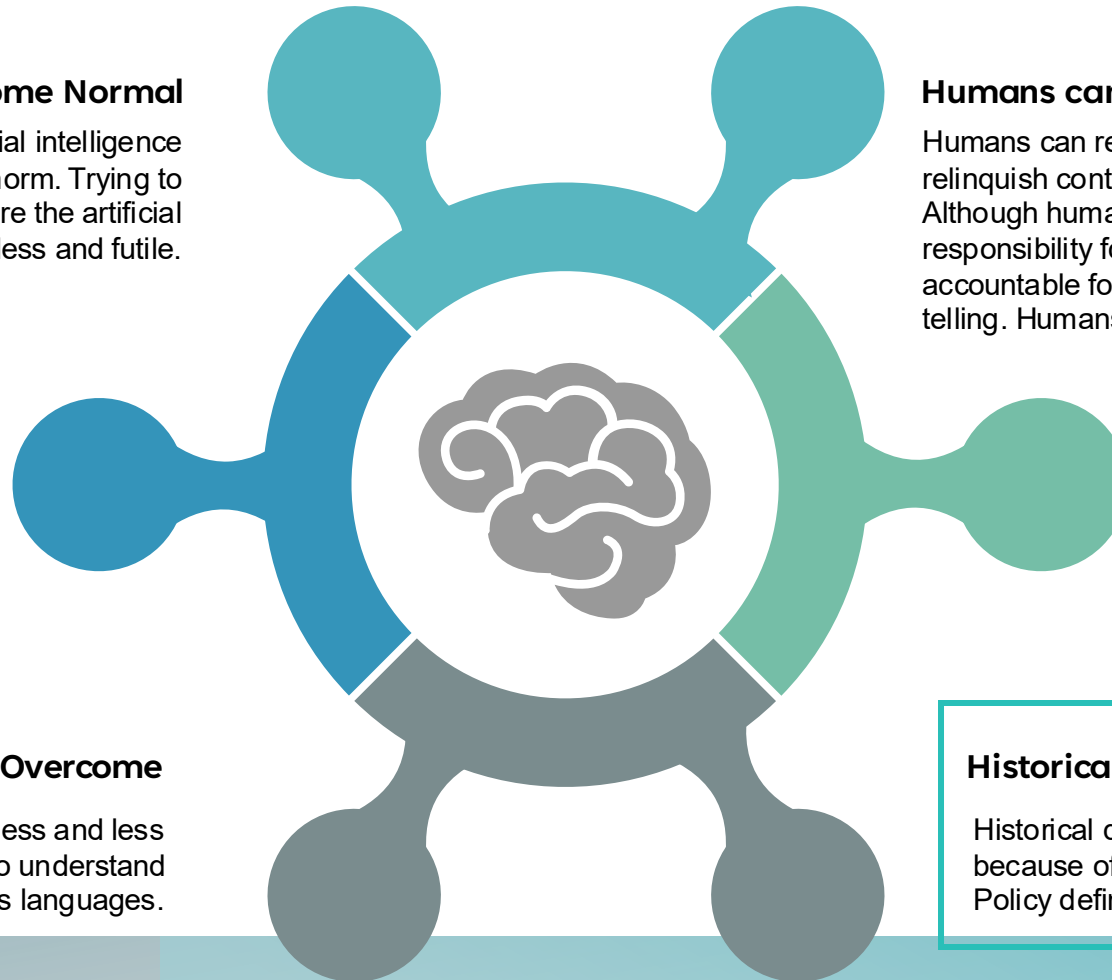
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## Key Message

Historical definitions  
of plagiarism and misconduct  
may require questioning  
and reconsideration.

# Who cheats? Reality v. Myth

## Actual Rates of Misconduct

### International v. Domestic

The rates for misconduct among international and domestic students has been found to be about the same (Bretag, 2019).

Gender studies about rates of misconduct have been between men and women have changed over time and are inconclusive. There are no known studies (yet) that examine academic misconduct beyond binary genders (Eaton, 2021).

## Who Gets Reported

International students are 5x more likely than domestic students to get reported for academic misconduct (Beasley, 2016).

Men are more likely than women to be reported for misconduct (Beasley, 2016; Fabelo et al., 2011).

## **Checking our biases**

The term “international student” when used in the context of academic misconduct, is sometimes a euphemism for non-white students for whom English is an additional language. (Eaton & Burns, 2018).

England: Students who are disproportionately reported for misconduct are racialized minority students from Asia and Africa (Davis, 2021).



