

Integrity in Business and Academia

VOLUME 17 IN THE UBSS PUBLICATIONS SERIES

Greg Whateley, Dimitri Kopanakis,
Ian Bofinger

Melbourne, Australia



invigilator⁺
Plus

MUSICUM20

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Preface

The idea for this book came about following a conversation around the pressing issue of academic integrity – now the latest ‘hot topic’ with the Australian National Regulator. The pressing issue of *Artificial Intelligence* (AI) leading the way.

It soon became clear that integrity, as such, has a much wider audience and sphere of influence – so the topic became integrity as it relates to both business *and* academia. This of course widened the conversation and provided a forum for diverse contributions.

29 papers were received and developed into chapters – all initially available on line – and now in a hard cover edition. Each with its own spin and context – but all leading in the direction of the importance of integrity in all we do.

Clear definitions of integrity are provided; the notion is contextualised in both business and academia; the challenges (including AI) are discussed; and the notion of self-assurance is placed centre in most of the discussions.

Chapters 1-3 were used as the stimulus papers for writers approached and served the purpose well. The remaining 26 chapters, each examined the issue of integrity from just about every conceivable angle – making this a good read from cover to cover.

The authors wish to thank **Marcella O’Connor**, **Gabrielle Whateley** and **Veronica Sorace** for their proofreading efforts throughout the writing process. Further a special thank you to **Ian Bosler** and his team at Intertype for their ongoing work on the publication process.

Greg Whateley
Dimitri Kopanakis
Ian Bofinger
April 2024

The importance of integrity in both business and academia

Greg Whateley

January 2024

Integrity plays an important role in both business and academia. The need for trustworthy and ethical behaviour cannot be over-emphasised. At the end of the day, integrity is at the very heart of our being – if we do not have it – we essentially have nothing.

The literature is filled with examples of what integrity is – how it can be achieved – how do you measure it and what are the essential traits of a person of integrity. In the context of this paper – the focus is on business and academia specifically.

What is integrity

By definition, it is about being honest and having a strong moral compass. The Cambridge Dictionary states – ‘integrity (noun) is the quality of being honest and having strong moral principles that you refuse to change’.

Mind Tools provides a useful set of guidelines to assist with preserving integrity that include defining your values; analysing every

choice you make; and encouraging integrity as much as possible – all sounding simple – but always a challenge if the truth be known.

The Australian Public Service Commission defines integrity as ‘the pursuit of high standards of professionalism – both in what we do and what we say. It is the foundation of trust. Within this context is compliance, a value-based approach, institutional integrity and developing a pro-integrity culture.

Essentially integrity is about an honest, open and transparent approach supported by an appropriate moral set – that assists with navigating both smooth and rough waters.

In business

According to indeed.com (2023) – *business integrity* is the ‘act of conducting business practices by following a moral and ethical framework. As with personal integrity, business integrity requires you to act with honesty and consistency and to hold yourself accountable for your actions, even when nobody’s watching’. The notion of consistency is raised – and often neglected in these types of discussions. Consistency is essential to integrity – in that it provides a framework for treating everyone in the same way and dealing with issues, problems and sales in the same way each time. This generally promotes higher levels of customer satisfaction and higher rates of return custom.

Developing and maintaining integrity has a number of important business outcomes including -

When you act with business integrity you show people **that you can be trusted** – this in turn helps you build relationships with customers and co-workers alike. *You are likely to achieve higher levels of satisfaction and return business;*

Business integrity can **strengthen your reputation** – *this in turn usually results in better business options. Reputation (and maintaining it) is a vital aspect of business success and growth;*

In striving for excellence and integrity the process will **improve performance** – which in turn not only delivers quality results – but

creates new and enduring options. *Much is written about continuous improvement – a key element of this ongoing process is honesty, consistency and integrity;*

When you demonstrate business integrity you often **increase job satisfaction** – this can be achieved at an individual as well as a group level. *It hardly needs saying – but high levels of job satisfaction have a huge impact on the success/failure of the business.*

BetterUp (2022) argues – ‘having integrity means that you are honest, ethical, and follow defined moral principles. And integrity at work is about even more than honesty and respect. If an organisation has a true culture of integrity, that means employees take their commitments seriously, are proactive when they don’t understand their responsibilities, and ultimately, are accountable for their results. As a result, the business thrives.’

Developing the all-important culture of integrity is fundamental to success - and often easier said than done. However, time and effort in this space will reap significant rewards – certainly in the longer term.

The seven traits associated with integrity are well worth considering and include –

Expressing gratitude for others – people with integrity are able to recognise that friends, co-workers and the larger community actually enhance their lives and as a result do what they can to thank and support those around them – this cannot be underestimated. *First hand I have received this kind of support whether verbally or in writing and it has certainly spurred me on to achieve better outcomes.*

Communicating honestly and openly – this includes being prepared to have hard and difficult conversations. *This is also about ensuring that all within the organisation are included in the conversation – often achieved through bulletins and newsletters – but they need to be frequent and informative at all times.*

Taking responsibility for your actions – that is being accountable for your actions – whether good or bad – this will include learning from your mistakes and accepting/admitting when you are in the

wrong. *I have often reflected on the reality that you learn considerably more from your mistakes – they often help you to grow and appreciate the complexities of what you do and how you work with others.*

Respecting yourself and those around you – this includes accepting your own strengths and weakness and the same with those around you. *Coming to grips with strengths and weakness is never easy – but the benefit is significant.*

Helping those in need – wanting to help others with time, ability and even finances. *Supporting others is a vital aspect of integrity – and this can often be a simple acknowledgment or perhaps higher levels of support (including financial) as required.*

Demonstrating **reliability and trustworthiness** – knowing the importance of team work and ensuring that people are included and acknowledged. *One of the great people motivators is being appreciated – so in business it is essential to encourage and support those around you wherever possible. I speak with some certainty that money is a motivator – but being appreciated and acknowledged is significantly more important.*

Showing **patience and flexibility** – overcoming hurdles and challenges with patience, flexibility and resilience.

If these outcomes can be achieved and these traits evidenced in the work place – the business will grow and so too will the individuals working within the organisation grow and develop. In some many ways it is a ‘no-brainer’!

In academia

TEQSA (2023) believes *academic integrity* is ‘the expectation that teachers, students, researchers and all members of the academic community act with honesty, trust, fairness, respect and responsibility’. This is an all-encompassing view - that is not restricted to top students alone. The entire academic community needs to address the issue of integrity with an emphasis on the many facets.

The Australian National University (2023) furthers the understanding with – ‘academic integrity is a core part of our culture as a community of scholars. At its heart, academic integrity is about behaving ethically. This means that all members of the community commit to honest and responsible scholarly practice and to upholding these values with respect and fairness. This of course relates directly to tertiary level study and activity, but again places an emphasis on the ‘whole of community’ aspect – or ‘community of scholars’ (students, teachers, researchers and support staff).

At the heart of the discussion is the view that integrity comes from an honest and ethical behaviour within the academic community – and being upfront about what is being said and what sources were used to form the opinions.

My own organisation has in place an academic misconduct policy that highlights the principles of dealing with alleged cases of misconduct; principles of academic misconduct; examples of academic misconduct; levels of academic misconduct; penalties; guidelines for reducing academic misconduct; and misconduct appeals. Though negative and punitive in nature it does emphasise the importance of integrity.

There is also a *student conduct policy* - which further reinforces the need for honesty and integrity.

We also have in place an *Academic Integrity Committee* (a standing committee of the Academic Senate) that meets regularly and deals with issues raised in a fair and appropriate way.

Further, staff and students are encompassed with additional policies on *copyright; intellectual property* and *conflict of interest*.

All policies can be located at – [ubss.edu.au/About Us/Policies and Procedures](http://ubss.edu.au/About%20Us/Policies%20and%20Procedures)

Integrity, then, remains integral to both business and academic activity – and represents a key aspect of appropriate behaviour in both industries - and within relevant sectors of both.

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UBSS - <https://www.ubss.edu.au/>

Emeritus Professor Greg Whateley is Deputy Vice Chancellor (UBSS) and Chief Executive Officer (GCA).

Academic Integrity Issues for Tertiary Music Education Providers in the Era of Generative Artificial Intelligence

Ian Bofinger
January 2024

Academic misconduct in the form of contract cheating has attracted significant attention in the media and higher education literature in recent times. While contract cheating is not a new concept, outsourcing academic assessment has become more prevalent or perhaps efficient with advances in information technology. The disruption to on-campus studies due to COVID-19 saw a speedy transition to digital learning and online assessment platforms which increased the opportunity for cheating.

The tertiary sector in Australia continues to be sensitive to the potential threat of the misuse of generative artificial intelligence and industrial-scale cheating. Coaldrake (2023) states that the “rapid en-

hancement in AI presents significant opportunities to support learning and increase efficiency in a range of ways. Institutions must balance the best way to leverage the benefits while mitigating the risks that generative AI presents to academic integrity.”

In March 2023, *OpenAI* released the latest versions of ChatGPT-4 and GPTplus, an artificial intelligence (AI) program that draws upon a large language database to generate responses from text-based inputs. While AI programs had existed for several years before the release of ChatGPT, the perceived quality and sophistication of its outputs has sparked major academic integrity concerns in the Higher education community about how students might use these tools inappropriately for assessments.

Less than two months after its initial 2022 release, some academics have detected up to one-fifth of students using AI programs in assessment tasks (Cassidy, 2023). The actual rate of student use may already be much higher. A survey of over one thousand university students in January 2023 reported that over one-third were using ChatGPT for assessment writing. Of these students, 75% thought it counted as cheating but did so anyway (Intelligent, 2023). These student behaviours led some universities to ban the use of ChatGPT and prompted some academics to describe such tools as a “threat” and a “plague on education” (Weissman, 2023)

As a language model, ChatGPT is trained on a vast corpus of text data, such as books, articles, and websites, using a technique called unsupervised learning. Sawahel (2023) notes that the *GPT* in ChatGPT stands for “Generative Pretrained Transformer,” which refers to the architecture of the model. GPT models are designed to generate human-like language by predicting the next word in a sequence of text.

The Australian Tertiary Education Quality Standards Agency (TE-QSA) does not mandate a particular form of assessment must be used - the *Higher Education Standards Framework (Threshold Standards) 2021* simply requires institutions to assess a student’s knowledge and understanding of the subject. The increasing sophistication of AI might mean that some assessment tasks are redesigned

to ensure students cannot substitute student work with material produced by AI. “Redesigning assessments is an appropriate response to the risks posed by AI and is one that TEQSA supports.” (TEQSA, 2023)

Generative AI holds transformative potential for the music industry, acting as a catalyst for creativity and innovation. In this domain, it can create new compositions, generating novel melodies, harmonies and rhythms that can inspire or aid musicians in their work. Marr (2024) states that artists and producers can leverage AI tools to explore diverse musical styles and experiment with unique sounds, thereby expanding the boundaries of musical genres. Moreover, generative AI can personalise music for different audiences, tailoring tracks to individual tastes and preferences. In recent years, we have seen a plethora of AI music platforms emerge, including Meta’s Audioscape, OpenAI’s MuseNet, Soundful, Soundraw, Boomy, Amper and Loudly, among others. These allow anybody to create and customise music.

Using technology in education is nothing new. A bridge between classrooms and real-world experiences, technological advances have helped reshape education in the twenty-first century, changing the roles of faculty and students. Be it the early days of instructional television and radio, or the days of computers and the internet, to the fourth industrial revolution, era of big data, machine learning and AI, technology has been a tremendous boon to education.

AMPA has identified areas that Artificial Intelligence (AI) may be able to affect the academic integrity of the course assessment and delivery.

1. Music creation and composition
2. Aural recognition
3. Academic Research Papers
4. Online Examinations
5. Automated Grading

Music Creation

A number of 2023 startups such as ‘Amper Music’, ‘Ecrett Music’, ‘Melodrive’ and ‘Jukedeck’ have focused on the development of artificial intelligence that is capable of composing music. AI music composers generate original, copyright-free music.

Most of this content sounds very generic and has all of the aural indicators of ‘elevator music’ that has been similarly mass-produced for decades.

ChatGPT is theoretically capable of generating lyrics for a song, or even complete a song by assigning a title or a theme. It can also be utilised in music to generate melodies and chord progressions or even generate entire compositions. While it can produce music, Koe (2023) further notes that it is not a music composition software nor “a replacement for human creativity” and musical know-how. “It can be used as an inspiration tool or a tool to generate new ideas, but the quality of the output will depend on the input and the specific use-case.”

All Music Production and Classical Composition students have a weekly individual 1 hour lesson with a specialist staff member. This personalised relationship has eliminated the significant use of generative AI. It may still be used as a stimulus for an initial idea but then this is developed and uniquely worked on by the student under the staff member’s guidance.

Another recent example is where a postgraduate student effectively incorporated AI into their composition process where after composing and recording a song, the vocal mix was uploaded into the ‘Grimes’ online vocal encoder algorithm and then remixed into the final submission.

The addition of requiring all production and composition students to record the creative process in an Exegesis also allows the appropriate use of AI tools to be incorporated legitimately in their assessment submissions.

Aural Recognition

One of the Assessment tools in Music is the 'Listening Exam'. Students are required to be able to recognise approximately 20 – 30 different works for each unit of study in the academic disciplines of the degree.

It was discovered that the application *Shazam* was being used rather than aurally recognising the works in the assessment.

To render this app useless, AMPA now modifies the pitch and tempo of each piece by +/- 2.5% which doesn't affect human recognition but due to the mathematical algorithm used by music recognition software this is enough to render the application useless for academic misconduct.

Academic Research Papers

The increasing sophistication of generative AI has further justified AMPA's long-term modification of some assessment tasks to ensure students cannot substitute student work with material produced by AI or other external means.

This has involved incorporating alternatives to traditional research papers such as:

- Structured reflective reports
- specific and personalised research topics
- In class seminar presentations

Like calculator-use or even the use of URLs such as Wikipedia, AI tools must be pre-defined to students and faculty before they can be incorporated or used in classrooms or in research. AMPA has taken the approach to educate rather than outright ban their use.

Online Examinations

AMPA is intentionally moving away from online examinations and returning to f2f on-campus examinations. To reduce the potential for students 'cutting and pasting' text from external digital resources (such as ChatGPT and online texts), AMPA incorporated a limitation

in text box entry in the Moodle-based Learning Management System (LMS) *eCon*. Any text that is pasted into the answer fields is automatically highlighted in the assessors' marking view screen.

Automated Grading

AMPA has not utilised the automatic grading functions inherent within *eCon* with the exception of multiple-choice answers. All other forms of assessment are human based. This is also made by the unit lecturer directly and not outsourced to other internal or external staff.

ChatGPT and other AI platforms may threaten academic integrity. It is important that music education institutions do not ban it, but instead embrace it and adapt assessment methodologies to protect it from being used to cheat in creative assessments and research tasks.

Higher Education Providers of performing and creative arts programs need to release the ideals of the Conservatoire models, where emphasis is on conserving the ways of the past and instead focus on producing future-ready graduates through an updated suite of holistic 21st Century education assessment tools, whereas Sawahel (2023) recognises that the emphasis is on “developing students’ capabilities in ethical and professional use of modern technologies for complex problem-solving through creative and critical thinking.”

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Integrity in ESG Reporting: Navigating the perils and pitfalls of Greenwashing and Greenhushing

Dimitri Kopanakis

January 2024

From regulatory investigations and reviews to Royal commissions, Senate enquiries, landmark court orders, injunctions, corporate penalties, ceasing of trade, corrupt practices investigations, and abuses of power – corporate accountability and responsibility has never been as critical.

Company directors, executives, stakeholders, and key management personnel/responsible parties must ensure the accuracy, reliability, and integrity of company data that they not only represent, but champion, should be reliable, dependable and hold up to scrutiny against legal and regulatory frameworks. The integrity of these reports should provide the public, the stakeholder, and in many cases the investor, with both a quantitative and qualitative representation of the organisation's performance.

As the global shift for the corporate world to embrace ESG (Environmental, Social and Governance) principles, ESG reporting has become a key indicator to provide stakeholders, current and future investors with the means, information and insight to assess a company's non-financial performance through a benchmarked and evidence-based report. (Sciarelli et al, 2021).

As such, transparency, integrity, accountability, clarity, and reliability of company ESG data is key.

By contrast, there are however, mechanisms that can derail the accuracy and reliability of ESG reports, and these have not only seen organisations around the globe suffer reputational damage, but also face significant financial penalties. As a result, regulatory bodies are taking a firmer stance against the instances of two key proponents of this: Greenwashing and Greenhushing.

What do we mean by Greenwashing?

Greenwashing refers to the deceptive practice employed by companies to create a misleading perception or convey a false impression regarding the environmental sustainability of their products and/or services.

(Kopanakis, 2003)

To this, Greenwashing aims to deceive consumers with the belief that their products or services possess a greater positive impact on the environment than they presently do (Ghitti et al, 2023).

What do we mean by Greenhushing?

Greenhushing is the deliberate suppression or omission of environmental information by corporations to downplay their ecological impact. As an organisations' internal and external stakeholders have an increasing demand on transparency and accountability, this prac-

tice poses challenges to corporate reputation management.

(Kopanakis, 2023)

Further, organisations may choose to pursue this avenue in order to protect their public image or avoid economic concerns, litigation or competitive disadvantages. (Ettinger et al, 2022).

Greenwashing/Greenhushing in action

At a local level, Australia has been a witness to a number of cases in which the Australian Securities and Investment Commission (ASIC), and the Australian Competition and Consumer Commission (ACCC) had commenced legal proceedings against organisations whose practices do not align to their ESG or environmental/sustainability claims.

ASIC commences greenwashing case against Active Super

ASIC has commenced civil penalty proceedings in the Federal Court against LGSS Pty Limited (Active Super) alleging misleading conduct and misrepresentations to the market relating to claims it was an ethical and responsible superannuation fund.

Active Super represented on their website that they eliminated investments that posed too great a risk to the environment and the community, including tobacco manufacturing, oil tar sands and gambling. Active Super also stated that they had added Russia to their list of excluded countries, following the invasion of Ukraine.

ASIC alleges Active Super exposed its members to investments it claimed to restrict or eliminate.

ASIC alleges ESG misrepresentations were made on Active Super's website, disclosure documents and on Facebook, Instagram and LinkedIn.

11 August 2023

Excerpt only, for the full article see <https://asic.gov.au/about-asic/news-centre/find-a-media-release/2023-releases/23-215mr-asic-commences-greenwashing-case-against-active-super/>

MOO Premium Foods gives undertaking after ACCC investigates 'ocean plastic' claims

The ACCC has accepted a court-enforceable undertaking from yoghurt manufacturer MOO Premium Foods Pty Ltd (MOO) following an investigation into MOO's '100% ocean plastic' representations on its yoghurt packaging, website, and social media pages.

Between at least November 2021 and the date of the undertaking, MOO claimed that its yoghurt tubs were made from '100% ocean plastic', which the ACCC was concerned gave the impression they were made from plastic waste collected directly from the ocean, when this was not the case.

While MOO included disclaimers on the top and back of the packaging, the ACCC considered they were insufficient to overcome the headline representation of '100% ocean plastic'.

MOO has admitted in the undertaking it has given the ACCC that the '100% ocean plastic' representations likely contravened the Australian Consumer Law, which prohibits false or misleading representations.

