

Issue 11: March 2026

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

In this issue, we will:

1. Spotlight the ICAI Conference 2026: final countdown!
2. Give you a snapshot from the latest #IntegrityMatters blogs.
3. Give a round-up of Integrity News including AI corner.
4. Highlight new publications on academic integrity.
5. Spotlight the North East Consortium.

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

Join us on social media



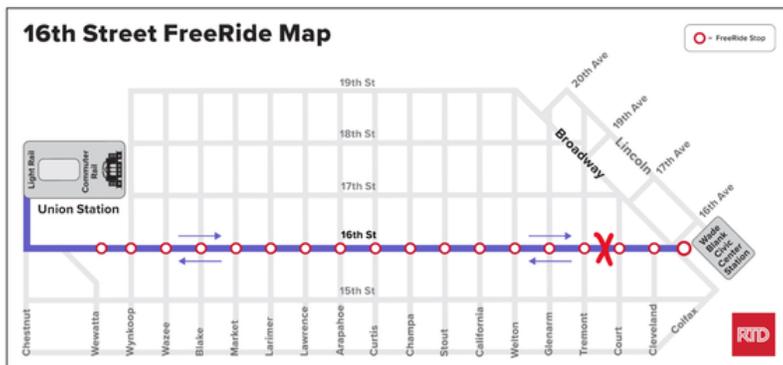
Spotlight: ICAI Conference 2026 - Hotel, transport, Whova

- ICAI Conference 2026 starts in Denver on Friday March 6 til March 8!
- Pre-conference events on Thursday March 5.
- Get started with Whova, the ICAI Conference app!



Conference website

Find the hotel and how to get there!



The hotel is located on 16th street between Court and Tremont.



#Integrity Matters Blog

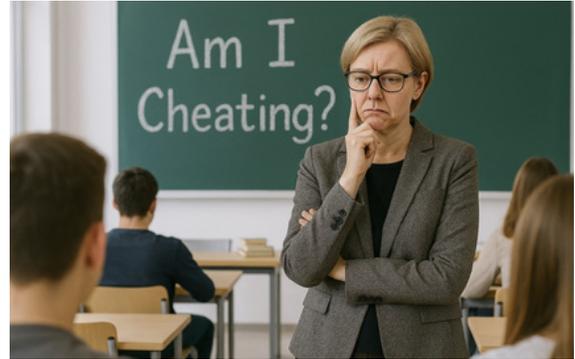
The #IntegrityMatters blog over the past month has featured a blog about how a professor could create an academic integrity problem, a blog about ethical use of AI being related to developing better questions for AI, and a blog about an empathetic approach to supporting students who are suspended for academic misconduct. Read more on the [Integrity Matters blog page](#)

Can the professor be the academic integrity problem? by Carole Shook

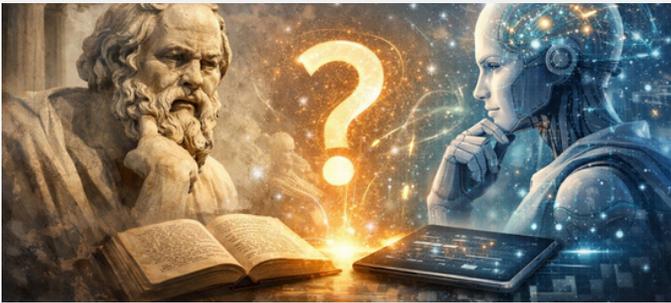
The case:

Many times, when we think about academic integrity, we think about students doing some cheating in some way, be that using notes when they are not supposed to or falsifying attendance. But what if the professor and their policies have created an academic integrity concern?...

[Read more](#)



Generative AI as a Modern Socrates: Why integrity begins with better questions by Earle Abrahamson



What if the greatest gift of generative AI is not that it can answer our questions but that it exposes how poor many of our questions have become?

Much discussion of generative AI centres on efficiency. Faster outputs. Quicker decisions. Apparent expertise on demand. Within an Integrity Matters context, this framing is incomplete and at times misleading. Integrity is not about speed or volume. It is about responsibility, judgement, fairness and care. When we rush to answers we often bypass those values...