# Impact on international students

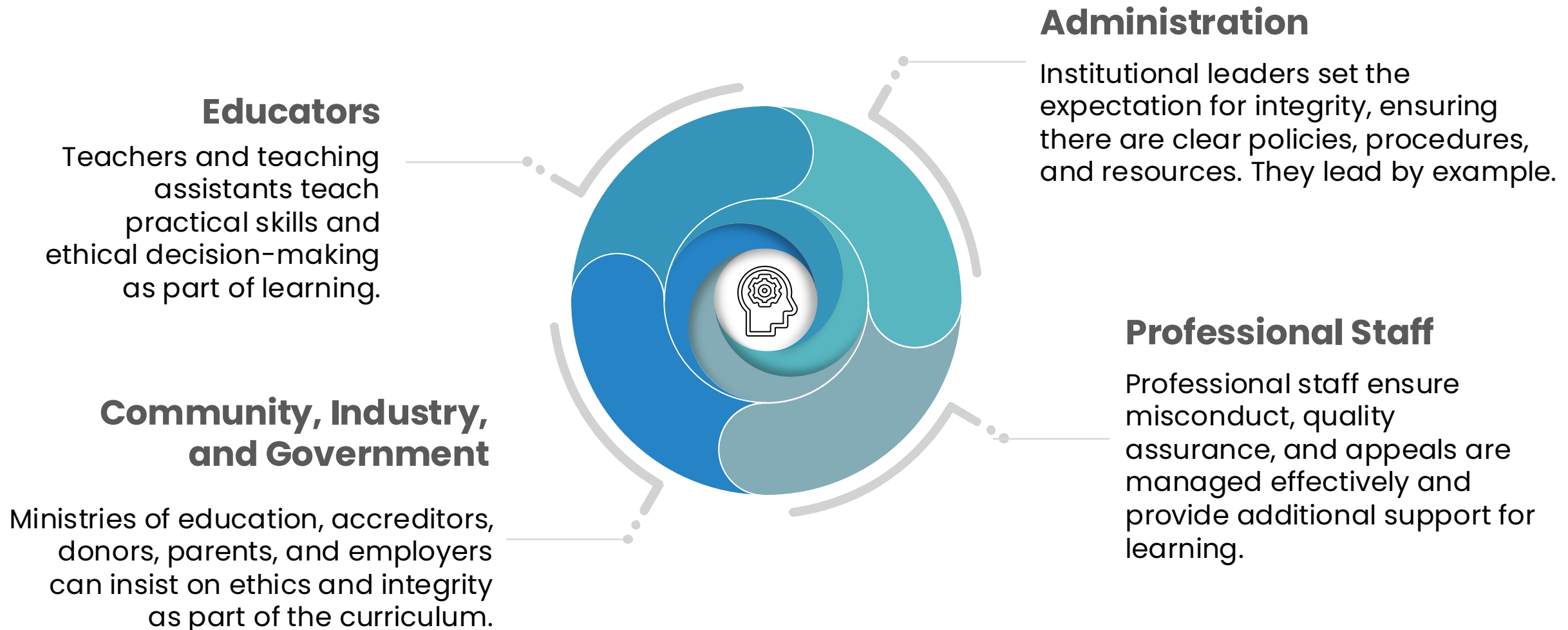
International students are less likely to be retained than domestic students following a finding of academic misconduct (Beasley, 2016; Sacks, 2008).