"Our investigation revealed that the plastic resin used in the manufacture of MOO's yoghurt packaging was collected from coastal areas in Malaysia, and not directly from the ocean," ACCC Commissioner Liza Carver said.

“Making false statements about a product’s environmental or sustainability qualities can mislead consumers, as well as putting the businesses making genuine claims at a competitive disadvantage.”

“It is important that environmental and sustainability claims by businesses are correct as they are a key influence on consumer choices and what people spend their money on,” Ms Carver said.

28 November 2023

Excerpt only, for the full article see:

<https://www.accc.gov.au/media-release/moo-premium-foods-gives-undertaking-after-accc-investigates-ocean-plastic-claims>

[ASIC commences greenwashing case against Vanguard Investments Australia](#)

ASIC has lodged civil penalty proceedings in the Federal Court against Vanguard Investments Australia, alleging misleading conduct in relation to claims about certain environmental, social and governance (ESG) exclusionary screens applied to investments in a Vanguard fund.

ASIC alleges Vanguard made false and misleading statements and engaged in conduct liable to mislead the public in representing that all securities in the Vanguard Ethically Conscious Global Aggregate Bond Index Fund (Hedged) (Fund) were screened against certain ESG criteria. The Fund was marketed to investors seeking, amongst other things, securities with an ethically conscious screen.

Investments held by the Fund were based on an index called the Bloomberg Barclays MSCI Global Aggregate

SRI Exclusions Float Adjusted Index (Index). Vanguard claimed the Index excluded issuers with significant business activities in a range of industries, including those involving fossil fuels.

However, ASIC alleges that ESG research was not conducted over a significant proportion of issuers of bonds in the Index and therefore the Fund.

As at February 2021, ASIC alleges the Index and the Fund included issuers that violated the applicable ESG criteria, including:

- *for the Index, 42 issuers which collectively issued at least 180 bonds; and*
- *for the Fund, at least 14 issuers that collectively issued at least 27 bonds.*

ASIC alleges that these bonds exposed investor funds to investments which had ties to fossil fuels, including those with activities linked to oil and gas exploration.

25 July 2023

Excerpt only, for the full article see <https://asic.gov.au/about-asic/news-centre/find-a-media-release/2023-releases/23-196mr-asic-commences-greenwashing-case-against-vanguard-investments-australia/>

Accurate reporting practices

In order to showcase the gravitas, significance and critical nature of accurate representation of all form of ESG metrics, a series of frameworks, ratings agencies and indices provide benchmarks for ESG reporting organisations.

In essence, based on an entity's location or jurisdiction, the organisation may report their results to one, or a number of reporting bodies.

Further, an organisation may, for greater marketability, stakeholder/shareholder awareness and promotion of ESG alignment, choose to report their results to multiple reporting bodies.

For brevity, a brief, sample list of these reporting bodies is provided below, with a summary of their respective services included for reference.

Dow Jones Sustainability Indices (DJSI)

<https://www.spglobal.com/esg/performance/indices/djsi-index-family>

Introduced in 1999, the Dow Jones Sustainability Indices (DJSI) constitute a series of worldwide benchmarks crafted to evaluate the stock performance of premier companies within 61 industries, utilising criteria encompassing economic, environmental, and social considerations.

Global Reporting Initiative (GRI)

<https://www.globalreporting.org>

With a history spanning 25 years, the GRI has taken a leading role in shaping international standards for organisational communication and accountability concerning environmental, economic, and social impacts.

Sustainability Accounting Standards Board (SASB)

<https://sasb.org/standards/>

SASB Standards provide organisations with the ability to disclose industry-specific information on sustainability-related risks and opportunities that may influence or impact cash flows, access to finance, or cost of capital in the short, medium, or long term.

Developed through a process involving evidence-based research and input from companies, investors, and ex-

perts, these standards identify key sustainability issues for decision-making across 77 industries.

Further reporting bodies, of equal, international significance include:

[Institutional Shareholder Services \(ISS\)](https://www.issgovernance.com/about/about-iss/)

<https://www.issgovernance.com/about/about-iss/>

[Morgan Stanley Capital International ESG Research \(MSCI ESG\)](https://www.msci.com/who-we-are/about-us)

<https://www.msci.com/who-we-are/about-us>

[FTSE4Good Index Series \(London Stock Exchange Group of Companies - LSEG\)](https://www.lseg.com/en/ftse-russell/indices/ftse4good)

<https://www.lseg.com/en/ftse-russell/indices/ftse4good>

Conclusion

As has been evidenced, accurate ESG reporting is critical, and is as true and reflective of an organisation's performance as any report an organisation will produce.

Integrity in this reporting must be maintained for an organisation to best represent its internal and external stakeholders; shareholders utilise these reports for investment decision-making, employees may choose organisations based on their ESG alignment, regulators are continuing to pursue organisations demonstrating false and misleading claims, and regulatory scrutiny will only increase as greater accountability will be expected.

Semper Veritas.

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content of this publication it is recommended that you seek professional advice.

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"You Wouldn't Steal a Car"

Craig Ellis

February 2024

"YOU WOULDN'T STEAL A CAR". If you are of a certain age, you will no doubt recall this as the first line from a video anti-piracy campaign that ran in cinemas in the mid-2000's, and was later included on the loading screen of DVD film releases. Created by the Federation Against Copyright Theft and the Motion Picture Association of America¹, the underlying message of the campaign raised such issues as why some forms of illegal behaviour (i.e., video piracy) are apparently socially acceptable, whilst others (stealing a car) are not. So, where do we as a society draw the line between what is 'ethical' and what is 'acceptable'?

Parodied for its overly-dramatic approach in the years since its initial release, "You Wouldn't Steal a Car" has become the basis of numerous popular memes. Indeed, the original campaign was widely judged to have failed to hit its mark. Nonetheless, when applied to a business education context, the grey area which becomes apparent in relation to unethical yet acceptable behaviours when we examine

¹ https://en.wikipedia.org/wiki/You_Wouldn't_Steal_a_Car

anti-piracy campaigns can prompt educators to address academic integrity and offer some important insights.

The concept and practice of academic integrity

The concept of ‘academic integrity’ is variously defined throughout the Australian higher education sector. Among the numerous definitions formally in use, most coincide with the definition adopted by the national quality assurance agency and regulator, TEQSA, to include the principles of ‘honesty’, ‘trust’, ‘fairness’, ‘respect’, and ‘responsibility’ in scholarly activity.² In practice, these principles require students to actively avoid plagiarism, cheating, copying, collusion, and engaging with contract cheating services - among other behaviours that have become proxies for ‘dishonesty’, ‘untrustworthiness’, ‘unfairness’, ‘disrespect’, and ‘irresponsibility’.

More recent debate has focused on the ‘boogeyman’ of generative AI (e.g., ChatGPT), and attitudes amongst higher education institutions in Australia remain divided as to whether or not students should be permitted to use generative AI, and under what circumstances its use would, and would not, threaten academic integrity. From a regulatory standpoint, much of this debate remains around institutions ensuring their assessment methods continue to be capable of assuring that the specified course and subject learning outcomes are achieved and that students’ grades reflect their level of achievement.

Institutions’ perspectives of academic integrity

The concept and practice of academic integrity is deeply embedded in the Australian higher education regulatory framework³, and as such, institutions have adopted a near homogeneous policy approach to managing academic integrity. Despite the prevalent inclusion of

² <https://www.teqsa.gov.au/students/understanding-academic-integrity/what-academic-integrity>

³ Higher Education Standards Framework (Threshold Standards) 2021

the principles of research-informed teaching in most higher education institutions' learning and teaching plans, research integrity is considered separately at the majority of Australian higher education institutions and typically remains the domain of academic staff (for whom research is expected) and research students. Even though academic staff are usually also explicitly bound by their institution's academic integrity policy, said policy in most institutions is written primarily as a student facing document dealing with breaches of integrity in assessment and the academic penalties imposed. This approach to academic integrity policy leaves an implicit gap with respect to integrity in curriculum design and development, and student feedback. Academic staff, it would appear, do not need explicit policy guidance to inform these elements of their work.

Reflecting on the significant influence of the regulatory framework on academic integrity policy development in Australian higher education institutions, it is arguable this influence extends to the manner in which the majority of institutions communicate their expectations about academic integrity to students. Whilst nearly all institutions clearly define and describe the concept and practice of academic integrity to students outside of policy (e.g., via student-facing webpages), only few articulate to students why maintaining high standards of academic integrity is important. Of those few, some institutions identify possible threats for students if they breach academic integrity standards, though most attempt to articulate the importance of academic integrity in terms of respecting others' ideas, and with indirect regard for the student by stressing its importance in relation to protecting the reputation of the institute itself.

Students' perspectives of academic integrity

Students' attitudes and experiences of academic integrity has been the object of considerable research since the early 1960s. Across multiple geographic regions and decades, research identifies that 70%-75% of tertiary students admit to having engaged in at least one form of academic misconduct (e.g., plagiarism, cheating, copying,

collusion, etc.) throughout the duration of their studies (Bretag et al, 2014), with plagiarism identified as the most common breach.

The most commonly cited reasons students report they engage in academic misconduct include poor time management skills; lack of understanding of the task assigned, including under-estimating the time to completion; language and cultural barriers – particularly among international students – that may impede their ability to properly paraphrase; believing they will not be caught; and a lack of appreciation of the consequences of their actions.

Examining students' perceptions of higher education and the role of institutions, Brimble and Stevenson-Clarke (2005) contest that higher education institutions are nowadays perceived by most students to be 'credentialing' more so than 'educational' institutions, and that this perception effectively allows students to more easily rationalise their engaging in academic misconduct. Reflecting on my own experiences in higher education over nearly the last 40 years – firstly as a student, then academic, and, more recently, manager – it is not difficult to understand the basis of current students' perception of the role of institutions. Modern technology means that knowledge is ubiquitous, and, as such, higher education institutions have long ceased to be custodians of knowledge, which is now effectively 'free'.

The perception that higher education institutions are 'credentialing' rather than 'educating' raises a tension for the motivations of students who engage in academic misconduct. The expectation of institutions and their stakeholders (students included) is that awarded credentials align with students' level of achievement. Students cannot, however, simultaneously rationalise engaging in academic misconduct on the basis that their institution's role is 'credentialing', and expect their credential to be perceived credibly.

In a business education context, specifically, Brimble and Stevenson-Clarke (2005) also examine the relationship between ethics and academic misconduct, citing U.S. research, claiming that whilst more than 85% of students believed that academic misconduct is unethical, nearly 50% believe it is nonetheless acceptable. Students were addi-

tionally reported to believe that business people sometimes had to act unethically for career advancement. These beliefs, it appears to Brimble and Stevenson-Clarke, are born from the myriad of real-life examples of unethical business behaviour reported by the media (e.g., Enron, VW, Amazon etc.). This author would further posit that Hollywood's celebrating of anti-heroes including (the very real) Jordan Belfort – immortalised in *The Wolf of Wall Street* – and *Succession's* Logan Roy (albeit fictional) only reinforces these beliefs among business students.

Commenting on ethics and academic misconduct in business education, Ketchell (2015) points to data that business students are singularly more likely to engage in academic misconduct than students in other disciplines, and goes on to claim that when presented with an ethics case, some 20%-30% of business students are unable to identify the ethical issue. Corporate financial teachings that frequently ignore ethical considerations in order to emphasise the mission of the corporation is to generate a return to shareholders, Ketchell posits, has a lot to answer for.

“You Wouldn’t Steal a Car”, would you?

Consonant with anti-piracy campaigns, the manner in which academic integrity standards and their importance is communicated is critical to how the messaging is ultimately received. As duly acknowledged by Bretag et al (2014), communicating academic integrity standards can be hindered if institutions assume that students share their understanding of the concept of academic integrity and why it is important in practice.

Commenting on the general failure of anti-piracy messaging – including, “You Wouldn’t Steal a Car” – to resonate with its target audience, Grolleau and Meunier (2022) provide some behavioural insights for improving the effectiveness of the messaging that may also be applied in the context of academic integrity.

Among the relevant insights Grolleau and Meunier share is that there ought to be a focus on a well-identified and relatable victim

who is worthy of assistance, and that there is a benefit in tailoring the messaging to targeted subgroups. For the relative few higher education institutions that attempt to articulate the importance of academic integrity, this may mean messaging that focuses on academic misconduct in terms of the impact on the student themselves beyond just the academic penalty imposed, as opposed to the relatively abstract concept (especially for commencing students) that breaching academic integrity standards disrespects ideas and harms the reputation of the institution. For business students as a targeted subgroup, this also means challenging students' preconceived notions that unethical behaviour (in both academic and professional contexts) is acceptable, commonplace, or, indeed, necessary. Significantly, for the greater number of higher education institutions that do not currently articulate the importance of academic integrity, these behavioural insights may be used to inform how they frame new messaging.

Really, though, it's time we *all* changed the messaging entirely and stopped talking about staff and student academic, research, and professional integrity and ethics as if they were separate and distinct concepts, and, instead, focus on personal integrity. You might persuade yourself that stealing an idea is a victimless breach, but you wouldn't steal a car, would you?

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Integrity in Business: Analysing ESG Issues from an Economics Perspective

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January 2024

Introduction

Environmental, Social and Governance (ESG) is becoming a managerial topic of increasing importance for corporate executives. ESG issues are, however, often discussed from legal and moral perspectives and lack a due consideration from an economics perspective. This chapter focuses on analysing some ESG issues from an economics perspective and emphasising the implications of economics principles for ESG issues that corporate executives are now facing.

ESG in the Trend of Economic and Social Developments

Economics teaches us its Principle 1 is where economic resources are scarce where their misuse or inappropriate use or abuse will incur opportunity costs (Farnham, 2021, pp. 156-157).

In her article in Forbes Magazine, Michelson, Joan (Dec. 27, 2021) predicts that the dominant economic and social trend of 2021 and beyond is that ESG is related to three key responsibilities for corporate executives which she describes as PPP (Planet with environmental responsibility, People with social responsibility and Purpose of business with corporate governance responsibility).

Michelson's prediction is based on the fundamental economics principle of scarcity and opportunity cost within the argument that 'nothing is not scarce', and, therefore, the employment of any scarce resources in one way will incur an opportunity cost of a forgone alternative employment. The 'Planet' or 'the Earth' and its associated resources in air, on land and underneath are scarce environmental resources that have no easy, if any, substitutes, so much so, that their opportunity costs are huge in terms of a potential risk affecting the sustainability of civilisation, if the 'Planet' and its associated renewable and non-renewable resources are depleted; 'People' is a scarce productive resource or human capital, so valuable so that its opportunity cost is a waste of human capital when it is unemployed or underemployed; the 'Purpose' of corporate business should be more than just maximising profits by minimising costs and/or maximising revenues, so true so that its opportunity cost will arise from a misalignment of various interests among related stakeholders in providing both private and public goods for the sustainability of social development.

The integrity issue for corporate executives is a compulsion to take the economics principle of scarcity and opportunity cost into consideration in the process of developing corporate vision, mission and values as well as business strategies, plans, policies and processes.

ESG's Implications for Corporate Decision-Making Behaviours

Economics advises us its Principle 2 is where corporate executives' behaviour is assumed as being rational in 'maximising profit' and/or

‘minimising costs’ by equating marginal revenue with marginal cost (Farnham, 2021, pp. 160-162; pp. 90-91).

According to Peterdy, K. (Feb. 22, 2023) in the Corporate Finance Institute, ESG stands for a set of standards for a company’s behaviour in its business operation with which companies should comply, in addition, the profit maximisation behaviour, the broad ESG standards or corporate responsibilities are met: 1) the environmental responsibility considers how a company safeguards the environment in the context of business operations, addressing the impact on climate change, pollution (air, water and pollutants), using resources in a non-depleting way; 2) the social responsibility examines how a corporate manages relationships with, and the welfare of, all stakeholders, including employees, suppliers, customers and the communities at large when it operates its business; 3) the governance deals with what a company’s leadership and management do, in so far as keeping in check that they do what they say they do, and includes vigilance when it comes to adherence to set standards as far as directors’ duties, executive remuneration, audits, compliance, internal controls, and shareholder rights are concerned. Some of these issues are summarised in the table below (Expediate Group, 2022):

Implications without ESG

 <p>Climate Change & Emissions</p> <p>Water Security</p> <p>Waste</p> <p>Pollution</p> <p>Deforestation</p> <p>Loss of Biodiversity</p>	 <p>Inequalities</p> <p>Diversity & Inclusion</p> <p>Employee Relations</p> <p>Health & Safety</p> <p>Working Conditions</p>	 <p>Board Diversity and Structure</p> <p>Donations and Political Lobbying</p> <p>Bribery and Corruption</p> <p>Policies & Standards</p>
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 expediate.group
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Actions to address these ESG issues will incur costs (these being defined as additional costs) and may produce revenues being defined as additional revenues in economics. These ESG-related additional revenues and costs deriving from a corporate's fulfilment of ESG responsibilities could be considered in the textbook-based definitions of marginal revenue and marginal cost. At present, the ESG-related costs and revenues are not considered in neither corporate decision-making equations, nor in corporate accounting books in Australia. In other parts of the world, such as the UK, ESG issues are now beginning to be considered in law.

The integrity issue for corporate executives is demanding a mindset change, in terms of the business goal, balancing between profit maximisation and the corporate citizen's responsibilities for environmental protection, social wellbeing and good corporate governance.

ESG Issues as Market Failures

Economics emphasises its Principle 3, where markets can fail due to externalities, in terms of external cost vs external benefit and agency cost vs agency benefit (Farnham, 2021).

Standards Australia (May, 2022) lists a very broad scope of ESG requirements to which companies must comply when externalities occur. Below is the list of ESG issues where market failures occur:

Environmental

- ❖ Biodiversity loss
- ❖ Climate change
- ❖ Deforestation
- ❖ Energy use
- ❖ Environmental regulations
- ❖ Material use
- ❖ Plastics
- ❖ Pollution and waste
- ❖ Resource depletion
- ❖ Sustainable land use
- ❖ Treatment of animals
- ❖ Water stewardship

Social

- ❖ Child labour
- ❖ Conflict zones
- ❖ Diversity and inclusion
- ❖ Employee attraction and retention
- ❖ Human capital
- ❖ Human rights
- ❖ Modern slavery
- ❖ Product liability
- ❖ Stakeholder opposition
- ❖ Social opportunities
- ❖ Volunteering
- ❖ Working conditions

Governance

- ❖ Board diversity and structure
 - ❖ Bribery and corruption
 - ❖ Corporate behaviour
 - ❖ Corporate governance
 - ❖ Cyber security
 - ❖ Director nominations
 - ❖ Ethical and business codes of conduct
 - ❖ Executive pay
 - ❖ Political lobbying and donations
 - ❖ Remuneration decisions
 - ❖ Tax strategy
-

- 1) Environmental issues may include corporate climate policies, energy use, waste, pollution, natural resource conservation, and treatment of animals. The compliance to ESG standards can help evaluate any environmental risk a company might face and how the company is managing risks, such as, direct and indirect greenhouse gas emissions, management of toxic waste, and compliance with environmental regulations. 'A report from *the U.N. Intergovernmental Panel on Climate Change* sounds a death knell for coal and fossil fuels before they destroy our planet,' says United Nations Secretary-General António Guterres. (The Intergovernmental Panel on Climate Change - IPCC, March 22, 2023).