[Read more](#)

One of the benefits of being an inaugural Director of Academic Integrity is having the ability to create programming when you notice a need or a gap in services for students. At my institution, Columbia University in the City of New York, I am the only administrator with a focused title on Academic Integrity and I have had the privilege of creating new opportunities for undergraduate students at Columbia College and Columbia Engineering. The biggest area of learning is through self-reflection whether through my one-on-one integrity case management conversations, referrals to campus workshops on ethical decision making with partners in the Writing Center or Libraries, and even a week long series of programming with Integrity Week...

Reflecting to return: Supporting suspended academic integrity students by Victoria Malaney Brown



[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



info@academicintegrity.org

Here's our round up of some recently published research:

'Evaluating the accuracy and reliability of AI content detectors in academic contexts' Hadra, M., Cambridge, K. and Mesbah, M. (2026), International Journal for Educational Integrity.

This article examines the results from Turnitin and Originality AI content detectors on a range of texts, including EFL writing, professional human-authored texts, AI-generated texts and hybrid texts. They find that different factors influenced accuracy; texts that were longer, scientific or by EFL writers were less accurately analysed by the tools.

<https://link.springer.com/article/10.1007/s40979-026-00213-1>

'The AI guilt complex: Moral emotions and dilemmas in academic technology adoption' Vassallo, D. (2026), Journal of Academic Ethics.

This article explores the moral emotions of academics about their own use of AI, including their sense of whether they are cheating. The research categorises four groups of users: Comfortable Adopters (low guilt, high use); Guilty Non-Users (moderate guilt, low use); Cautious Users (moderate guilt, selective use) and Morally Distressed Avoiders (high guilt, minimal use).

<https://link.springer.com/article/10.1007/s10805-026-09726-3>



Consortium corner by Kelly Ahuna



On January 28, the **ICAI Northeast consortium** held its monthly Zoom meeting. Twenty-six people attended from twenty schools. The group discussed the Australian TEQSA blocking of illegal cheating websites, how to build policy for Meta AI glasses, and how agentic AI is threatening online coursework. A common practice in these meetings is for members to solicit input from others, so the group shared experiences with the Maxient system and compared deadlines in place for processing dishonesty cases. Because it is impossible to keep up with the pace of academic integrity challenges, the monthly sharing in this group provides important knowledge and excellent support. Until next time!

Have you been following the news stories about integrity? Our main stories are in the AI corner written by ICAI Highlights co-editor, Dr Joseph Brown:

This month saw two noteworthy developments in the continuing disruption of higher education by generative AI.

Google Chrome

The first development was Google's release of its popular Chrome browser updated with agentic features ([Link to CNBC article about Chrome](#)). This means that Google has joined OpenAI's Atlas and Perplexity's Comet browsers in offering a browser that embeds generative AI features right into the browser, offering functionality to manipulate the browser and complete tasks it has been assigned (like take exams in a LMS). While Chrome doesn't seem to offer anything newly threatening in this space, the fact that it is one of the most used browsers in the world does pose a problem of scale that higher ed should continue to monitor.

Einstein AI

One of the most valuable attributes an academic integrity professional can offer to their campus is a disciplined approach when others are panicking. We've seen a lot and we know how to investigate whether something is real. That skillset was likely valuable on your campus this month when Einstein AI Companion briefly set higher education channels on fire with its lofty and cynical promises to complete Canvas courses for students. Within a matter of days, the webpage was rebranded and then ultimately taken down and its twenty-two-year-old CEO was spinning his hoax/efforts as a kind of stress test for online education. I hope this episode reveals three priorities for integrity professionals moving forward:

1. Meeting an era of disruptions with moderation and calm as an institutional philosophy.
2. Advocating for our institutions to require LMS companies to do more to secure online learning environments from the threats presaged by Einstein AI.
3. Reading with caution the panicked alarms (on LinkedIn, etc) of academics who have traded their credibility for attention and who look to profit from the monetization of institutional anxiety.

([Link to CNET article on Einstein Companion](#)).