# A Wraparound Approach to Academic Integrity

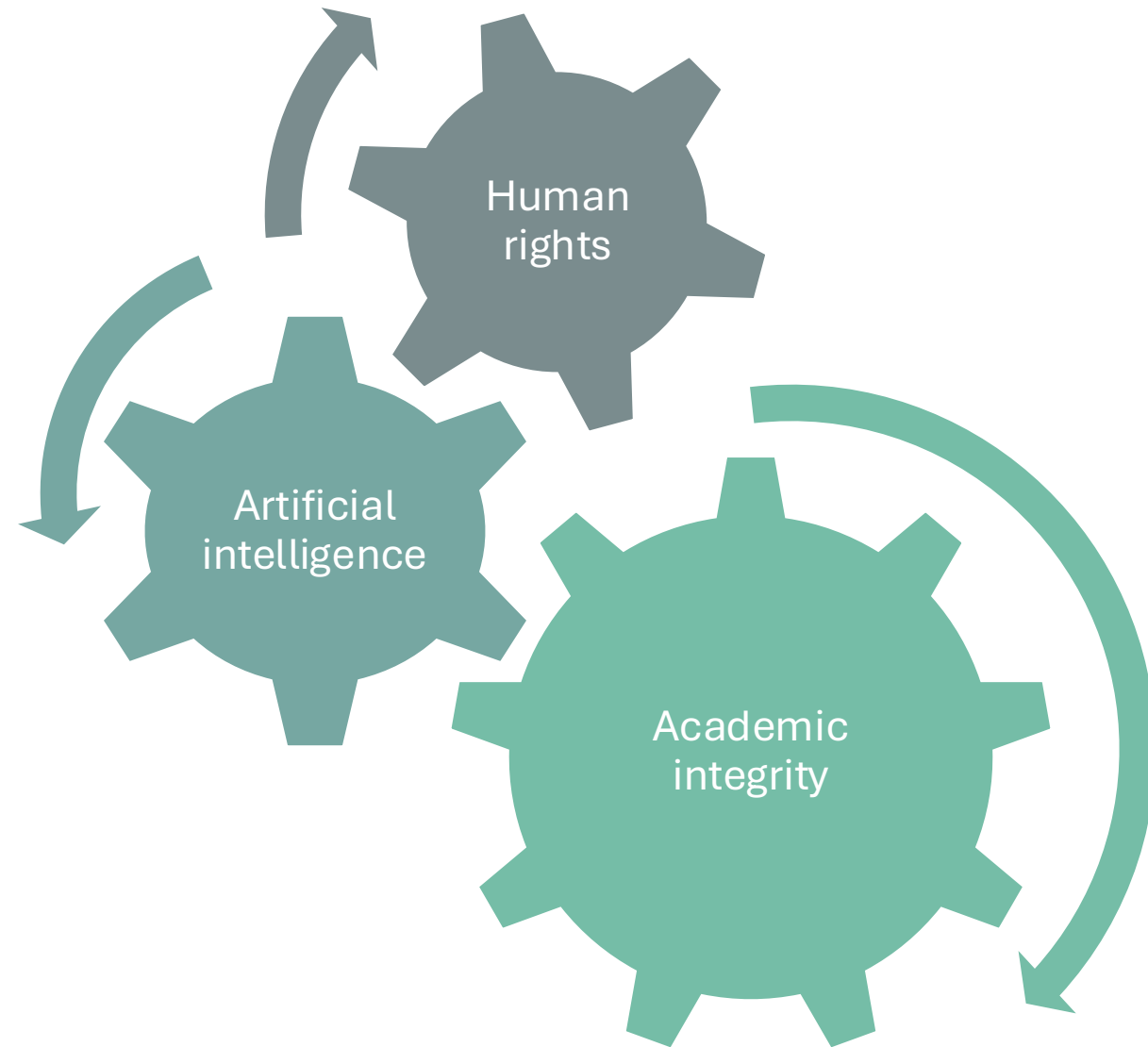
Students are at the centre of everything we do.

Sarah Elaine Eaton, PhD





# Connecting the Dots: Human Rights and Academic Integrity



# 2024 Annual Editorial

## International Journal for Educational Integrity

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Editorial | [Open access](#) | Published: 12 November 2024

### Future-proofing integrity in the age of artificial intelligence and neurotechnology: prioritizing human rights, dignity, and equity

[Sarah Elaine Eaton](#)

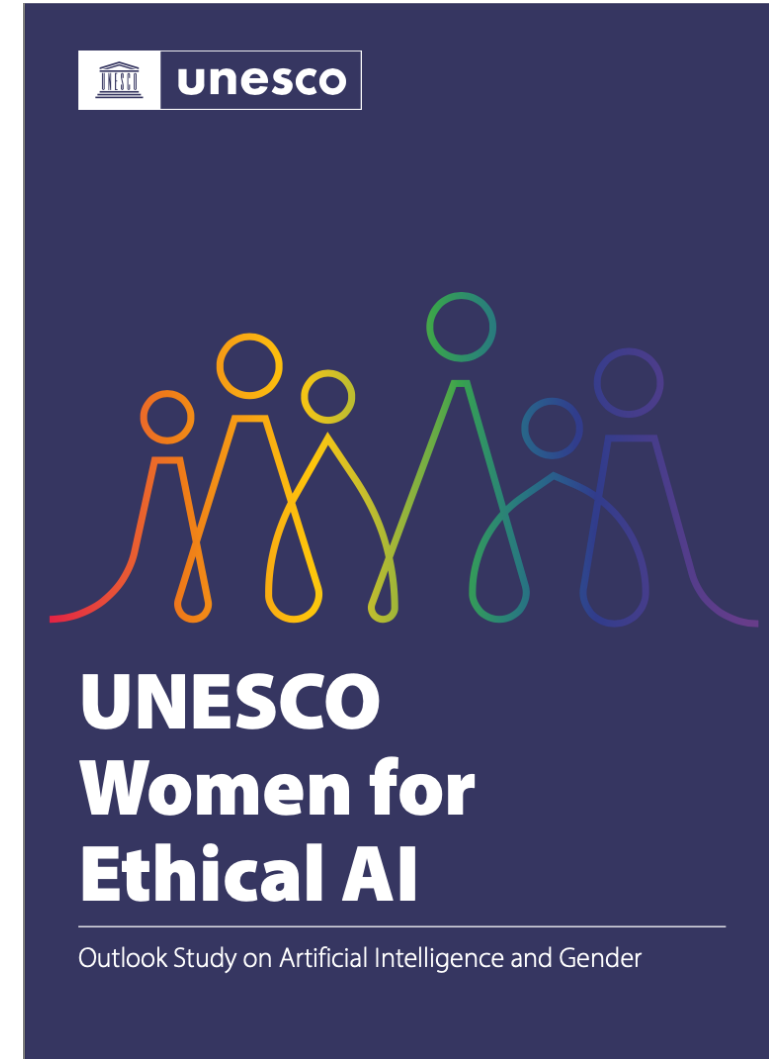
*International Journal for Educational Integrity* 20, Article number: 21 (2024) | [Cite this article](#)