For example, pollution problems caused by companies during their production incur external costs which are borne by the society (third party) and not by the pollution-producing companies, therefore, companies tend to over-supply their products and services, causing more and more external costs. When government imposes pollution tax on companies according to ESG requirements, these external costs are internalised into a company's production costs and, therefore, companies tend to reduce products and services which, in turn, causes fewer and fewer external costs.

- 2) Social issues are a matter of a company's relationships with internal and external stakeholders. Does the company hold suppliers to its own ESG standards? Does the company donate a percentage of its profits to the local community or encourage employees to perform volunteer work? Do workplace conditions reflect a high regard for employees' health and safety? Or, does the company take unethical advantage of its customers? Socially responsible companies promote ethical and socially-conscious themes and practices, including diversity, community-focus, social justice, inclusion, and corporate ethics, in addition to fighting against racial, gender, and sexual discrimination.

For example, staff development or training of a company's staff members is a social responsibility. Unfortunately, these activities will incur external benefits where staff who are developed and trained by one company could benefit another company when staff members change jobs, therefore, companies may under-provide staff development or staff training to employees. When government requires companies to provide these benefits to employees, promoting tax deduction benefits or subsidies according to ESG requirements, companies are encouraged to provide more and more staff development or training activities to internalise these external benefits for the common good of society. Many larger companies are experiencing strict ESG laws, and are getting their suppliers ready for them by asking detailed ESG questions regarding the goods they are supplying. We already have, for example, modern slavery laws, which is one category within 'social responsibilities' in ESG.

3) Governance standards ensure that a company uses accurate and transparent accounting methods, pursues integrity and diversity in selecting its leadership, and is accountable to shareholders, and that companies avoid conflicts of interest in their choice of board members and senior executives, do not use political contributions to obtain preferential treatment, or engage in illegal conduct.

For example, one of the common governance issues is where managers maximise benefits to themselves (unnecessary expenses), or employees maximise benefits to themselves (low productivity) at expense of shareholders' interests, or, indeed, shareholders maximise their profits at expense of benefits due to managers or employees. All these incur agency cost to shareholders or managers or employees. To address this issue, most companies have policies on 'option shares' for managers, 'bonuses' to employees or 'ESG requirements' on shareholders, in order to align the interests of shareholder, managers and employees, with the common good of a business organisation and the society in general remaining in sync. These trying measures are designed to induce agency benefit. Unfor-

tunately, companies are still focused on profits, and these monetary measures, currently, are seen to work contrary to this interest alignment. Thus, there does not seem to be a clear incentive for managers sitting at their desks, as these ESG initiatives will in the short-run affect their bonuses.

The integrity issue for corporate executives means a corporate commitment to address ESG-related market failures by minimising agency costs and maximising agency benefits in a corporate's decision-making equations.

Challenges for Fulfilling ESG Obligations

Economics argues for its Principle 4, where a price determination mechanism is a most efficient way to allocate or reallocate scarce resources for economic efficiency, according to a free (invisible hand) interaction between buyers and sellers, or between consumers and producers in a marketplace, according to the law of demand and the law of supply (Farnham, 2021, pp.48-49, pp. 46,48, p.228, p.64).

Standards Australia (May, 2022) pointed out four main challenges to address ESG issues:

1. Environmental degradation and social inequity continue to grow, despite massive growth in ESG investment, products and services.
2. Lack of harmonisation - numerous voluntary frameworks and standards, for example, CDP, CDSB, GRI, SASB, IIRC, TCFD exist - and this can confuse the market.
3. Companies - particularly small businesses - may struggle to identify and implement best practices for various ESG indicators.
4. Shareholders and investors may not know where to access accurate and trustworthy information when assessing ESG-aligned investments. Too much misinformation about, as certain vested interests oppose ESG-type sustainability issues being raised, affecting their profits, thus the share price and indeed the value of the business (which is part of the share price).

The source of four challenges is a missing market where a demand-supply mechanism is established. Prices to compensate companies to address environmental degradation and social inequity are very difficult to manage and are measured without a market where demand or supply can interact and operate for an equilibrium outcome. Carbon credits are an attempt to establish a market where companies or countries can sell or buy carbon credits in order to control the world total of carbon emissions. The income tax system is also an attempt or a mechanism to transfer some payments from rich to poor and from companies with wind-fall profits to their disadvantaged people, in order to address inequality issues.

The integrity issue in business for corporate executives highlights a need for a global cooperative effort to develop a world-wide market mechanism, where the demand and supply law is operational to induce visible costs and benefits for corporate commitments and actions to ESG.

ESG for Future Sustainability

Economics points out its Principle 5, where an economic decision is no more than a trade-off between various alternative options, for example, a choice between short-term and long-term interests, short-run and long-run production possibility curves (Farnham, 2021).

James, Chalmers, etc, (Oct 28, 2021) in their PwC Report argued that ESG and sustainability are closely related. ESG screens companies based on criteria related to being pro-social, environmentally friendly, and with good corporate governance. ESG looks at how a company's management and stakeholders make decisions on the short-run, while sustainability considers the impact of those decisions on the long-run. Paying costs for these ESG measures in the short-run can lead to sustainability benefits in the long-run.

The integrity issue for corporate executives speaks to a strong need to practise as a corporate citizen by careful balancing between a corporate short-run interest and a social long-run interest.

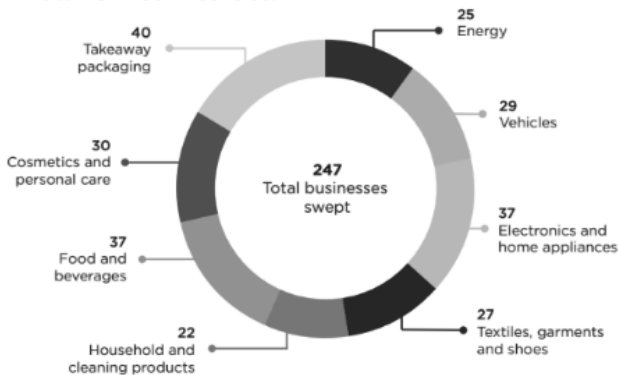
ESG-Related Imperfect Information or Market Inefficiency

Economics assumes its Principle 6, where market is efficient because information is perfect. In ESG area, markets often fail to provide perfect information or sometimes do provide false information (Farnham, 2021).

The ACCC published its report ACCC (ACCC, March 2, 2023) on the internet sweep of 247 businesses. The ACCC internet sweep identified misleading environmental and sustainability marketing claims in October/November 2022. Under the Competition and Consumer Act (CCA), the ACCC can use powers under s155 of the Act to obtain information, documents and evidence in relation to matters which may constitute a contravention of the CCA. The ACCC can also issue substantiation notices requiring a person or business to give information and/or produce documents that could be capable of substantiating or supporting a claim or representation made by the person or business.

Snapshot of findings

BREAKDOWN OF BUSINESSES SWEEP

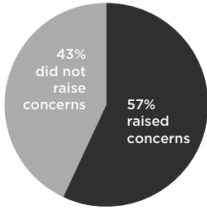


The report found more than half of the businesses reviewed made concerning claims about their environmental or sustainability practices. Of the 247 businesses reviewed during the sweep, 57 per cent were identified as having made concerning claims about their environmental credentials. The cosmetic, clothing and footwear and food and drink sectors were found to have the highest proportion of con-

cerning claims among the industries targeted in the operation. Other sectors examined also had a significant proportion of concerning claims.

KEY TAKEAWAYS

Overall proportion of businesses identified as making concerning claims



SOME BUSINESSES ARE:

- 1 using vague or unclear environmental claims
- 2 not providing sufficient evidence for their claims
- 3 setting environmental goals without clear plans for how these will be achieved
- 4 using third-party certifications and symbols in a confusing way.

SECTORS WITH THE GREATEST PROPORTION OF CONCERNING ENVIRONMENTAL CLAIMS



Cosmetic and personal care

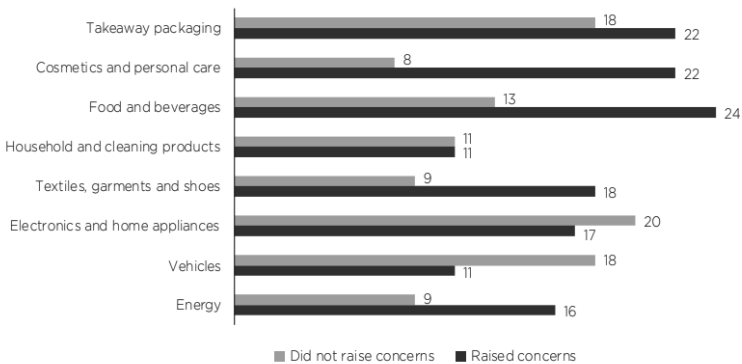


Textiles, garments and shoes



Food and beverages

NUMBER OF BUSINESSES MAKING CONCERNING CLAIMS BY SECTOR



Businesses using broad claims like ‘environmentally friendly’, ‘green’, or ‘sustainable’ are obliged to back up these claims through reliable scientific reports, transparent supply-chain information, rep-

utable third-party certification or other forms of evidence. To do otherwise is ‘greenwashing’:

Sustainability claims may be made in a variety of ways:

- **Product specific claims:** These may appear on packaging, websites, advertisements or social media posts by influencers.
- **Company-wide claims:** These will generally appear on websites or in corporate social responsibility statements and reporting documents.
- **Claims using logos and symbols (including certification trademarks):** These can appear on product packaging, websites, or advertisements.

The report found 8 issues in internet false claims that demonstrate many significant issues in imperfect information and market inefficiency:

1. Vague and unqualified claims
2. A lack of substantiating information
3. Use of absolute claims
4. Use of inequivalent comparisons
5. Exaggerating benefits or omitting relevant important information
6. The use of aspirational claims, with little information on how these goals will be achieved
7. Use of irrelevant third-party certifications
8. Use of images which appear to be trademarks

The integrity issue for corporate executives is to uphold the business ethics and corporate code of conduct, operating and managing business in an honest and transparent manner.

ESG-Driven Demand for CSOs for the Future

Economics predicts in line with its Principle 7 a shortage in association with a price rise occurs, where supply is less than demand or demand is greater than supply, in terms of moving towards market equilibrium (Farnham, 2021, pp.64-65).

Weinreb Group (2021) published a report which predicts the recruitment trend for CSOs (Chief Sustainability Officer) and this trend is determined by the following six major requirements on companies (Michelson, Joan, Dec. 27, 2021):

1. Being CEO now requires ESG values, expertise, communication skills and accountability;
2. The ACCC and ASIC are developing rules for mandatory ESG reporting;
3. Money talks: A dramatic rise in ESG-focused investing, including from the world's largest asset manager;
4. Talent rules: the pandemic has obviously shone a spotlight on employee wellbeing, on workplace safety, and on how valuable talent is, even as it redefined the 'workplace'.
5. ASX now requires diversity on boards of listed companies to publicly disclose...information on the voluntary self-identified gender and racial characteristics and LGBTQ+ status... of the company's board of directors;
6. Exponential increase in Chief Sustainability Officer (CSO) and Chief Diversity Officer (CDO...

There has been at least a 228% increase in the number of chief sustainability officers (and similar titles) over the past 10 years, 54% of whom are women, with a particular spike in 2020, according to a June Report from the Weinreb Group.

Integrity issues for corporate executives means a plan to act quickly to equip companies or business organisations with professionals in ESG is required.

Conclusion

Seven economics principles have been applied to analyse seven groups of ESG-related issues. The analysis from an economics perspective has provided corporate executives with a reference guideline in order to consider and address seven groups of ESG-related integrity issues:

1. Compulsion to take the economics principle of scarcity and opportunity cost into consideration in the process of developing corporate vision, mission and values, as well as, business strategies, plans, policies and processes;

2. Mindset change to its business goal by achieving a balance between its profit maximisation and the corporate citizen's responsibilities for environmental protection, social wellbeing and good corporate governance;
3. Corporate commitment to address ESG-related market failures by minimising agency costs and maximising agency benefits in the corporate's decision-making equations;
4. Need for a global cooperative effort to develop a world-wide market mechanism where the demand and supply law is operational to induce visible costs and benefits of ESG for corporate commitments and actions;
5. Strong need to practise as a corporate citizen by careful balancing between a short-run corporate interest and a long-run social interest;
6. Requirement to uphold the business ethics and corporate code of action in operating and managing business in an honest and transparent manner;
7. Plan to act quickly to equip companies or business organisations with professionals in ESG.

It is strongly considered that ESG issues are not only legal and moral in nature, but that they are also significant from an economics perspective, in so far as corporate executives need to consider resolutions, in order that the long-term benefits of environmental, social and governance responsibilities are apparent in years to come.

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The Myth of Integrity in the Modern Academic World

Jim Mienczakowski

February 2024

HAMLET

What's the news?

ROSENCRANTZ

None, my lord, but that the world's grown honest.

HAMLET

Then is doomsday near: but your news is not true.

William Shakespeare, Hamlet, Act II, Scene II

This chapter discusses questions around different behaviours and understandings that cloud clear thinking around matters of integrity.

Academic integrity: An important standard or an unachievable aspiration?

It is hard to find evidence of (or imagine) any mainstream society successfully flourishing within an environment absolutely lacking a notion of integrity. Long before the Dungeons & Dragons franchise laid claim to the expression 'Honour Amongst Thieves', it has been well understood that even gangs of rogues and criminals actually need a set of *clan rules by which to abide*, and the ancient Roman philosopher, Cicero, noted as much. Rules like never stealing from each other would be necessary and sensible to ensure that criminal gang members could (at least) trust each other. Yet, everywhere dishonesty prospers.

Logically, in order for cheating and dishonest practices to thrive, you first need the integrity of honest practices to be established so that cheats can take advantage of them. All viable, developed societies have concepts of honour, integrity and maintain values by which they seek to flourish. Lacking integrity always has to be seen as unacceptable, otherwise, everyone would constantly steal, cheat, lie and deceive. Societies would collapse and life and human progress in them would be unbearably difficult. We know this because it sometimes happens in parts of the world during periods of war, famine and economic strife. In such environments, bribery, murder and violent crime become the norm.

Obviously, that is the extreme end of the spectrum and, clearly, a long way from issues of integrity in university settings. Once established, however, as a moral parameter, integrity is not negotiable and it applies to all decisions and actions, no matter how great or small they seem.

What is integrity?

Ultimately, behaving with integrity means more than just telling the truth and behaving honestly. It implies ensuring that everything

within your sphere of control and existence is ethically devised and maintained.

Universities place great emphasis upon their institutional reputation, prizing themselves for their reliable integrity and proven academic quality. It is important that they do this. Just as you would not wish to unwittingly buy a Rolex watch for \$20,000, only to discover it is a cheap \$50 copy, nobody sensibly seeks to employ those who have gained fake academic qualifications or those who have cheated their way through their degree courses. Yet, as we know, fake watches and student academic misconduct remain common place.

Not only students cheat

And, it is not just the students who are implicated in matters of failed integrity (Louise Burke, *The West Australian*, 02/09/2010). Sadly, in extreme cases, even some academic staff have been embroiled in accusations of offering to improve vulnerable students' grades in return for sexual favours or cash. Although such incidents have been reported over the years, they do not seem to be that commonplace in western institutions. And, thankfully, when caught, wrongdoing staff are usually swiftly dealt with.

Whilst universities seek to ensure academic integrity in all matters, there are no guarantees that integrity is upheld in all instances and at all levels. There are many points of difficulty and there is complex fogginess in sustaining the moral high ground here. Some decades ago, I recall an American business academic (who was somewhat problematic with both colleagues and students) being frogmarched off an Australian university campus when it was discovered that the academic qualifications he had presented (in order to gain employment) were not his own.

Full marks to the university for removing the fake scholar, but he had been teaching business subjects for a number of semesters. No mention was ever made with regard to the grades he had awarded to students during the time he'd operated as a bogus academic. Their papers might later have all been 're-marked' by other (qualified)

staff. Those who had been ‘failed’ by the fake might have subsequently even been awarded pass marks. Those who’d received pass marks would probably not have been insisting on their papers being reassessed. Undoubtedly, some level of adjustment would have been employed to ensure that students would not be disadvantaged by the university’s error in commissioning the academic imposter. But what of integrity?

- I. Surely student learning must have been disadvantaged by having to engage with an imposter whose academic competencies were highly questionable?
- II. Were these students, perhaps, ‘academically’ short-changed because the university possibly sought the matter to be quietly resolved? Students had paid to receive a competent teacher. Did they receive one?

As you can see, raising issues of integrity can result in unforeseen and variable complexities. **Integrity brings with it rewards, but sometimes it carries an unexpected price.**

Truth and integrity

The murkiest of all waters are those around the use of Generative AI and contract assignment arrangements - issues which now plague the global academic venture. And, no matter where you are from or the family, school and religious values with which you were instilled as a child, your practical orientation towards being incorruptible, honest and virtuous may reflect a complicated relationship with your own personal situation and notions of the true costs of integrity.

I have previously heard, in student misconduct cases, claims that ‘students did not understand or know’ that they were committing academic misconduct or that they ‘simply could not afford to fail because of family pressure’, so they were obliged to cheat. In some of these committee hearings, I had no doubt that the students were telling the sad truth - but that does not change anything in terms of maintaining integrity as a requirement.

Immutable truth

The truth is, always, logically immutable. Often, people these days speak of 'their truths' or of 'his' or 'her truth' being different to 'my truth' or the 'authority's truth' (as if there are multiple truths amongst different people). What they, more accurately, should be declaring is that 'their perspectives' or 'interpretations' of certain events are different to other people's. There is only ever one truth which may be viewed from many different perspectives, but the truth does not change - only its interpretation can vary.

So, if a student has cheated because they did not fully understand the rules around plagiarism, the truth remains that they cheated. Their explanation might allow us to be lenient and ensure that they now clearly know all of the academic integrity requirements, but they have still cheated.

Integrity and culture

Having lived and worked for many years in Europe, West Indies, Middle East and Asia, I have witnessed first-hand the challenges faced by lecturers, students, and institutions with regard to ensuring academic integrity.

- In some parts of the world, it is not cheating that is considered shameful - but getting caught.
- Some cultures see more shame in a student failing than in them cheating their way to success - this is especially important when families are committing scarce financial resources to supporting their children's education or if 'failure' is seen to bring 'shame' upon the family.

Consequently, understanding the constraints and pressures upon students who feel obliged or inclined to cheat is important and complex. But there are also those who simply wish to take the easy path and try to cheat the system because they believe they will not get caught.

Integrity is integrity

And there are no blurred lines or grey areas here. **Integrity in matters of scholarship and academic achievement is not only anticipated, it is always demanded of students in good academic enterprises.** Without integrity, university qualifications will become worthless. Your degrees will be devalued. Your qualifications will become marginalised and set aside by employers.

Can integrity be measured and ensured?

Integrity is hard to measure and almost impossible to guarantee across all assessment situations. Moreover, academic integrity seems, increasingly, to be an ‘aspirational concept’. Difficult to detect Generative AI, copied and purchased assignment writing, and ‘gaming the assessment system’ approaches are all ways in which students may negatively impact the ‘integrity aspirations’ of their universities. And, even if caught, are the academic penalties imposed severe enough to act as deterrents to others? That is debatable. Integrity can be sought but not guaranteed.

