

# Reimagining academic integrity framework in the age of AI: An ethical approach

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The proliferation of artificial intelligence (AI) such as generative tools like ChatGPT, has resulted in their unprecedented use in everyday life. While these tools have proven to be useful, efficient and user-friendly appealing to many fields, they have also arguably created a disruptive impact on academia to a certain extent, challenging universities to rethink their traditional understanding of academic integrity. In particular, the transformation involving AI has compelled state universities in Sri Lanka to reimagine the notions of authorship, originality and academic misconduct and take initiatives to reform their existing academic integrity frameworks. In this context, this library-based, doctrinal research paper attempts to propose an ethical approach to reimagining the concept of academic integrity within Sri Lanka's state university system. To this end, the first part of this paper examines the policies adopted by a few selected global universities in response to the pedagogical and ethical implications. Drawing on these policies, this paper identifies their approaches to the responsible use of AI and emerging principles underpinning them. The second part reflects on current gaps in existing academic integrity framework and discusses potential lessons that can be learned from the approaches adopted by selected global universities. Rather than framing AI as a threat to academic integrity, the third part of this paper proposes an ethical approach to respond to this transformation. It suggests that it is time for state universities in Sri Lanka to reimagine academic integrity in light of the modern technological affordances, taking into consideration of their implications on students, assessment design and the role of lecturers. Overall, this paper advocates for an ethical response that promote ethical engagement with AI while upholding core academic values within the system.

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