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<https://edintegrity.biomedcentral.com/articles/10.1007/s40979-024-00175-2>

# Lead-up to the 2024 Editorial: UNESCO W4EAI Outlook Report



<https://unesdoc.unesco.org/ark:/48223/pf0000391719>

# UN Declaration of Human Rights (UDHR)

- Declaration proclaimed by the UN General Assembly in Paris on 10 December 1948
- “A global blueprint for international, national, and local laws and policies” (United Nations, 2024)
- Available in 577 languages



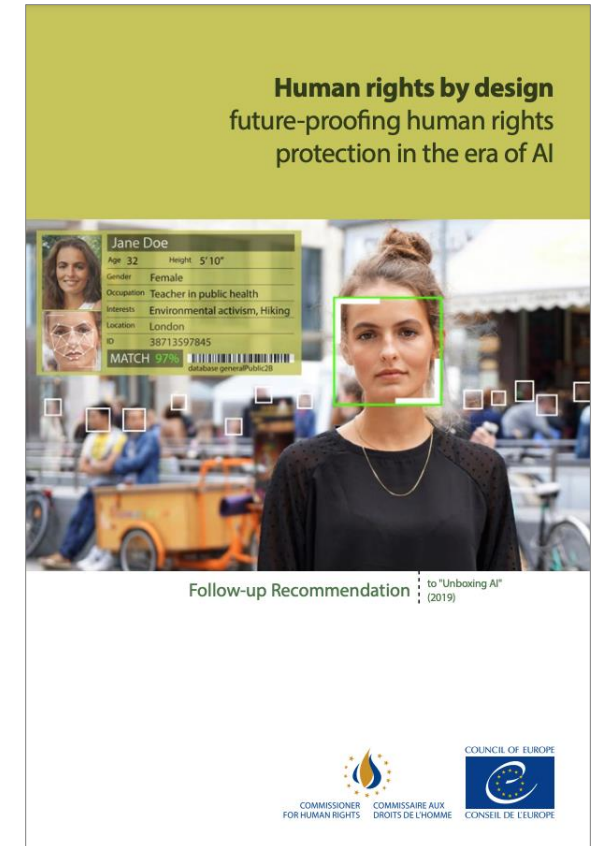
**United  
Nations**

## Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels (all containing references to it in their preambles).

# Human Rights and Artificial Intelligence

- The Council of Europe has called for a Human-Rights-By-Design approach to artificial intelligence (AI) policy and governance.
- In other words, centre and prioritize human rights, dignity, and protections when developing policy.
- “Every month new software is being introduced in transportation, health care, security, and other sectors, often bought from third countries. But there is no human rights discussion because the public does not understand the risks. In many countries, there are no legal safeguards at all.” (p. 19)



# Academic Integrity Policy Through a Human Rights Lens

- Article 1 “All human beings are born free and equal in dignity and rights” (United Nations [2021](#); n.p.)
- The word ‘dignity’ is mentioned no less than six (6) times in the (UDHR).
- Question: To what extent do your institutional policies, procedures, and practices prioritize students’ dignity when there is a misconduct allegation or investigation?

# **Academic Integrity Policy Through a Human Rights Lens**

Question: To what extent do your institutional policies, procedures, and practices prioritize students' dignity when there is a misconduct allegation or investigation?