Has international student revenue compromised university integrity in any way?

In today’s university, international student income is seen as the ‘Holy Grail’ for institutional wellbeing. International student income has led to Australian VCs being the highest paid in the world ([Julie Hare](#) Education editor Jan 25, 2024. AFR) with even the VC of lowly Canberra (ranked a modest joint 421st, globally) earning \$1,045,000. This is the same salary level as the VC of the world’s top-ranked University of Oxford! And many Australian VCs quietly take home much greater salaries than that.

Is the increasing wealth accrued from large international student numbers raising questions of ‘institutional integrity’?

Unfortunately, it appears so. In the UK, the Russell Group’s leading York University is now *reducing its academic threshold standards*

to allow in even more international students to whom they will give extra support, so as to bring them forward with their studies. York, like a number of other UK unis, is in deep economic strife, with a \$50M deficit this year (THES 24/01/2024). University financial shortages are also now commonplace across Australia, New Zealand, North America and the UK.

The ABC (15.01.2024) has recently returned to the one perennial question asked of universities, that is, whether or not the entry requirements for international and domestic students are the same.

As usual, from across the sector, multiple answers are given:

- Some institutions labour the notion that, as international students and domestic students come from different schooling and language systems, assessment approaches need to be different.
- Others prefer to say that academic judgements are made with regard to the student's perceived ability to succeed in any given programme.
- The University of Sydney requires all students to meet ATAR requirements, although, the required ATAR is slightly lower for international students in some offerings than in others.
- Over the years, much effort has been expended in trying to ensure that international students possess the academic and linguistic skills necessary to study Australian tertiary courses successfully.

The question remains: **If both international and domestic cohorts are studying for the same awards in the same university, should there be any difference at all in the height of the requirement's bar set for students to enter a programme?**

And students continue to seek to arrive in Australia - not just for education but for economic benefits leading to claims of 'visa rorting'.

In The Australian Newspaper (24/01/2024), Mike Ferguson (PVC International Charles Sturt), notes:

‘By prioritising and giving a light touch to visa applications for supposedly low-risk providers, the government is explicitly signalling where the system’s weak spot is, and, consequently, which providers non-genuine students should target - some of whom will be poorly equipped to handle this. This could create new visa rorts, together with increased rates of “course-hopping”, where students transfer from universities to cheaper providers after arriving in Australia’.

Although Mike Ferguson is alluding to visa rorts with students entering lower ranked Australian universities and then swapping to cheaper vocational education providers, he is nudging the tip of the international student iceberg which embraces the very firm alignment of work and residency visas being a significant part of the drive for students to enter not only Australian institutions but also those of the USA, UK, South Korea and several European nations.

Moreover, the Chair of University Australia, Mark Scott, is vehemently decrying the possibility of the billions in revenue being brought to our universities by international students being taxed (The Australian, 24.01.2024). The GO8 universities constantly argue that international student revenue allows them to do cutting edge research and maintain high academic standards. That said, the foreign student revenue does not seem to be entirely expended on research activities.

Naturally, the GO8 grouping is also horrified by the suggestion of their international student revenue being taxed. Yet, nobody seems to be raising the term ‘integrity’ with regard to University Australia’s position on tax. With major impacts on national rental housing shortages, declining post-study work possibilities and a huge cost of living increase for all, why wouldn’t the revenue glut afforded by international students bringing money to universities attract tax? With leading Australian VCs mostly drawing salaries in excess of \$1.4M, plus other perks, in what way should our universities be treated as non-taxable charities rather than the corporate (high wage) environments

that they are? And, in what ways wouldn't the lure and requirement for ever-larger international student numbers create a downwards vortex of pressure upon student entry standards, readiness, and suitability?

So, in terms of thorough institution-wide integrity, there are a few enigmas:

Our institutions are in the midst of a Kantian deontological versus utilitarian/consequential debate (Hirschheim R and Klein HK, 1989), where the decisions made in order to seek ever greater social, moral good are made against a spiralling demand for a utilitarian pragmatism in growing international student revenue, which, in turn, needs to be appraised with regard to potential impacts upon the business cases of each university. Essentially, the utilitarian approach would accept softening international student entry requirements to allow greater access and, therefore, higher revenue, which would be good for the financial health of their organisations. However, the Kantian position totally rejects the notion that morality is about calculating consequences. It espouses that standards cannot be varied just because you need the money.

Short-term leadership thinking?

What we are not (currently) seeing from our \$1M+ per annum salaried VCs is any alternative models put forward to support our current institutions into a sustainable future. Therefore, is it possible that university leaderships are more interested in maintaining their own personal financial well-being than in ensuring a more sustainable future for their institutions? I hope that is not the case.

International student growth is wonderful and (hopefully) culturally and socially beneficial for all nationalities and nations involved. But the financial benefits brought with it are not just positives, as such - they have become essential to the entire sector.

The necessity to continue the inflow of international revenue (via onshore and offshore Australian entities) represents a fragile dynam-

ic. Currently, Australia and the western world are at the cutting edge of this student revenue mountain. But for how much longer?

Integrity challenges

In 2023 the Australian Government's ATO is reported to have taken more revenue (\$4.9 billion) from the 7.1% interest rate charged on the \$74 billion student HECS & HELP-SFSS loans than it has from the petroleum resource rent tax (\$2.2 billion). Consequently, Richard Denniss (*Exec Director of Think Tank, Australia Institute Australia*), commented at the National Press Club that Australia subsidises the fossil fuel industry whilst charging kids a fortune to attend university.

Should students be saddled with higher taxation and ever-growing HECS debts to a level greater than the tax debts of the fossil fuels industries? Is that an ethical or acceptable scenario?

Conclusion

Seen in those terms, both domestic and international higher education strategies in Australia need a radical re-think, as neither appear sustainable. Academic integrity, for tertiary students, will remain a hill that they must all climb. As Australian public universities continue to become more corporate enterprises than public good education providers in their focus, their institutional integrity and ethical dealing with fee-paying students (which is all of them) will need even closer scrutiny - so, too, will the salaries and status-seeking behaviours of their leadership. Conversely, various smaller private degree education providers have (largely) adjusted to the requirements of providing students with value-for-money educations and qualifications. Our larger public sector universities now need to actually change their business approaches and meet the future by constructively changing. Fortunately, university providers like UBSS made the necessary transition long ago and already firmly focus upon

integrity, value for money and service to students, rather than salary inflation.

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Artistic Integrity and Copyright Implications of AI-Generated Music

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The music industry is at a crossroads when it comes to the implications of the incorporated use of AI affecting artistic integrity as well as copyright liability. Legal disputes are emerging, raising questions about content ownership and protection. On the commercial front, transparency about AI use is paramount, with artists now taking measures to control the use of their content and unique stylistic timbres and nuances in AI models. Generative artificial intelligence (AI) presents new avenues for opportunities for music production, but also raises critical questions about the future of art and the role of human artists. This paper considers to what extent music creators in the industry should be able to leverage the benefits of AI without compromising their own or another musician's artistic integrity.

Copyright and court rulings

Loeb & Loeb (2023) note that the Copyright Office and at least one US federal court have already ruled that images, text and video created entirely by AI are not protected by copyright law because copyright requires human authorship, which remains a necessary condition in copyright law. A human author's decision to add artistic elements to an AI-generated work or to arrange multiple images in a particular order, however, can result in protectable content.

This has exacerbated the concerns of performing artists, in that their works and unique commercial sound are being used to train AI systems. In late 2023, a class action was filed against an AI platform, alleging that its model infringes copyrighted song lyrics. While there have been previous lawsuits filed against AI platforms by book authors and visual artists, Lane (2023) writes that this is the first legal action targeting AI technology filed by a music publisher. The outcome of this lawsuit will be pivotal in assessing where copyright infringement issues are headed.

AI voice replication

As an example, the voice of Rihanna has also been AI-regenerated in a separate viral social media snippet, where an AI replication of her voice can be heard 'singing' the Beyoncé hit, *Cuff It*. Another song that has drawn attention, recently, is a cover version of Ice Spice's *Munch (Feelin' U)*, where the vocals are 'performed' by an AI copycat of Drake's voice. As Dalugdug (2023) notes, it is currently being posted and reposted across social media sites, including Twitter and TikTok. Drake has since responded to label it as "the final straw".

Universal Music responded to the 'fake Drake' viral AI track, according to Pymnts (2023), saying the training of generative AI using artists' music and the availability of infringing content created with generative AI "begs the question as to which side of history all stakeholders in the music ecosystem want to be on: the side of artists, fans

and human creative expression, or on the side of deep fakes, fraud and denying artists their due compensation.”

Jeffrey Harleston, Universal Music’s General Counsel stated in Tencer (2023), that an artist’s voice “is often the most valuable part of their livelihood and public persona, and to steal it, no matter the means, is wrong.”

The track, *Heart on My Sleeve*, credited to the ‘artist’, Ghostwriter, has racked up more than 230,000 plays on YouTube, and more than 625,000 plays on Spotify. In addition to AI-replicated vocals of Drake, the track also features AI-replicated vocals of The Weeknd’s voice. Ingham (2023) notes that the contentious issue *Heart on My Sleeve* has raised stems from the fact that the audio and video files of the full 2-minute-14-second track have been successfully distributed to multiple music streaming services, including Spotify, YouTube and Apple Music.

Coscarelli (2023) reports that while an AI-derived Rihanna singing a Beyoncé song or an AI-generated Kanye West doing *Hey There Delilah* may seem like a harmless lark, the arrival of *Heart on My Sleeve* on official streaming services, complete with shrewd online marketing from its anonymous creator, intensified alarm bells that were already ringing in the music business, where corporations have grown concerned about AI models learning from, and then diluting, their copyrighted material.

The debate rages

So, while the debate rages over the legal and ethical ramifications of the current uses for this technology, what are the consequences for the millions of music creators worldwide who now have ready access to this technology, and what are their responsibilities to the integrity of their industry? One thing is certain, the genie is out of the bottle and the industry must find ways to work with this technology.

A songwriter/producer on a laptop, developing content on software that is far more powerful and, indeed, cheaper, than all the technology available in the bricks and mortar analogue studios of the

past, has at their disposal a digital library of AI-generated voices of most famous artists, current or past.

What possibilities does this offer?

You are now able to write a song, with the help of tools which take care of harmonic, rhythmic and melodic structure, record the vocals yourself (even if you cannot sing very well), upload your vocal file to an app which will convert this to the voice of any artist of your choosing, and correct any pitch and timing discrepancies at the same time.

When considering the artistic ethics and integrity of such a world, (that is already upon us), is there a way all this can be controlled? Regulation of such a global movement already seems, realistically, unattainable.

Perhaps the delivery services of all this content, i.e., Google, Meta, X, Tik Tok, YouTube, Spotify, and the many more, will adopt a code of practice to certify the authenticity and integrity of all products on their platforms. It is a bit like the food industry's code of organic certification, nevertheless, one would have to be highly sceptical of this happening any time soon.

And what of the consumer in all of this? No one seems to be outraged at hearing music with an AI-generated Taylor Swift, Kanye or Rihanna. Quite the contrary, just another fun thing to amuse Generations X to Alpha.

So once again, as has happened so many times in the history of music and mankind's relationship with it, we sail ahead into relatively uncharted waters, lead on by technology of our own creation.

One big question must be posed at this time

Is popular music getting better, or are we being overwhelmed by the massive amount of vapid content?

Perhaps Aldous Huxley should have the final say, since he so accurately predicted in his 1932 book, 'Brave New World':

“If the world were perfect and everything was easy, nothing would have any meaning.”

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The Critical Role of Academic and Business Integrity in Tertiary Music Education

Issac Chung Lee

Ian Bofinger

At an institutional level, a culture of integrity *must* exist as the fundamental core of an organization. Building such a culture requires honest action and commitment at the top, bottom, and throughout an organization. ICAI (2023) notes that promoting the fundamental values of academic integrity in education requires balancing high standards of integrity with the educational mission, as well as compassion and concern.

Australian Higher Education Providers also have a legal responsibility to provide accurate information to potential students. In an increasingly competitive sector promotional imperatives place pressure on providers to ‘sell’ degrees to an ever-decreasing marketplace. Hall (2019) notes that given the indeterminate nature of performing art’s careers, not to mention the ‘intangible product’ that is higher education, the implicit or explicit indication of an assurance of career success upon completion of the degree could be regarded as being

overstated. In the current recruitment climate, the integrity of marketing campaigns by some tertiary music providers has become dubious.

This article examines the foundation and cultural elements of business integrity that the Australian Academy of Music and Performing Arts (AMPA) operates. The central pillars upon which this has been conceived remain as quality, truth and respect. As the idiom goes AMPA believes that not only should you ‘talk the talk’ but also ‘walk the walk’.

TEQSA (2023) describes Academic integrity as ‘*the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility.*’ Protecting individual and institutional reputation is a responsibility of both the student and provider as ‘actions that undermine the academic integrity of your course or institution could affect your reputation in the future.’ As such academic integrity is a critical element of the business integrity of tertiary music education providers.

As outlined in Esterday (2022), the *Seven Principles of Business Integrity* are trust, quality, follow-through, corporate citizenship, value creation, willingness to change and respect.

Corporate quality and honesty are further distilled by Camberlion (2021) into the areas of 1) Moral Principles, 2) Leadership, 3) Communication, 4) Respect and 5) Personalisation. These principles guide AMPA’s approach to dealing with staff, students and the wider community.

Moral Principles

Most companies have a mission statement that announces their message and main moral principle. It’s the first insight into a business’s values, and it allows customers and in the case of higher education providers, potential students, the ability to decide whether they want to study and ultimately support the business.

AMPA has based the Mission and Vision Statement on moral principles that are the cornerstone of the beliefs and pedagogical goals

held by the business owners and senior management alike. These goals were best defined during the early commencement years of the institution by its' founder, Kyunghee Lee, who dreamed of an institution "where learning is experienced not only as classes, methods and means to an end, but as a way of life built on guidance and support; where staff and students feel a part of a family – where each individual is nurtured and encouraged to develop his or her abilities to their richest, most personal fruition."

Vision Statement - AMPA is committed to becoming a leader of music and arts education in Australia and beyond, constantly striving towards distinction in performance, creativity and scholarship. Students are educated to the highest standards based on the best possible professional practice. Through our graduates, faculty and community alike, AMPA seeks to leave a positive impact on the music and performing arts arena.

The *Mission* of AMPA is to provide the highest standard of music and performing arts education through:

- * The delivery of tertiary programs, training and research of international quality;
- * Graduates empowered with greater knowledge, ability and professional practice; and,
- * The inspiration of creativity, appreciation and commitment to music and the arts in all people.

Lead by Example

In the words of Albert Schweitzer, "example is not the main thing in influencing others; it is the only thing". Integrity in leadership is crucial, and the best way to promote a specific behaviour in your workplace is by promoting it with your own.

While organisations often depend on HR, policies and training programs to regulate behaviour, leaders that openly embrace integrity will have the greatest influence on staff. Leaders at AMPA, as key role models, are expected to not only communicate the appropriate behaviours but also follow through with actions and decisions based

on these values. Staff and students will often be the first to notice a leader that doesn't "practice what they preach", resulting in grey spots on the moral compass or encouraging them to emulate the behaviour. As stated by the Queens School of Business (n.d.), leaders should also reward and encourage good moral behaviour while addressing inappropriate behaviour swiftly to foster an environment where integrity can thrive. These principles are significant as AMPA develops leaders of the future who will enter the workforce with acquired behaviours and values.

Open Communication

Perry (2022) notes that leadership has moved towards "social skills, not power and control". Communication should therefore be central to the leadership process and build trust through the exchange of information between leaders and followers.

AMPA was founded with the traditional European conservatoire in mind, where students could specialise and develop knowledge through individual relationships in an intimate learning environment. The emphasis on interpersonal relationships is key and has carried across into AMPA's *'family model'*, where a culture of personal conversation is preferred over top-down, vertical communication. The strictly open-door policy for staff, highly specialised courses and intake limits, feedback mechanisms and emphasis on individual study programs combine to provide students with a nurturing environment where they feel safe and supported. From the first week students will commence individual lessons in their major and minor studies, while forming ensemble and project groups where they will learn the essence of teamwork. This intimate environment leads to increased levels of engagement, operational flexibility, honest communication and overall alignment with AMPA's integrity principles (Kamm, 2019).

Respect

Respect is threaded into the fabric of the AMPA *'family'*, where no two people are the same and differences in culture, talents, ideas, and expression of creativity are valued. The precedent of treating others in a way that you would like to be treated is the baseline for all interactions, whether it is students giving weekly peer feedback during performance classes or recruitment staff providing course advice in the best interest of the student.

Personalisation

The *'family model'* is also extended to prospective students and the greater public in AMPA's marketing approach. Advertising guidelines are controlled closely to ensure common university and performing arts pitfalls are avoided (Bradley, 2018; Hall, 2019). Each applicant is assigned a single admissions officer guiding them through the application process, through to a one-on-one audition and consultation with the Head of Dance or Executive Dean. At orientation new students will be buddied with current students and join small groups of up to six, and music students will each meet with the Head of Music or Head of Dance to discuss a personalised course plan. The use of international education agents is also limited to under ten agencies at any given time to ensure a high level of quality control. Although contrarian, the approach at AMPA is worth considering in a sector that revolves around mass enrolments, AI sales tools and extensive agent networks.

AMPA's inherent values of business integrity have built the nationally recognised, high standard tertiary music provider that exists today. To achieve this AMPA has been conducting business with honesty and strong moral and ethical principles. In practice, this has meant doing what we say we are going to do and holding both our staff and students accountable for our actions. Conducting business with integrity has also involved adherence to our values through our

actions, behaviours and decisions and having the character and courage to always do what is right, not just what is easy.

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The Role of Governance – ensuring Integrity in Business and Academia

Mordechai Katash

What is Integrity?

Integrity is a multifaceted concept that lies at the heart of moral philosophy and ethics, encompassing honesty, consistency of character, and adherence to moral and ethical principles. Integrity is a quality that is admired in individuals, institutions, and societies alike, signifying the coherence between one's beliefs, words, and actions. Further, Integrity implies a firm adherence to a strict moral or ethical code.

At its core, integrity involves honesty, but it extends beyond truthfulness to embody the wholeness of a person's character. It is about being true to oneself and maintaining consistency in actions, values, methods, measures, principles, expectations, and outcomes. As an example, Integrity can be seen when individuals act according to their beliefs and values across all aspects of life, demonstrating reliability, trustworthiness, and fairness in personal, communal and pro-

fessional contexts. It requires courage, resilience and a long- time horizon thinking, as maintaining integrity often means standing up for what one believes is right, even in the face of adversity or when it comes to personal cost.

In organisational contexts, integrity is foundational to establishing trust and ethical conduct - as integrity must be exemplified, and taught by Governance and Executive Leadership personnel. It affects the culture and ethical climate of the organisation and has a positive correlation with influencing how decisions are made and how employees interact. A culture of integrity is characterised by transparency, fairness, and accountability, where ethical behaviour is encouraged and celebrated, and unethical practices are promptly addressed and are not tolerated.

The significance of integrity goes way beyond individual, communal and organisational levels, impacting society as a whole. Societies that value integrity tend to foster justice, equality, and respect for all individuals, creating an environment where ethical norms and principles guide behaviour, and where individuals can trust in the fairness and transparency of governmental institutions, and private & publicly listed entities.

One of the most comprehensive research and discussions on integrity can be found in the work of philosopher Stephen L. Carter in his book "Integrity" (1996). Carter explains integrity as a personal virtue but also an absolute societal necessity, emphasising its role in the fabric of social trust and the functioning of democratic institutions. In his writing, Carter argues that integrity involves three key steps -

1. Establishing what is right and what is wrong;
2. Acting on what one has established, even at personal cost; and
3. Stating openly your fundamental values, as they pertain to integrity. Carter's analysis highlights the complexity of integrity and its critical importance in all spheres of life.

Integrity, therefore, is not just an ethical directive but a lived experience, reflecting a commitment to ethical consistency that underpins trust, accountability, and respect in interpersonal, organisational and communal relations.

What is Governance?

Governance is a concept that puts in the spotlight the structures, processes, and traditions through which power is exercised and decisions are made and implemented across various types of organisations, including governmental bodies, corporations, and non-profit entities. It is essentially about who has power, who makes decisions, and how other stakeholders make their voices heard.

The *Governance Institute of Australia* suggests that “Governance encompasses the system by which an organisation is controlled and operates, and the mechanisms by which it, and its people, are held to account. Ethics, risk management, compliance and administration are all elements of governance.”

The essence of governance lies in its ability to establish the policies and practices that guide an entity, ensuring that it achieves its objectives in a manner that is accountable and responsive to the needs of all stakeholders involved. This involves a complex interplay of legislation, regulations, company or institutional policies, and customs that define the relationships between various stakeholders, including the board of directors, managers, shareholders, creditors, auditors, regulators, and other parties with interests in the organization.

At the heart of governance is the principle of accountability. Entities are expected to conduct their affairs under a framework that allows for effective oversight, ensuring that actions and decisions are taken responsibly and in the best interest of the wider community. This includes mechanisms for monitoring performance, enforcing standards, and taking corrective action when necessary.

Transparency is another critical component of governance. It requires that decisions and their enforcement are conducted in a man-

ner that follows clear rules and procedures, and that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. This openness is crucial for building trust and ensuring that stakeholders can make informed decisions about their interactions with the organization.

In the public sector, governance relates to the processes by which public institutions conduct public affairs and manage public resources. The United Nations Development Programme (UNDP) highlights principles such as participation, rule of law, transparency, responsiveness, consensus orientation, equity, effectiveness and efficiency, accountability, and strategic vision as key to good governance. These principles ensure that public administration is conducted in a manner that is inclusive, fair, and fosters economic and social development.

Good governance is essential for any society to function effectively. It ensures that social and economic resources are managed responsibly and that decisions are made in an equitable manner and in the best interests of the population. The World Bank has identified good governance as a key ingredient for sustainable development, emphasizing the importance of accountability, effective public service delivery, and the management of a country's resources for the benefit of its people.

In summary, governance is a very broad and multifaceted concept that plays a critical role in the success and sustainability of organisations and societies; hence decision-makers must contextualise and create a governance structure that is customised and suitable for its charter, constitution and activities.

The governance structure of Corporate and Academia

The governance structure of corporations is designed to facilitate effective decision-making, oversight, and accountability within the company. It typically involves a set of rules, practices, and processes by which a company is directed and controlled. Most organisations have a written document, such as a constitution, charter, and mission

statement, that stresses the purpose the organisation was formed. Key components of corporate governance include the board of directors, executive management, and shareholders. The board of directors is responsible for overseeing the company's strategic direction, ensuring integrity, and accountability, and making strategic decisions on major company issues. Executive management, including the CEO and other senior executives, handles the day-to-day operations and implements the board's directives. Shareholders, as the company's owners, have the right to vote on critical matters, such as the election of board members and other significant and strategic resolutions.

Effective corporate governance structures balance the interests of a company's many stakeholders, including shareholders, management, customers, suppliers, financiers, government, and the community. Good governance practices are crucial for ensuring transparency, fairness, and accountability within corporations, contributing to their sustainability and the protection of stakeholders' rights. These structures are vital for maintaining investor confidence and trust, enhancing brand equity, increasing customer loyalty and ultimately exceeding the company's goals and objectives.

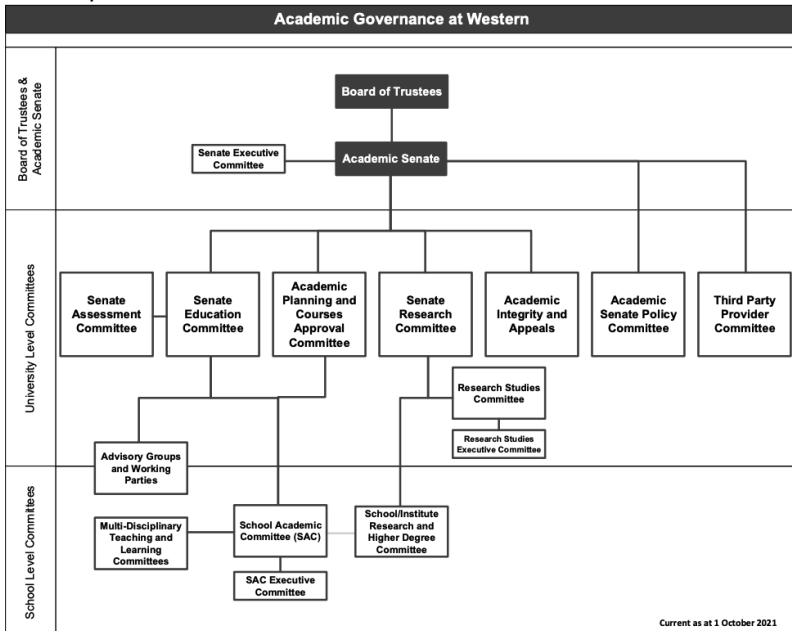
By way of example -



The governance structure in academia is crucial for maintaining the standards and integrity of educational institutions. Most higher education institutions have a governance structure that includes a board of trustees or committee members, an academic senate, and an administrative hierarchy, which is typically led by a president or chancellor. In most academic institutions, the board oversees fiscal and policy decisions, whereas the senate addresses academic affairs, and the administration manages the daily operations of the academic institution. This structure was put in place to ensure a division of responsibilities, enabling a balance between strategic oversight and academic freedom.

This tripartite-shared governance model promotes a collaborative environment where each body has defined roles, working together to fulfil the institution's mission while upholding academic excellence and integrity.

Example:



Role of Governance in driving a culture of Integrity

Governance plays a pivotal role in fostering a culture of integrity within an organisation. It creates the structural and procedural framework necessary for upholding ethical standards and ensuring that organisational practices are aligned with core values and legal requirements. When governance is robust, it not only enforces compliance but also encourages behaviours that contribute to a trustworthy and principled organisational environment.

The Board of Directors, as part of the governance body, holds the key responsibility of driving and instilling a culture of integrity. They set the tone at the top by clearly communicating expectations and the importance of integrity and openly demonstrating a commitment to ethical behaviour through their actions, which ultimately serves as a model for the rest of the organisation.

Effective governance structures implement policies and mechanisms that promote integrity, such as codes of conduct, ethics train-

ing programs, and whistle-blower policies. Governance must also include and initiate rigorous oversight, such as internal audits and control systems, to monitor adherence to these ethical policies and identify and address areas where the organisation may be falling short.

Governance is also responsible for setting up systems for accountability. If breaches of integrity occur, there must be clear consequences and governance mechanisms should ensure that these are enforced consistently and fairly.

In summary, the role of governance in driving a culture of integrity is multifaceted and essential. It involves setting the ethical tone, establishing clear policies, enforcing accountability, promoting transparency, and facilitating inclusive and ethical decision-making. A strong governance framework is the backbone of an organisational culture that values and practices integrity.

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Rolling audits – a mechanism for self-assurance and ensuring integrity

Greg Whateley
February 2024

Annual audits are common place in all organisations. They are a means of matching expectation with reality. In quality operations – the audits are more regular and usually focus on specific issues associated with performance and projection. They are frequently conducted by either an external or an independent reviewer – attempting to make the process as objective as possible.

The ideal approach is a marriage of internal, external and independent review. This provides a degree of context that is often missing in purely independent reports. The balance – in my opinion – is the ideal approach with the best possible outcomes in terms of both self-assurance and integrity.

My own institution is committed to a high level of audit (reflection) and self-assurance – consistent with the best practice in the current higher education environment. By maintaining both self-assurance and a high level of transparency – integrity is maintained.

Daily audits

Cash flow updates (cash receipts and balances) are provided each day as a means of understanding the daily shift. This is an excellent device for senior management to monitor spending and prioritise commitments. This has been occurring for a number of years and has had a most positive impact on the organisation. Essentially, we can see where we are going – and our spending and commitment is assisted greatly.

A range of *daily updates* is provided by email from the *Office of the Deputy Vice Chancellor (DVC) and Chief Executive Officer (CEO)* – whether it be operational or scholarship related – in an attempt to keep core staff up to date and informed on a daily basis. This is quite an achievement – and considerably more impressive than most providers. The added value is reinforcing the work being done by individuals within the organisation and formally acknowledging it.

Weekly audits

These same daily updates – operational and scholarship – are amalgamated each week into a *Weekly Bulletin* for all UBSS staff and is published each Monday morning as a means of keeping staff up to date and informed. It is a valuable weekly commitment that provides considerable detail for all staff – highlighting operational matters that need to be addressed and of course acknowledging scholarly work on a regular basis.

Fortnightly audits

These weekly updates are further amalgamated into a *Message from the DVC and CEO* that is provided to each UBSS and GCA staff member (and other stakeholders) every second Friday. This ensures greater transparency and keeps *everyone* informed. It is a means of further reinforcement – and of equal importance, acknowledging the work of staff on a larger stage – and also providing an all-essential long-term record. Currently these fortnightly records are not pub-

lished on the external website – perhaps this would be a further improvement process for consideration.

Monthly audits

Each month the *Executive Management Team* (including the three Campus Directors – Sydney, Melbourne and Adelaide) – meets (usually in hybrid mode – made popular as a consequence of COVID-19) and provides *Business Units Reports* (BURs) that provide detail on a range of key issues (associated with the current Strategic Plan) and provide senior staff with a most useful oversight of the business at large. The exercise is overseen by the DVC and CEO highlighting the importance of both the reports and the meetings.

These same reports are provided to the quarterly *GCA Board of Directors meetings* as a means of keeping Directors up to date and informed. It has been noted that this effort is appreciated. The reports often trigger a request for a presentation on a specific item/issue – adding to the currency of the efforts. The detail and insight are exemplary – and the corporate knowledge recorded is vital.

Monthly financial updates are provided against the agreed budget – these of course are extremely useful for monitoring progress and adjusting accordingly. Again, this regularity of reporting is essential to the spending and priority processes. There are overview elements mixed with campus specific breakdowns – all extremely useful and valuable.

Monthly Reports are provided by the *Centre for Scholarship and Research* as a means of monitoring scholarly activity across the school. Once gain these documents – available to the public – are important reinforcement of the excellent work being done by staff and stakeholders.

A sample audit is available (January 2024) at - <https://www.ubss.edu.au/media/5107/csr-update-january-2024.pdf>

An *Academic Integrity Committee* (AIC) meets (often more than monthly) ensuring that processes, policies and practices around this important area are maintained and monitored appropriately. A sen-

ior staffer chairs this audit highlighting the importance and priority. As with all standing committees – agenda and minutes are created and stored for future reference.

The UBSS *Academic Senate* (AS) meets six times a year and overviews academic activities in the school. As a standing committee of the GCA Board of Directors the minutes of these meetings are shared and help guide decision making. The minutes also serve as formal evidence (and self-assurance) of continuous improvement that is overseen accordingly. An independent chair oversees this particular initiative.

Quarterly audits

Risk and *Workplace Health and Safety* are audited/investigated quarterly under the scrutiny of a Member of the GCA Board of Directors. The audits are a standing item on all GCA Board of Directors' agenda. Both issues are vitally important and the formal audits are essential to ensure coverage and context are secure.

Significant detail is provided and working documents – that have been updated or upgraded are ratified by the GCA Board of Directors before external publication.

Trimester audits

Each trimester several audits are conducted in the form of either surveys or a committee approach.

Student Surveys (SFUs) provide evidence of the satisfaction with the teaching and learning at UBSS. These surveys commenced in T2, 2016 and have been maintained since providing an exceptionally useful longitudinal study that in turn assists with guiding the teaching and learning strategy. This process was put in place in T2, 2016 and provides a longitudinal overview of student satisfaction. The surveys also form the basis of trimester staff awards for teaching and learning.

Staff Satisfaction surveys are also conducted each trimester. These are a critical barometer for maintaining quality staff. Wherever possible suggestions are actioned. This process, has also been in place since T2, 2016 and again the longitudinal data is extremely important – not to mention useful.

GCA has in place a formal *Threshold Standards Audit Committee* (TSAC) that meets each trimester (usually multiple sessions) to carefully consider coverage of the HE Threshold Standards Audit. These standards are critical to maintaining both registration and accreditation in the sector. The quarterly reports are significant and shared with the larger/extended community to ensure compliance.

The most recent (February 2024) audit can be viewed at - <https://www.ubss.edu.au/media/5123/threshold-standards-audit-february-2024.pdf>

A *Grades Review Committee* (GRC) is active each trimester over-viewing grade distribution and ensuring the normalisation process is put in place – and that a comprehensive report is provided to both the UBSS Academic Senate and GCA Board of Directors. This same report is made available publicly – quite unique in the sector.

The most recent (T2, 2023) report can be viewed at - <https://www.ubss.edu.au/media/5098/t3-2023-grade-distributions.pdf>

A *Course Advisory Committee* (CAC) meets formally each trimester to consider new innovations and any changes to programmes needed – an essential element of both self- assurance and continuous improvement. The independent/external influence here is critical to the quality of product and delivery. Expertise (including an independent chair) again assists with integrity.

Annual audits

Finance audits (external) are conducted by a reputable authority. These are critical for reporting to regulators and shareholders. These audits are usually conducted over a three-to-six-month period with

independent auditors examining, at close range, the financial activity and conduct of the organisation.

A *UBSS Annual Report* is provided each year (usually early in the following year) that overviews performance against the UBSS Strategic Plan. Embedded projections also serve as a means of providing the necessary focus for the year ahead.

The most recent (2023, published in early 2024) can be viewed at – <https://www.ubss.edu.au/media/5111/ubss-annual-report-2023.pdf>

Ad hoc audits

Wellness is formally audited twice a year – but the context is open for ad hoc access as required. The trimester student and staff surveys feed into this mechanism quite effectively as does monitoring of sexual assault and sexual harassment.

The *UBSS Strategic Plan* is reviewed regularly and is adjusted accordingly in an essentially ad hoc manner. My long-held view is that a strategic plan that is not regularly reviewed is a likely plan for extinction.

The most recent version (2024-2027) can be viewed at – <https://www.ubss.edu.au/media/4979/ubss-strategic-plan-2024-2027.pdf>

A rolling audit scheme for 2024 using independent, external and internal staffers

A high end (7 person) compliance team has been put in place to commence (March 2024) a set of monthly audits/investigations into ALL elements of the operation to further enhance self-assurance and prepare for the 2025 re-registration and re-accreditation process with the National Regulator.

It is essentially the commitment to this level of information and reflection that, in my opinion, is solid evidence of my own institution's commitment to quality and compliance – and in turns understands the true meaning of self-assurance. Transparency is vital in these cir-

cumstances – and this is achieved by these rolling (ongoing) audits and reports.

Well worth reading in relation to this approach to self-assurance and integrity –

Corporate Governance at GCA –

<https://www.ubss.edu.au/media/4978/corporate-governance-at-gca.pdf>

Academic Governance at UBSS –

<https://www.ubss.edu.au/media/4988/academic-governance-at-ubss.pdf>

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Upholding Integrity in Australian Resumes: Challenges, Strategies, and Ethical Considerations

Anurag Kanwar

March 2024

Integrity is a fundamental aspect of crafting resumes in the Australian job market, where transparency and honesty are valued traits. This paper delves into the significance of integrity in Australian resumes, addressing the unique challenges faced by job seekers, strategies for maintaining honesty, and the ethical considerations involved. It emphasises the importance of integrity in fostering trust and credibility in the job application process within the Australian context.

Introduction

In a competitive Australian job market resumes serve as the initial impression that job seekers make on potential employers. Integrity in

resumes is crucial as it ensures that information provided accurately represents the job seekers qualifications and experiences.

Challenges to Integrity in Australian Resume Writing

In the competitive landscape of the Australian job market, job seekers encounter numerous challenges when it comes to maintaining integrity in resume writing. One significant challenge is the temptation to embellish qualifications. With the desire to stand out among countless applicants, job seekers may feel compelled to exaggerate their educational achievements or inflate their skillset. However, such embellishments not only undermine the credibility of resumes but also risk being discovered during the hiring process, leading to severe consequences for the candidates (Smith & Jones, 2021).

Another challenge faced by Australian job seekers is the temptation to exaggerate achievements. In an effort to impress potential employers, individuals may be tempted to embellish their accomplishments or inflate their roles in past projects. While it's natural to want to showcase one's achievements, exaggerating them can erode trust and credibility, ultimately backfiring during the recruitment process. It is also important to remember that some professions such as lawyers and accountants requires professionals to behave ethically to uphold the law and preserve public trust.

Misrepresenting work experience is another common challenge encountered by Australian job seekers. Whether by inflating job titles, fabricating responsibilities, or exaggerating the duration of employment, misrepresenting work experience can lead to severe repercussions. Employers usually conduct thorough background checks, and any inconsistencies in the information provided can damage a candidate's reputation and disqualify them from consideration.

These challenges underscore the importance of maintaining integrity in Australian resume writing. Job seekers must resist the temptation to embellish qualifications, exaggerate achievements, or

misrepresent work experience to ensure the credibility and reliability of their resumes.

International Students and Integrity in Resumes

International students face unique challenges when it comes to maintaining integrity in Australian resumes. Often navigating cultural differences and unfamiliar job market norms, international students may feel pressured to conform to perceived expectations or compete with local candidates. In their eagerness to secure employment opportunities and fulfill visa requirements, international students may inadvertently overlook the importance of integrity in resume writing.

In addition, language barriers and differences in educational systems can complicate the process of accurately representing qualifications and experiences. As such, international students must exercise particular vigilance in upholding integrity in their resumes, ensuring that the information presented is truthful, accurate, and reflective of their genuine capabilities. Using resources specifically tailored to international students, and actively engaging in cultural competence training can help international students navigate the complexities of resume writing with integrity and confidence.

Strategies for Upholding Integrity in Australian Resumes

To maintain integrity in Australian resumes, job seekers can employ several strategies. Firstly, it's essential to provide accurate and verifiable information. This includes accurately representing educational qualifications, work experience, and skills. Job seekers should avoid exaggerating their achievements and instead focus on highlighting their genuine accomplishments and contributions.

Tailoring resumes to specific job applications is another effective strategy for upholding integrity. Rather than using a generic resume for all applications, job seekers should customise their resumes to align with the requirements and preferences of each employer. This

demonstrates a genuine interest in the position and ensures that the information provided is relevant and meaningful.