# Degrading Treatment or Punishment is Not the Answer

- Article 5 “No one shall be subjected to torture or cruel, inhuman or degrading treatment or punishment” (United Nations 2021)
- Students are still subjected to degrading treatment and punishment for plagiarism (e.g., Panwar, 2024; Richardson, 2024)



## United Nations

### Universal Declaration of Human Rights

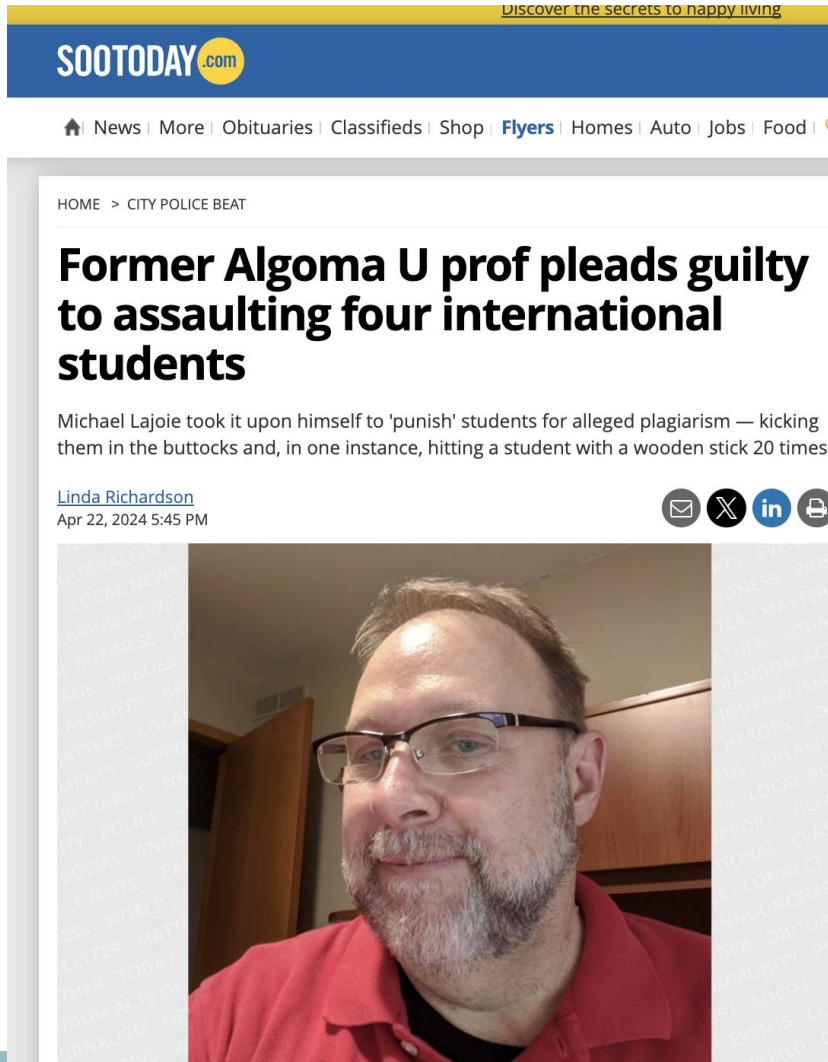
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# Degrading Punishments are Not the Answer

## Canadian professor pleads guilty to assaulting students over alleged plagiarism

News story from Ontario, Canada  
April 24, 2024

<https://www.sootoday.com/city-police-beat/former-algoma-u-prof-pleads-guilty-to-assaulting-four-international-students-8637169>



# Degrading and Inhumane Treatment

**Invitation to add your thoughts to the text chat...**

Physical or sexual assault is an extreme form of degrading treatment for plagiarism.

What are some other degrading or inhumane treatments that students are subjected to

- (1) prevent cheating; or
- (2) address an alleged academic misconduct?

# Pause to Reflect...

Question: To what extent do your institutional cultures, systems, or processes (regardless of whether theses are formal or informal):

- permit
- promote
- pretend not to notice...

... faculty members, administrators, or staff who degrade students who have allegedly engaged in misconduct?

# Wrap Up: Concluding Questions

No one has all the answers to these complex questions. Conversations alone are not enough, but they provide a starting point to help us shift our thinking:

- How can we prioritize human rights and dignity when writing or revising academic misconduct policies and procedures?
- What are your next steps after today's webinar?
- What is one conversation you'd like to have with someone as a result of what you have learned today?
- Other thoughts or reflections...?

## Call to Action: Getting our (Postplagiarism) Priorities Straight...

01

Prioritize  
compassion  
over content.

02

Prioritize  
decency and  
dignity over  
deadlines.

03

Prioritize  
pedagogy  
over  
punishment.

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