Additionally, seeking feedback from career advisors or mentors can help ensure that resumes accurately reflect the candidate's skills and experiences. A fresh perspective can identify areas for improvement and ensure that the resume presents the candidate in the best possible light while maintaining integrity.

The Impact of Integrity on Job Search Outcomes in Australia

In the Australian job market, the integrity demonstrated in resumes plays a pivotal role in shaping job search outcomes for candidates. Resumes characterized by honesty and transparency not only enhance the credibility of the applicant but also significantly increase the likelihood of attracting positive attention from employers (Australian Bureau of Statistics, 2019). When employers encounter resumes that accurately and truthfully represent the candidate's qualifications, experiences, and achievements, they are more inclined to view the applicant as trustworthy and reliable. This positive perception often translates into increased interest from employers, resulting in a higher probability of receiving interview invitations and potential job offers.

Conversely, resumes that contain false or misleading information can have detrimental effects on a candidate's job search efforts. Misrepresentations, exaggerations, or inaccuracies in resumes can undermine the credibility of the candidate and erode the trust established between the applicant and the employer. Employers rely on resumes as a primary means of assessing candidates' qualifications and suitability for a position. Thus, when discrepancies or inconsistencies are discovered during the recruitment process, employers may question the candidate's integrity and credibility. As a consequence, resumes tainted by falsehoods or misleading information are often met with scepticism and are less likely to progress further in the selection process. This can significantly hinder the can-

candidate's prospects of securing desirable job opportunities and impede their overall job search efforts.

The impact of integrity on job search outcomes in Australia underscores the importance of honesty, transparency, and accuracy in resume writing. Job seekers who prioritise integrity in their resumes not only demonstrate their commitment to ethical conduct but also position themselves as trustworthy and reliable candidates in the eyes of employers. By accurately representing their qualifications, experiences, and achievements, candidates can enhance their credibility, build trust with employers, and increase their chances of securing favourable job opportunities in the competitive Australian job market.

Ethical Considerations and Best Practices in Australian Resume Writing

In addition to maintaining integrity, job seekers must consider ethical principles when crafting resumes in Australia. Ethical considerations encompass a range of factors, including respecting the confidentiality of past employers, accurately representing qualifications and experiences, and avoiding plagiarism (Fair Work Ombudsman, 2023).

Respecting the confidentiality of past employers is paramount in ethical resume writing. Job seekers should refrain from disclosing sensitive information about previous employers, such as proprietary data, trade secrets, or confidential projects. Failure to uphold confidentiality not only violates ethical standards but also reflects poorly on the candidate's professionalism and trustworthiness. For example, a marketing professional applying for a new position should refrain from divulging proprietary marketing strategies or client lists from their previous employer, even if they believe it may enhance their candidacy. Instead, they should focus on highlighting their skills and achievements in a manner that respects the confidentiality of their past work.

Accurately representing qualifications and experiences is another essential ethical consideration in resume writing. Job seekers must resist the temptation to embellish or exaggerate their credentials to create a more favourable impression. For instance, a recent graduate should refrain from inflating their grades or falsely claiming proficiency in certain software programs to appear more qualified for a job. Misrepresenting qualifications not only undermines the credibility of the resume but also risks being uncovered during the recruitment process, leading to severe consequences for the candidate's reputation and employability.

Avoiding plagiarism is crucial in maintaining integrity and ethical standards in resume writing. Job seekers should refrain from copying content verbatim from online sources, resume templates, or sample resumes. Instead, they should strive to create original and personalised resumes that authentically reflect their skills and experiences. For example, the author has personally seen their own resume used by no less than two other former colleagues. Apart from providing a good laugh it raised some serious issues about the candidates trustworthiness. And in both cases the candidates were not successful. In one case the author personally interviewed on candidate inviting them to speak of their extensive qualifications (which did not exist). Plagiarism not only violates ethical principles but also demonstrates a lack of integrity and professionalism.

Adhering to ethical standards in resume writing not only promotes integrity but also demonstrates professionalism and integrity to potential employers. By respecting confidentiality, accurately representing qualifications, and avoiding plagiarism, job seekers can uphold ethical principles and present themselves as trustworthy and credible candidates in the Australian job market.

The Value of Integrity in Australian Resumes

In conclusion, integrity is essential in Australian resumes as it ensures transparency, credibility, and honesty in the job application process. By addressing challenges, employing effective strategies,

and adhering to ethical principles, job seekers can enhance the integrity of their resumes and increase their chances of success in the Australian job market. Emphasising integrity not only benefits individual candidates but also contributes to the integrity and transparency of the hiring process as a whole.

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Decoding the Mystery of AI and Business Integrity: Part 1 Threats

Arash Najmaei
Zahra Sadeghinejad
March 2024

Context

Without a doubt, artificial intelligence, and its latest offspring the generative AI as depicted in large linguistic models such as Chat GPT and other tools, has ushered the dawn of a new era in man-machine interaction. The ever-increasing capabilities of such models and technologies and the widespread and rapid adoption of them by organisations, government and the public raise numerous questions about the potential impact of AI on the integrity of business practices. Although the press is replete with arguments made by both opponents and proponents of AI in favour and against the global adoption of AI by businesses, the issue is largely unsettled and poses a mystery to be untangled. In this chapter and the next, we will offer an early attempt to decode the mysterious case of AI in the context

of business integrity. First, we define business integrity and then outline several arguments about how AI could threaten business integrity. In the next chapter, we will enumerate reasons for the role of AI in enhancing and enriching business integrity.

Defining Business Integrity

Macquarie Dictionary defines the word integrity as the state of being whole, entire, or undiminished, sound, unimpaired, or in perfect condition. Jacobs (2004) applies the concept in the business ethics context and argues that integrity connotes an unimpaired moral state, characterized by innocence, sinlessness, uprightness, honesty, and sincerity which aligns with the essence of business. Thus, we argue that business integrity refers to the sound practice of business in an honest and sincere manner.

AI and Business Integrity

Decoding the mystery of Artificial Intelligence (AI) and its implications on business integrity is a complex issue for at least three reasons: 1) As businesses increasingly integrate AI into their operations, the landscape of corporate ethics, accountability, and transparency is undergoing a profound transformation. 2) Standards and regulations that define the bounds of business integrity vary across countries and industries. For example, some industries such as financial services are highly regulated whereas others such as hospitality or retail are relatively less regulated. This variation in regulatory framework and intensity impacts business integrity standards and expectations. 3) AI is rapidly evolving, and its evolution lacks a regulatory framework. This absence of an AI regulatory framework would make fitting AI into a business integrity framework a challenging task. These issues could cause several threats that AI poses to business integrity. In what follows we outline several challenges and the ethical dilemmas that arise from the deployment of AI in the business world.

1. Bias and Discrimination

One of the most insidious threats AI poses to business integrity is the perpetuation and amplification of bias and discrimination. In general, AI systems, including machine learning algorithms, are only as unbiased as the data they are trained on. Historical data often contains biases, and when such data is used to train AI models, these models can inadvertently perpetuate and even exacerbate these biases. This can lead to discriminatory practices in hiring, lending, and advertising, among other areas, undermining the principles of fairness and equality that are fundamental to business integrity.

2. Privacy Invasions

The use of AI in businesses also raises significant privacy concerns. AI systems are capable of processing and analysing vast amounts of personal data to identify patterns, trends, and individual preferences. While this can lead to personalised services and efficiencies, it also poses a threat to individual privacy. Businesses must navigate the fine line between leveraging AI for operational efficiency and safeguarding the privacy rights of individuals, failing which they risk eroding trust and compromising their ethical standing.

3. Security Vulnerabilities

AI systems introduce new vulnerabilities into business operations, making them targets for cyberattacks. As businesses become more reliant on AI, the potential impact of these vulnerabilities grows. Hackers can exploit weaknesses in AI systems to steal sensitive data, manipulate algorithms, or even take control of AI-powered systems. Such security breaches not only have financial repercussions but also damage the reputation and integrity of businesses.

4. Accountability and Transparency Challenges

The complexity of AI algorithms poses significant challenges to accountability and transparency. When AI systems make decisions, it

can be difficult to understand how these decisions were made. This "black box" problem complicates efforts to hold businesses accountable for the actions of their AI systems. Without transparency, it becomes challenging to assess the fairness, accuracy, and ethical considerations of AI-driven decisions, undermining the accountability framework essential for maintaining business integrity.

5. Unemployment and Economic Disparity

The automation of jobs by AI can lead to significant social and economic consequences, including unemployment and increased economic disparity. While AI can increase efficiency and reduce costs, it also has the potential to displace workers on a large scale. Businesses that prioritise short-term gains from automation over the long-term wellbeing of their workforce may contribute to societal inequities, challenging the notion of business integrity that includes corporate social responsibility.

6. Manipulation and Deception

The use of AI in creating deepfakes and other forms of digital manipulation poses a direct threat to business integrity. These technologies can be used to create misleading content, manipulate public opinion, or perpetrate fraud. Businesses involved in or affected by such deceptive practices face significant ethical dilemmas and risk losing public trust and credibility.

7. Regulatory Compliance and Legal Challenges

Navigating the evolving regulatory landscape surrounding AI poses another challenge for businesses striving to maintain integrity. As governments and international bodies enact laws and guidelines to govern the use of AI, businesses must ensure compliance to avoid legal pitfalls. This includes adhering to regulations on data protection, consumer rights, and ethical AI use, which can vary significantly across jurisdictions.

The integration of Artificial Intelligence (AI) into business presents a multifaceted challenge to business integrity, encompassing ethical, legal, and social dimensions. Key concerns include (1) Bias and Discrimination: AI systems risk perpetuating and amplifying existing biases present in historical data, leading to discriminatory practices in various business operations such as hiring, lending, and advertising. This undermines the principles of fairness and equality essential to business integrity. (2) Privacy Invasions: AI's ability to process vast amounts of personal data for identifying patterns and preferences poses significant privacy risks. Balancing the benefits of personalised services against the imperative to protect individual privacy is crucial for maintaining trust and ethical standing. (3) Security Vulnerabilities: Reliance on AI introduces new cyber vulnerabilities, making businesses susceptible to data theft, algorithm manipulation, and system control compromises. These security breaches can have financial implications and damage business reputation and integrity. (4) Accountability and Transparency Challenges: The complexity of AI algorithms makes it difficult to understand or explain decision-making processes, posing challenges to accountability and transparency. This "black box" issue complicates efforts to assess the fairness, accuracy, and ethical considerations of AI-driven decisions. (5) Unemployment and Economic Disparity: AI-driven automation risks displacing workers, potentially leading to unemployment and exacerbating economic disparities. Businesses focusing on short-term automation gains at the expense of long-term workforce well-being may contribute to societal inequities. (6) Manipulation and Deception: AI's role in creating deepfakes and other deceptive digital content threatens business integrity, enabling the manipulation of public opinion and perpetration of fraud, which can erode public trust and credibility and (7) Regulatory Compliance and Legal Challenges: The evolving regulatory landscape around AI usage demands strict compliance from businesses to avoid legal issues. This includes adhering to data protection, consumer rights, and ethical AI use regulations, which vary across jurisdictions. Addressing these challenges requires a proactive

and ethically guided approach to AI integration, emphasising the development of unbiased algorithms, the protection of privacy, the enhancement of security measures, the fostering of transparency and accountability, the consideration of social impacts, the resistance against deceptive practices, and the adherence to regulatory standards. By doing so, businesses can leverage AI's potential while upholding the principles of integrity and responsibility.

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Integrity: The Reality

Om Huvanandana

March 2024

Introduction

Emeritus Professor Greg Whateley has presented a collective definition of integrity that emphasizes honesty and principles as its foundation. Furthermore, integrity is viewed as an umbrella that encompasses the value, rational decision making, and professionalism of an individual, and it will also form a group behaviour and organizational culture in order for integrity to thrive.

In Thailand, public administration practice promotes integrity in the form of *Good Governance*, which includes the three main pillars of Participation, Transparency, and Accountability. It is believed that Good Governance will promote trust in public administration that would in turn bring about efficiency and effectiveness in public services to the communities.

On the other hand, integrity is something that is abstract and invisible, nor measurable. It can only be observed from human behaviour, proving that integrity does exist within the individual and to what extent.

However, in the management circle, there is a saying that what cannot be measured, cannot be managed. Therefore, given the fact that integrity is recognized as one of a key success factor in business performance, it is both interesting and challenging to construct a measurement for integrity, in order to capture its standing so as to implement a capacity building program to enhance it to a desired level.

Human Behavior

Integrity has its influence in driving human behaviour to a desired and acceptable standard, as set forth by an individual, family, friends, the work place and the community. However, to understand the *link between integrity and human behavior*, a knowledge of human decision-making process would help illuminate the relationship.

Generally speaking, people make their choice based on the net benefits received from their decision. And normally, before making their decision, people would face a trade-off among different actions that they can take, and each action taken would result in others being left out and considered as a cost, economically known as an *opportunity cost*.

People also prefer more to less and respond to incentive, and will take their action right up until they cannot add further positive net benefits. The above process is considered as a rational decision-making process and mainly based on economic thinking and consideration.

As a result, there exists a constraint in promoting integrity, and it remains an issue to overcome and maximize the returns from the integrity to a desired level in the work place and community.

Nature vs Nurture

As integrity exists within the mindset of an individual, a question of its existence, whether from nature or nurture would be interesting to investigate.

A recent research work in management hypothesized whether first impression is lasting -or not, yielded more than 50% correct response. Impression is mainly influenced by personality that normally comes by birth, especially how a person looks, for example, attractive, extrovert, sympathetic, to name a few.

However, integrity can be framed and training can be provided during the orientation of the newly recruited staff. The level of integrity would be augmented in correlation with a nurture type program, the time spent on the issue and of course, and its frequency.

However, the character of the person - or nature - cannot be disregarded and should be an important pre-qualification for certain executive levels and the job that requires contact with customers and team workers. Therefore, a personality development and communication skills program would add value to a company's competitiveness.

Trust

Trust is part of integrity. Trust is broadly defined as what people do and what they say they will do. A company performs better when its culture for teamwork is based on trust. Intuitively, there is a link between integrity, honesty, and trust.

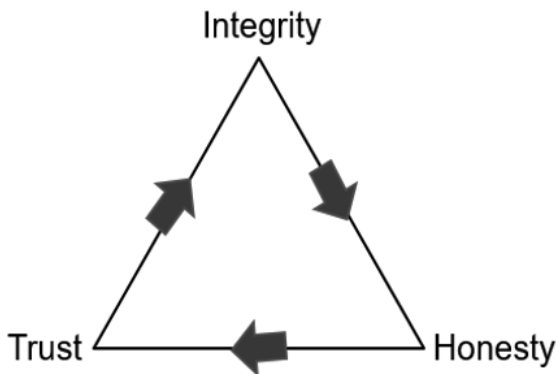


Figure 1: Integrity Triangle

The *Integrity Triangle* shows a link between integrity, honesty and trust. The triangle can be considered as an integrity portfolio, which includes honesty and trust, and a few more characteristics of human behaviour.

From a Thai businessman’s opinion survey on their key success factor, *honesty* was cited as the number one factor. Honesty is explained as, telling the truth about the price and quality of products and services to their customers.

It can be hypothesized that integrity relates positively to honesty, which will lead to Trust. Trust is believed to influence the productivity of the organization’s teamwork, which will lead to a satisfactory performance - and sustainability.

Capacity Building Program

Integrity lies within the mind of the beholder. People attach different value to their choice of action that interacts with other people. The outcome of such action may yield satisfaction and create intrinsic value beyond expectation. A number of research supports a hypothesis that integrity is positively associated with the level of performance.

Figure 2 demonstrates people with different characteristics that relate to their level of behaviour and performance.

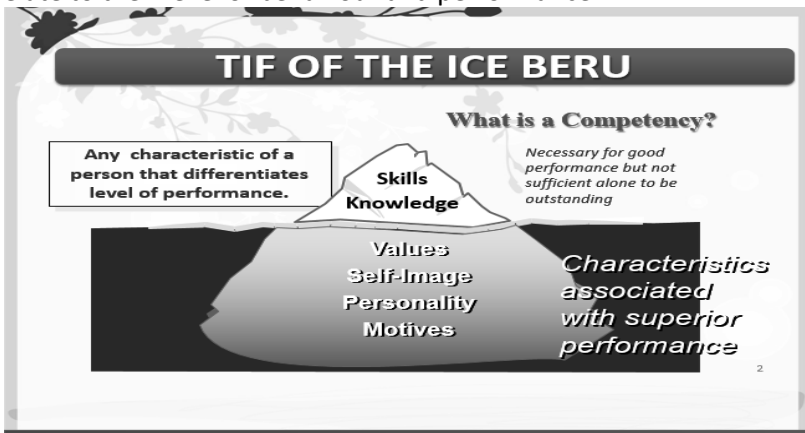


Figure 2: Integrity as a Superior Performance

Values, self-image, personality and motivation can be considered as a component of integrity, honesty and trust. The last three items are more visible in human behaviour and easier to measure than integrity itself.

With the evident role of integrity in promoting a company's competitiveness, a strategy to enhance its contribution is justified. The strategy should be initiated in the form of a Capacity Building Program for staff to participate through hybrid delivery.

A Knowledge Management Register should be developed to collect information as well as a case study register of the company experiences in staff misconduct. Brain storming sessions could be useful as well as workshops that assist with mitigation. Role play should be employed for personality development, honest development and trustworthiness.

The case of recent misconduct in the company and by others in a similar industry should be collected and shared continuously among the staff. In this Capacity Building Program, integrity can be

transplanted, nurtured and thrive for the transparency of operation, satisfactory performance, and the organization's sustainability.

In summary

Integrity is a psychological state that exists when people consider their actions. Normally people adopt a rational decision-making process where the net benefits and costs of their actions are considered and the best alternative will be chosen.

Integrity, as a state of mind, is abstract and invisible, and un-touchable, so a surrogate of integrity, being **trust and honesty**, could shed more light on the topic. It is hypothesized that integrity is related to honesty, which in turn relates to trust. Trust is believed to be a key factor for business success. Therefore, integrity as an influencer of human behaviour should be recognized and monitored and the organization should initiate a strategy to promote integrity in the workplace.

A **Capacity Building Program** is suggested to include the Knowledge Management of any misconduct cases from within and outside the organization to be learned and brainstormed to mitigate the undesirable outcome in the workplace moving forward.

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Empirical effects of Business Integrity through advanced use of Fintech in Enterprises

Kaneez Selim

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This research discussion paper aims to examine the *future state of fintech*, in light of the challenges regarding growth opportunities and prospects in microcredit. What is conceivable, nevertheless, is that there will be an increase in investment, entrepreneurship and job creation which will certainly contribute to the economic and environmental development of digitalization.

To be able to advance and strengthen competition and job formation, micro businesses cooperate in an important part of a dynamic revolution and economic growth. Categorically, the best method to adopt for this study is to incorporate a literature review, a focus group, and a series of in-depth interviews. These are used as the instruments to collect data, and, then, once the data has been analysed, one can merge findings with the author's years of experience in accounting so as to better understand the economic and environmental development.

In terms of lawfulness, it is appropriate for businesses to contribute in their determinations to green backup and green progress as per the implementation of required actions, so as to produce, retain or reinstate *integrity*, as a means to improve comprehensive practice.

Indeed, the attributes of *fintech* are such that businesses will be better able to overcome the challenges in numerous sectors, especially when it comes to preventing the monetary hurdles micro businesses are likely to face because of the growth of the financial technological industry. Through *fintech*, local micro businesses can increase their chances of securing finance from lenders - it can also help a business as far as goodwill is concerned, and can protect the environment in terms of redeemable funds, all of this contributing to a better future, since such collaborative support can, surely, only be positive in the realm of climate change.

Literature review

Major findings

Upon reflection, *fintech* is as key factor when total productivity is assessed, not only in big cities, but in the regions and provinces, too - even though the economy of China is much larger than that of other South Asian countries such as Bangladesh, more incentives can be added and more control variables can be put in place, increasing the research sample size for relevant future studies in the context of the advanced use of *fintech*. *This becomes relevant when gathering data on the economic and environmental changes for the future.*

Certainly, the causality relationship between *fintech* and economic growth in China is significant. Specifically, a 10% rise in *a fintech*, third-party payment, credit, and insurance, raises China's economic growth by 8%, 4%, 5%, and 16%, respectively. Furthermore, the eastern region has experienced the highest growth effect, and Zhejiang province has the highest growth effect of *fintech* at the provincial level.

A unidirectional causality exists from third-party payment and credit to economic growth, economic growth to insurance, and a bi-

directional causality exists between *fintech* and economic growth. This empirical study examines the antecedents of *fintech* in China - the second largest economy - and, as such, ought to demonstrate the practicality of this new player in a much smaller economy, that of South-East Asia, and can, therefore, serve as an example of a way by which to advance an economy.

Progressive - and adaptable - environmental awareness highlights the scope of practices when it comes to an advanced vision. Although the remarkable element of inherent implementation appears to be part of a technological revolution, according to research findings, the investigation points to the idea that financial technology affects realistic capability and can encourage sophisticated practices in organizations.

Over time, any new risks are exposed, managed and handled as they emerge. As an example, in South-Asian countries such as Pakistan, financial technology and environment performance are not in sync and a deprivation of any meaningful correlation has been exposed.

Moreover, the variety of influences when it comes to eco-friendly implementation may depend on who is in control of making the correlation a reality. It seems the essentials of financial technology functions, data classification, employee responsibility and asset accountability are significant. Handling financial technology and taking responsibility as workers, when it comes to the implementation of *fintech*, the classification of knowledge and the ecological routine, will ultimately have a bearing on the financial reserves, the substructure, and the allocation of human resources, and, incidentally, vice versa.

Gap analysis with problem statement

Journal	Which field/area is the research focused on and why?	Brief overview of the main ideas	Research Objective/purpose	Sample and Research Instruments	Methodology	Key findings of this research and summary explanations by Author Conclusion	Future State/Problem Statement
1 *	Impact of Fintech in China to develop economic growth.	Digital financial presence to contribute to China's economic growth through fintech.	Significant institutional reforms to promote the healthy development of fintech in China.	Literature Review & Hypothesis development. Data analysis.	The effect of fintech on China's economic growth, the regional and provincial effect of fintech on China's economic growth.	Fintech, third-party payment, credit, and insurance are significant drivers of China's economic growth.	FinTech as an influencer of total productivity lessons learnt from China.
2 *	Greening bottom line and Tech-driven sustainability: Financial technology journey creating better environment	The recognized adjustments specially in financial sectors.	To improve efficiency, reasonable advancement through digitisation resources, progression of green economies.	Literature Review & Hypothesis development.	Green finance features a set of few things which have been acquired from prior aware analyses.	The ecological enactment contains few inquiries which were induced from prior discovery focused by the financial technology was endured from few things.	This research makes use of batch of questions to scrutiny the green invention as recently used in varied searches. Eventually, Reserve accountability combines few factors to contain.
3 *	Democratizing	The Radical	In the financial	Literature	Discussion on	Governments	By what means,

	Finance	Promise of Fintech	situation for an additional specialised consideration of fintech in ensuing periods.	Review & Hypothesis development.	the prospect for authorities to implement fintech to progress infrastructure, though an excellent knowledge agreement should be handled & revealed among various sections, like to computerise, and distribute activities, blockchain can assist.	possibly will apply digital and blockchain expertise to strengthen the productivity of essential roles, like offering social benefits, tax collection, and governmental credentials.	globalisation has compressed in primary conditions to develop economies, similarly transformed in correspondence involving in each country & populations as well.
4 *	Financial Technology Law	A New Beginning and a New Future	The beginning of 2007–2008, the macro financial crisis period, trading with the substantial charges and effects in even Worldwide monetary markets.	Literature Review & Hypothesis development.	Although it will only form of one part of the substantial growth of the Internet through the Value Net, Immersive, and other repetitions,	It is significant in probable new business performance and procedures ranges of computer and digital knowledge, the Internet, mobile telecommunications, in addition to economics and	FinTech has appeared as an intense new market power through the number of inconsistent developments.

					FinTech is important for present and future evolution.	finance, noteworthy improvements have occurred to develop traditional zones of learning formed.	
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1 * The Article title: The Impact of Fintech on Economic Growth: Evidence from China By Na Song, Isaac Appiah-Otoo - School of Management and Economics, University of Electronic Science and Technology of China, Chengdu 610054, China

2 * Greening bottom line and Tech-driven sustainability: Financial technology journey creating better environment **Byline: Sanam Tehseen, Abid Hussain and Aqeela Riaz**
Gomal University Journal of Research (Vol. 39, Issue 4), Publisher: Knowledge Bylines

3 * Democratizing Finance: The Radical Promise of Fintec - Marion Laboure, Nicolas Defrennes, Copyright Date: 2022, Published by: Harvard University Press, Pages: 208

4 * Financial Technology Law – A New Beginning and a New Future - George Walker, The International Lawyer, Vol. 50, No. 1, 50th Anniversary Issue (2017), pp. 137-216 (80 pages)

Methodology

As an ongoing example

The levelling technique for reaching the innovative routes for the funds related to reserves and enterprise through the construction of green-sustaining can be enabled by *fintech*.

The settlement of green enterprise displays a substantial and constructive influence on a company's eco-friendly accomplishments. The challenge to coordinate the green finance and green improvement is elementary and essential for undertaking influential ecological implementation. Likewise, it has been demonstrated by prior analyses of Green Invention, advancing environmental implementation of organizations is doable.

The incorporation of *fintech* must be seen as a necessary element of a company's continuing policy. It is essential to involve workers, improve technical knowledge, and react to vibrant market movements. As indicated, the financial technology assists in developing a response where the ecologically acquainted attempts by advanced

organizations can make the achievement of the green goals possible. So, too, the experimental research approach provides realistic regulation for superiors, controllers, and legislators of financial technology, as well as support for the implementation by policymakers who are able to govern active reform. No less significant is the recent deficiency of individual financial services in numerous countries where additional systemic and collective difficulties, including political segregation, have had an enormous negative impact on the essential services and, it must be noted, substantial difficulties ensue.

As in the Industrial Revolution, European countries saw that residents gained from the enhanced Gross Domestic Product (GDP) and, along with boosted income averages, though economic variations remained, the cooperative bond between government and financial advancement led to an adoption of techniques that governments can apply on the road to economic prosperity.

Today, developments in *fintech* tell us we are likely to move towards enlarged productivity, despite innovative pressures, commotion and some displacement.

Conclusion

The progression of *fintech* means change. Perhaps we can hope the future is one where customers and businesses are better served, and gender equity, financial prosperity, a greener globe, integrity and the advancement of an expectant economy can all play a vital role in a dynamic worldwide revolution.

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Decoding the Mystery of AI and Business Integrity: Part 2 - Opportunities

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Background

In the first part of this series, we delved into the dark side of the impact of AI on business integrity. We outlined seven possible ways in which the widespread adoption of AI can threaten business integrity. Like any other technology, AI is a double-edged sword. In this essay, we offer a holistic view of several ways AI enhances and facilitates business integrity. We also provide some examples that illuminate the achievement of AI-driven business integrity. At the end, we offer a summary of both the dark and bright side of AI in the context of business integrity, hoping to help scholars and practitioners make more informed choices when making decisions related to the adoption of AI and its potential impacts on the soundness of their business operations.

Fraud Detection and Prevention

AI algorithms can find and define unnatural events and unusual behaviour that indicate fraud activity, and help a business to avoid the negative consequences. AI and financial institutions employ these algorithms to identify unusual traffic patterns that showcase fraud symptoms, such as, atypical login attempts or large unusual transfers. In another instance, HSBC has incorporated AI-driven technology to identify potential money laundering activities that occur in the bank's worldwide networks, thereby enhancing the level of accuracy and resolving the issues of false positives while keeping human oversight (Innan, et a., 2024).

Through AI deployment, HSBC's compliance team has witnessed a dramatic drop in the number of cases handled with machines that are effective in engaging the detection of money laundering patterns. Historically, the processing and identifying of such patterns used to require an extensive manual data search, a process that looks to be redundant and inefficient. The AI system of HSBC is analysing real-time global trade data patterns, and finding different kinds of fraudulent activities. Therefore, the system is aiding the bank to prevent financial crimes.

Compliance Monitoring

AI can enable enterprises to fulfil regulatory obligations through iterative review and scrutiny of data to confirm the law, regulation or guideline compliance - it has the capacity to cover GDPR compliance and implementation of policies such as AML. Regtech, which is a new technology, is deployed to supervise and ensure adherence to rules of conduct, governing financial firms such as the Sarbanes-Oxley Act or Basel III. JPMorgan Chase's COIN (Contract Intelligence) platform employs machine-learning to parse commercial loan agreements for consistency checks and eliminate the time-wasting and error-prone laborious manual review process that humans traditionally apply (Kingston, 2017; Schuett, 2023).

Another example is JPMorgan Chase's COIN platform which uses machine-learning to look at and summarise commercial loan agreements, a process that has taken - until now - legal workers hundreds of hours a year. As such, this development is deserving of a mention - certainly, COIN can offer higher accuracy of financial compliance documents that are of a complex nature, as well as provide the labour force with more strategic tasks (Charles et al., 2023).

Improved Data Privacy and Protection

AI will drastically improve the security features of businesses, as all the latest measures such as data encryption, security scans and privacy settings will automatically and effectively function and provide the best safety for sensitive data. The AI functions, like homomorphic encryption, provide organisations with the ability to perform computations in encrypted form, thus providing more powerful tools for information protection (Aldboush, and Ferdous, 2023; Schuett, 2023).

Apple has machine-learning algorithms running on the device for the first time, without dependence on cloud computing - user privacy is maintained, as is the case with Face ID and Siri. Apple's machine-learning streaming does not mean handing over personal data, indeed, their premium Face ID security feature and the suggestions mechanism of Siri illustrates that data privacy and AI can coexist. An AI system that uses individuals' devices directly instead of centralised servers to operate is more secure and, yet, still offers tailored services to the user. Furthermore, this will set a precedent for a privacy-friendly AI deployment (Aldboush, and Ferdous, 2023; Charles et al., 2023).

Ethical Decision Making

AI can engage in employing ethical business conduct support through fostering ethical considerations in decision-making processes and guaranteeing that business operations match internal ethical

standards and overall social values. AI can facilitate the forming of ethical constructs for business judgment and run through the possibility of outcomes of business decisions (Kelley, 2022). The Ethical Use Toolkit of Einstein AI by Salesforce is an ethical consideration guide businesses look to as they are applying AI technology, linking core ethical standards to values to which the society is attached. Through the usage of this toolkit, AI applications will reflect data privacy standards, are transparent, and are not designed in a manner that reinforces biases or unethical practices. This is necessary in promoting the responsible use of AI for business operations (Schuett, 2023).

Increased Supply Chain Transparency

AI products bring transparency into the supply chain, offering more details of the production process, the sourcing of materials and the distribution of the products. As such, this helps to achieve ethical and sustainable goals. AI and blockchain technologies are being widely adopted to ensure maximum transparency in private and public supply chains (Charles et al., 2023). Through Food Trust network, an IBM platform which uses AI and Blockchain, the provenance of food products can be clearly tracked and reported on, thus making food safety a higher standard from field to final consumer. AI will be utilised to ensure the authenticity of each part of the food supply chain via the freely distributing IBM's Food Trust network - it reflects on the journey of food products from farm to the consumers' dining tables by means of providing transparent and immutable records of the movement, which, consequently, inspires all the interested parties, including customers, to certify the authenticity, safety, and sustainability of food products, reducing the occasion of fraud and increasing the trust in consumers in the system (Charles et al., 2023).

Improved Employee Monitoring and Ethics Training

AI-guided systems can watch employee actions closely enough to implement measures that will punish those who are not up to the company ethical standard, while providing ethical training and reinforcement on a personal level. AI-powered platforms such as Betterup and Humu are able to track employee wellbeing and offer personalised coaching and a course of ethics training which creates a friendly and lawfully compliant workplace (Kelley, 2022). BetterUp and Humax are different AI-driven tools that provide personalised coaching and professional development that include ethics training. By considering employee feedback and performance information, these tools can point to gaps which can be addressed during ethical training, prepared in a way that deals with the specific issues and promotes corporate compliance culture (Kelley, 2022).

Boosting Audit Capabilities

AI can extend and upgrade the accuracy/ efficiency of audit procedures, including through the elimination of mistakes and recognition of threats that may not have been detected by traditional methods. AI examines records through machine-learning technologies, imitating the behaviour of human intelligence. Deloitte has the Argus, a state-of-the-art technology, that can process and analyse documents more accurately and more quickly than any human auditor, emphasising any possible risks and anomalies. The AI-enabled Argus tools at Deloitte improve the audit process - it makes it possible to implement the audits in a transparent and automated way without inconveniences. Argus does the task of reading contracts, producing invoices and other documents, since it can find the cost or area of agreements that may be wrong - the financial discus is more reliable and, the truth is, it will also reduce the possibility of human error (Aldboush, and Ferdous, 2023; Kelley, 2022).

Empowering Risk Management

By studying different sets of data, AI can spot and reduce risks such as those within the financial industry, and as far as, to name but two, cybersecurity and reputation are concerned, businesses can respond to the emergencies even before they erupt. AI algorithms are employed by companies in order to predict market trends and this, ultimately, assists in the management of investment risk (Kelley, 2022; Schuett, 2023). Goldman Sachs, for example, uses AI and machine-learning for the sake of risk management, as these assist the company to process the humungous wealth of market data information to help it to make a choice and avoid big losses. Such a situation at Goldman Sachs shows that AI is manipulating risk in trading with the help of predicting market movements. Such tools greatly help human investment - by applying these to great amounts of market data, the identification of possible patterns and trends, which may not be noticed by the human eye, and better decisions, will reduce the risk of financial loss.

Increased Integrity of Customer Data

AI promotes information security and accuracy in client relations which can, in turn, solidify goodwill and relationships between businesses and their clients. By using AI, an organisation can operate within a highly accurate customer database. For example, MasterCard employs AI to safeguard the integrity of the bank's customers' data, thus increasing the chances that the transactions are secure and free from risks of data breaches (Schuett, 2023).

The AI initiative designed by Mastercard aims to protect the confidentiality and ensure the precision of credit card transaction information. AI systems are designed in a way that they can continually examine transactions data for unauthorised access or irregularity, which enhances the protection of customers' confidential information and, ultimately, increases trust in Mastercard's payment systems (Aldboush, and Ferdous, 2023).

Improving Transparency in AI Ethics

AI will still be scrutinised, as far as privacy, fair treatment, integrity, and accountability go. Indeed, initiatives that support transparent and ethical AI development methods should be discussed and promoted wherever possible - Google, in this regard, is forever in the spotlight, and, as a main player, seeks to ensure AI solutions are deployed responsibly (Kelley, 2022; Schuett, 2023). A code of ethics recognised by Google reflects its determination to use AI responsibly, mainly on social well-being and fairness issues, and as far as accountability, privacy, and other identifiable problems are concerned. From the very beginning, Google has sought to establish legally enforceable rules concerning the creation and application of AI. In doing so, it aims to ensure that the implemented AI solutions follow the law, and protect the inherited human values, making an AI tech a belief to receive and respect (Innan, et a., 2024; Kingston, 2017; Schuett, 2023).

Concluding Remarks

Like any other technology, AI has an undeniably profound impact on business operations and, subsequently, upon the integrity of various business practices. In this series, we have delved into the opportunities and threats posed by AI in the context of business integrity. We have argued that AI can facilitate and elevate business integrity across sectors by increasing risk management and fraud detection and prevention, boosting compliance and ethical transparency, empowering better data privacy and security, increasing accountability, and lifting operational efficiency, effectiveness and agility. When mismanaged, however, AI can also lead to issues arising from biased decisions, privacy invasions, security vulnerabilities, transparency challenges, unemployment and economic disparity, manipulation and deception and even regulatory compliance and legal challenges. Therefore, decision-makers, regulators, legislators and practitioners need to acknowledge the positive and negative side to such powerful technology, and adopt approaches, develop policies, and utilise

frameworks that balance technological efficiencies and capabilities with ethical considerations, security, and compliance. Although there is a vexing global dearth of such frameworks, the rising awareness of the fundamental need for such policies, frameworks and regulations as necessary controlling mechanisms for the adoption of AI is a positive starting point.

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Integrity in Higher Education: a preliminary review of TEQSA Compliance Report 2022 and the O’Kane Universities Accord Interim Report 2023

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Introduction

The Australian government has initiated numerous reviews on higher education since the 1950s. This chapter attempts to present a preliminary review of TEQSA Compliance Report 2022 and the O’Kane Universities Accord Interim Report 2023 and their associated financial implications for the governments and higher education institutions in the context of another round of forthcoming Higher Education Reform.

In the past 75 years, the Australian Government initiated the Murry Report in 1957, Martin Report in 1964, the Whitlam Report in 1974, the Williams Report in 1979, the Hudson Report in 1987, the Wran Report in 1988, Hoare Report in 1995, West Report in 1998, Nelson Report in 2002, Bradley Report in 2008, the Kemp-Norton Report in 2014, the Dawkins Report in 2015, the Coaldrake Report in 2019, the Joyce Report and the Sally Walker Report in 2019. All reports have been attempting to address the issues regarding either compliance for quality or growth for equity in higher education (Parliament of Australia, 2014; Agnes Bosanquet, November 6, 2023).

The on-going challenge to the government and higher education providers (public and private) remains as it is to achieve both objectives of quality and quantity at the same time. The challenge is based on mainly two clusters of convincing arguments: 1) Australian higher education must develop and grow for equity to meet the needs of social and economic developments and 2) Australian higher education must uphold compliance standards on quality for long-term sustainability. No one is able to and should not dispute these two principal positions.

It is neither appropriate to view the quality agenda against the quantity agenda nor appropriate to view the quantity agenda against the quality agenda. In reality, growth in quantity for equity particularly via a broad access and various non-conventional delivery models using modern technologies is easily perceived as lowering quality. Compliance for quality in education can also be often perceived as constraining growth in quantity (Stephen Lake, etc., 2022).

The undeniable fact is that the quality agenda means insignificant if there is no sufficient quantity to achieve needed financial revenues and likewise the quantity agenda means unsustainable if there is a compromised compliance for quality. Again, the undeniable fact is that both compliance for quality and growth for equity in higher education cost money and have significant resource implications and therefore a trade-off between the two is inevitable financially (Notre Dame University Australia, 2019).

In 2023, two new and significant reports were released on the status of higher education in Australia. The first is TEQSA's Compliance Report 2022 on quality assurance and compliance standards on May 8, 2023 (abbreviated as 'TEQSA Report' hereafter) and the second is the O'Kane Universities Accord Interim Report on growth and equity on July 19, 2023 (its Final Report on February 23, 2024) (abbreviated as 'the O'Kane Report' hereafter). Both reports were conducted during and were released after the Covid-19 pandemic (TEQSA, May 8, 2023; Department of Education, the Universities Accord Interim Report, July 19, 2023; the Universities Accord Final Report February 23, 2024).

Although a required consideration of both quality and quantity is necessary at government policy level, a dilemma exists in balancing between a quality-oriented focus and a quantity-driven focus in terms of resource allocations at an institutional level. The fundamental question is what resource implications of TEQSA Report and the O'Kane Interim Report/Final Report will be for the government at all levels and higher education providers, both public and private, and to what extent they are able financially to achieve both objectives at the same time.

In the Cambridge Dictionary (2024), the word integrity means 1) the quality of being honest and having strong moral principles that one refuses to change; 2) the quality of being whole and complete. It is from the integrity perspective that this chapter conducts a preliminary review of TEQSA Report and the O'Kane Report on their associated financial implications for the governments and higher education institutions in the context of another round of forthcoming Higher Education Reform.

Key Findings

Both reports were carried out during three years of the Covid-19 pandemic from 2020 to 2022 and released thereafter in 2023.

1.1 - The Findings of TEQSA Report

Mr. Alistair Maclean, Chief Executive Office of TEQSA, pointed out in the forward to TEQSA Report that the report provides a summary of the compliance activity for the year (2022), illustrating that the regulatory effort was directed to the areas of greatest risk, impact and consequence. Three key weak areas of compliance are off-shore third-party arrangements (TPAs), on-line delivery, and commercial academic cheating services. TEQSA described them as ‘important new and emerging issues for the higher education sector ... to focus on ‘academic integrity, academic governance and data security’ (TEQSA, 2023).

The findings of TEQSA Report on academic quality and compliance standards (p.1) are manifested in five problem areas:

- 1) In ensuring academic quality area, issues affecting academic quality include systemic deterioration or failure of academic quality (including quality of online delivery), admission of students who are ill-equipped to succeed and inadequate oversight of third-party delivery;
- 2) In upholding wellbeing and safety area, issues relating to the wellbeing and safety of students – including those who are vulnerable or under 18 – in particular systemic failures to adequately prevent and address sexual assault and sexual harassment, provide adequate mental health support for students, address barriers for students with a disability and adequately inform staff and students about support and assistance available;
- 3) In protecting sector integrity area, issues include not implementing policies and procedures relating to academic integrity, representing to offer higher education awards when unregistered, facilitating non-genuine students, and commercial academic cheating services;
- 4) In maintaining information security area, issues include those related to cyber security, inadequate system protection, re-

search data, technology development and use, and intellectual property;

- 5) In monitoring financial standing area, issues include insolvency, significant financial mismanagement and lack of resilience to shifts in revenue sources.

These problems have occurred in the contest of Covid-19 pandemic which is an abnormal situation and do not represent the overall performance of the higher education sector. The report has missed its attention on the Covid-19 context in which many higher education providers have demonstrated a significant achievement in adapting diversified delivery modes effectively and quickly from “the face-to-face-only mode” to “the on-line mode” and/or “the hybrid mode”. The shift applied the latest available delivery and assessment technologies and soft-wares and as a result the higher education sector as a whole has avoided a serious financial shock of the covid-19 on the continuing provision of education services to millions of both domestic and international students onshore and offshore.

1.2 - The Findings of the O’Kane Report

The Minister of Education, Australia, announced the Universities Accord’s Expert Panel to be chaired by Professor Mary O’Kane and the Terms of Reference in November 2022. The Terms of Reference identify 7 priority areas for review:

1. Meeting Australia’s knowledge and skills needs, now and in the future
2. Access and opportunity
3. Investment and affordability
4. Governance, accountability and community
5. The connection between the vocational education and training and higher education systems
6. Quality and sustainability
7. Delivering new knowledge, innovation and capability.

The Department of Education released the O’Kane Universities Accord Interim Report on July 19, 2023 and the Universities Accord Final Report on February 23, 2024. The Labor Government supported fully the findings and recommendations of O’Kane Interim Report on the agenda of growth for equity (pp. 10-11) that are manifested in eleven problem areas in the Interim Report’s executive summary:

- 1) Currently too few Australians are going to university against the projected needs over the next five years as more than 90% of new jobs will require post-school qualifications, with over 50% requiring a Bachelor Degree or higher.
- 2) By around 2050 approximately 55% of all jobs will require higher education qualifications as O’Kane Report expects in accordance with the preliminary analysis prepared by BIS Oxford Economics (BIS OE);
- 3) Higher education needs to grow significantly, with implications for the number, location and capital infrastructure of higher education institutions;
- 4) Universities suffer from social inequity, preventing talented people from attaining life-changing qualifications and depriving our nation of crucial knowledge and skills. First Nations students and those from low socio-economic (low SES) backgrounds and students with disability participate in higher education at far lower rates than they should.
- 5) Location affects higher educational opportunities. People from regional, rural, remote and outer suburban areas can find it difficult to access higher education;
- 6) Higher education needs to be better at providing a more flexible and adaptive approach to learning.
- 7) Persistent workforce shortages in crucial areas expose a historical lack of forward planning relating to jobs and skills;
- 8) Australia’s research is built on uncertain financial foundations; Perverse financial incentives can cause institutions

to make funding-driven rather than mission-driven choices.

- 9) Employment conditions for university staff are often precarious, impairing future teaching and knowledge creation;
- 10) Students sometimes experience poor quality learning and teaching and encounter risks to their safety and wellbeing. Support services are often insufficient to enable them to achieve their best;
- 11) The recent Job-ready Graduates (JRG) changes to funding and finance arrangements risk damaging the sector if left unaddressed.

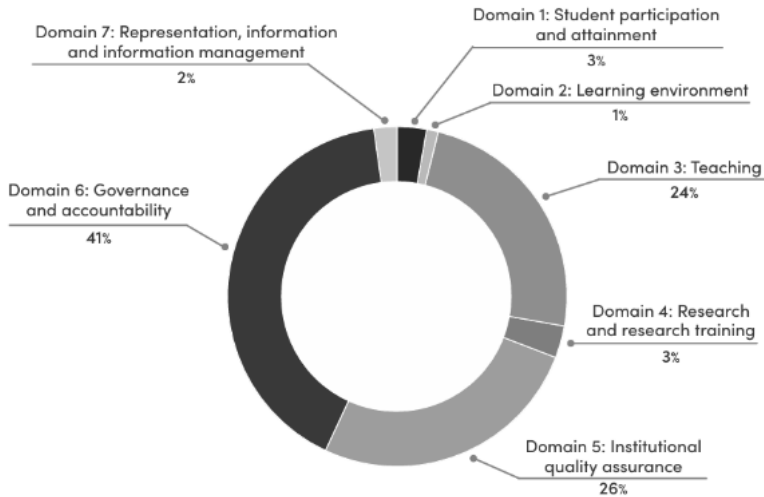
Once again, the report has missed its attention on the Covid-19 context and many higher education providers need additional financial resources to, first of all, recover from the pandemic. Most of these issues of growth for equity have existed for a long time and do need a long-term plan to address them, not in a few years.

Demands

2.1 TEQSA Report demands (TEQSA, 2023, pp. 6-7, 12-13, 19-20) that:

- 1) In the academic integrity area, TEQSA expects higher education providers to maintain vigilance over academic integrity across all areas of educational operations, including admissions, delivery, assessment and credentialling of graduates as set out in the HES Framework;
- 2) In the academic governance area, TEQSA keeps monitoring the ownership of higher education providers and paying attention to any transitions through mergers, acquisitions, or changes in shareholding arrangements as set out in the HES Framework;
- 3) In securing data safety and requiring cyber security area, TEQSA continues to keep monitoring the cyber security and data safety in higher education providers as set out HES Framework.

The TEQSA Report (pp.22-23) stated that, as at 31 December 2022, there were 78 active conditions on registration and 20 active conditions on courses imposed under the TEQSA Act across 40 providers. There were also 34 active conditions across 23 providers imposed under the ESOS Act. The most notable areas of risk leading to the imposition of conditions have remained constant within domains 3, 5 and 6 of the HES Framework, as shown in the figure below:



Domain 3: 24% of the conditions are imposed on teaching. Domain 3 (Sections 3.1-3.3) of the *Higher Education Standards Framework (Threshold Standards) 2021* (HES Framework) encompasses:

- specific requirements for the specification of the course design and requirements for engagement with advanced knowledge and inquiry, current knowledge, theoretical frameworks and concepts, related scholarship and emerging ideas
- coherent achievement of learning outcomes and professional accreditation of a course of study if applicable
- sufficiency of staffing, capability of teaching staff, student access to staff
- the nature, appropriateness, quality and level of access to learning resources that are specific to the course of study.

Domain 5: 41% of the conditions are imposed on governance and accountability. Domain 5 (Sections 5.1-5.4) of the *Higher Education Standards Framework (Threshold Standards) 2021* (HES Framework) encompasses:

- whether the provider has a credible and effective process for internal approval of all courses of study that is applied consistently and involves competent academic oversight and scrutiny independent of those directly involved in the delivery of the courses of study (Section 5.1)
- the effectiveness of the policy framework and processes that are applied to maintain academic integrity throughout the provider's academic activities (including arrangements with other parties) and to address and prevent lapses in academic integrity (Section 5.2)
- the mechanisms for regular review of the quality of higher education activities and how the findings of such reviews are used to bring about improvements (Section 5.3)
- how delivery arrangements with other parties are quality assured, including verification of the continuing compliance of those arrangements with the requirements of the HES Framework (Section 5.4).

Domain 6: 26% of the conditions are imposed on institutional quality assurance. Domain 6 (Sections 6.1-6.3) of the *Higher Education Standards Framework (Threshold Standards) 2021* (HES Framework) encompasses:

- specification of an accountable governing body with some elaboration of its key governance roles
- specific corporate accountabilities to be demonstrated by the provider, which the governing body also assures itself are met
- requirements for academic governance oversight of a provider's higher education activities.

This Domain represents a collection, at a corporate level, of the provider's accountabilities, both as a responsible corporate entity

and as a provider of quality higher education, including responsibility for compliance with the requirements of the other six Domains of the HES Framework.

2.2 The O’Kane Report demands (Department of Education, 2023, pp. 6-7, 12-13, 19-20) that:

The O’Kane Report predicts that 1) 90% of jobs created over the next five years will require a post-secondary qualification and 50% a higher qualification and 2) it will require to achieve 55% higher education attainment and need around an additional 300,000 Commonwealth supported students in 2035 and an additional 900,000 Commonwealth supported students in 2050.

To achieve this goal, the O’Kane Report proposes five actions (pp. 12-14) to be taken urgently:

Priority Action 1: Extend visible, local access to tertiary education by creating further Regional University Centres (RUCs) and establish a similar concept for suburban/metropolitan locations;

Priority Action 2: Cease the 50% pass rule, given its poor equity impacts, and require increased reporting on student progress.

Priority Action 3: Ensure that all First Nations students are eligible for a funded place at university, by extending demand driven funding to metropolitan First Nations students.

Priority Action 4: Provide funding certainty, through the extension of the Higher Education Continuity Guarantee into 2024 and 2025, to minimise the risk of unnecessary structural adjustment to the sector. Interim funding arrangements must prioritise the delivery of supports for equity students to accelerate reform towards a high equity, high participation system.

Priority Action 5: Through the National Cabinet, immediately engage with state and territory governments and universities to improve university governance, particularly focusing on:

- universities being good employers
- student and staff safety

- membership of governing bodies, including ensuring additional involvement of people with expertise in the business of universities.

Responses

Due to the nature of the TEQSA Report 2022 being an annual event and specific to relevant institutions, there are little public responses to TEQSA Report despite the actions in the report demanding due responses from each relevant institution. However, the O’Kane Report has invited broad and diversified responses from all walks of life.

The Minister of Education in the Labour Government Mr. Jason Clare responded in the first instance to fully support all actions in 5 priority areas as proposed in the O’Kane Report (Department of Parliamentary Services, September 2023) as follows:

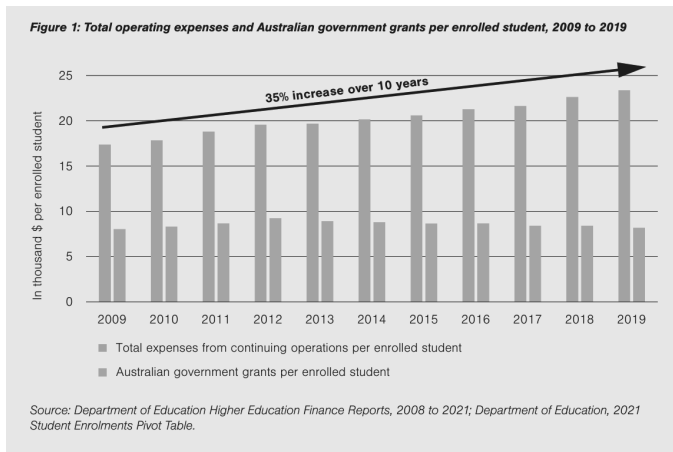
1. Establish up to 20 additional Regional University Study Hubs (formerly Regional University Centres), building on the 34 existing Regional University Study Hubs currently operating across the country, and establish up to 14 Suburban University Study Hubs.
2. Abolish the 50 percent pass rule, introduced as part of the Job-ready Graduates Scheme, which has had a disproportionately negative impact on students from poor backgrounds and from the regions, and require increased reporting on student progress.
3. Extend demand driven funding to all First Nations students who are eligible for the course they apply for. Currently this only applies to First Nations students in regional and remote Australia.
4. Extend the Higher Education Continuity Guarantee for a further two years to provide funding certainty to universities as the Accord process rolls out, and as part of this, require universities to invest any remaining funding from their grant each year on additional academic and learning support for

students from poor backgrounds, from the regions and from other under-represented groups.

5. Work with state and territory governments to improve university governance. This includes university governing bodies having more people with expertise in the business of universities, and a focus on student and staff safety and making sure universities are good employers.

But Julie Hare, the Higher Education Commentator in the Financial Review pointed out that “the challenge to the Government’s commitment is huge” and, in her article “Review to Investigate how University System Failed Poor Students” as early as in February 22, 2023, she described that “pushing up rates at which students from poor and disadvantaged backgrounds attend university and making sure they stay to complete their degree will be the focus of a federal review of higher education”.

In its response to the Interim Report, The Universities Australia (UA), presented that, “substantial and sustainable government investment in university activities is needed to meet current and future national education and workforce interests. Over at least a decade, government investment in universities has significantly declined, while the cost of running a university in Australia has risen (see Figure 1):



Student Activist Luc Velez (August 22, 2022) shouted for “no cuts, no fees and no corporate universities” by arguing that “the Universities Accord won’t work for students” because “the rhetoric of the Universities Accords mirrors the Prices and Income Accords of the 1980s” and “Minister Jason Clare’s decision to go forward with the accords mean one of the two things...he understands our different interests and is using the Accords to appear to carry out consultation, but in an environment where he knows that the existing power dynamics will favor the perspective of management”.

Campus Review conducted an expert panel to discuss the responses to O’Kane Interim Report on July 24, 2023. At the start of panel discussion, Mary O’Kane herself expressed her disappointment with the absence of diversity in the 300 submissions presented for consideration in the interim report, released last week”. During the panel discussion, the Macquarie University Vice Chancellor said, “the proposed levy on international students will need prompt economic modelling” and “otherwise, we’re at risk of losing international enrolments.” Western Sydney University Vice Chancellor complained that “getting new courses approved and funded takes time” and “there is too much red tape. It takes far too long to have new courses approved. We are struggling to keep up with the changing needs of industry to equip out students to enter the workforce”.

The University of Sydney (August 25, 2023) raised three key issues in its Submission of Response: 1) Lack of Consultation, risk of unintended consequences, student privacy, proportionate regulation; 2) respect for university autonomy, duplication and inconsistency with Australia’s higher education quality assurance framework; 3) unrealistic timelines for compliance, especially if portion of a stand-alone ‘Support for Students Policy’ is to be mandated for universities.”

The University of Western Australia’s Response (April 11, 2023) argued that “since the loss of the Education Infrastructure Fund (EIF), there is no dedicated Commonwealth funding for infrastructure, which has left universities to look to State Governments for support”.

Cooperative Research Centers Association (RCA)'s Response (August 31, 2023) described the O'Kane Report as "a meticulous work" in its submission of response and asked how will "the social benefit" of research be defined and comparatively measured specifically.

Eltham, Ben (August 9, 2023) raised a fundamental question: "will Education Minister Jason Clare be able to find the money to improve access and equity in Australian universities?" He described "Many in Australia's sprawling higher education would agree with the need for a policy refresh. Universities educate 1.6 million students annually and employ more than 120,000 highly trained workers. The big Australian universities have become large and aggressive institutions, with thousands of staff, annual turnovers well over \$2 billion, and vast property holdings in some of the best locations in Australia. Australian universities are also, at least in crude numeric terms, international successes. Enrolments are up, international students have long been one of Australia's most lucrative export markets, and Australian institutions really do punch above their weight in the all-consuming obsession of university rankings." He concluded by saying that "O'Kane report has lofty ambitions" ... "But most of the interim report's recommendations are small and piecemeal tweaks that will make only modest improvements to a creaking system" and "None of this adds up to wholesale reform. Making progress on the universities accord's larger ambitions seems unlikely without concomitant funding".

Implications

In summary, the TEQSA Report sets up an agenda on compliance for quality demanding three actions: academic integrity, academic governance and cyber security. The O'Kane Report sets up an agenda on growth for equity with five urgent actions: establishing Regional University Centers, ceasing the 50% pass rule, ensuring all First Nations students for a university place, extending Higher Education Continuity Guarantee in 2024 and 2025, and improving university governance.

It is expected that three actions in the compliance for quality and five actions in the growth for equity will have significant implications in, at least, five areas of operations for higher education providers including recruitment of domestic and international students, teacher recruitment and development, course delivery modes, technology applications and improvements and fundings by the governance, institutions and international sources (see Table 1 and Table 2 below).

Table 1: Implications of Proposals in the O’Kane Report (the Agenda on Growth for Equity)

	Implications for Domestic and International Recruitments	Implications for Teacher Recruitment and Development	Implications for Course Delivery Modes	Implications for Technology Improvements	Implications for Fundings by the Governments, Institutions and International Sources
Priority Action 1: creating further Regional University Centres (RUCs)	Lacking economics of scale for domestic students (particularly First Nation students) Lacking attractions to international students	Lacking academic staff in country regions Lacking attractions to academic staff to move from cities to regions	Requiring flexible hybrid delivery modes (online and FTF) and creative assessment methods for students in remote regions	Allowing for expensive investment in regional use of high technology in education for RUCs	Requiring Government to allow for a huge budget in setting up RUCs with a double of success given the fact that most regional universities are currently facing recruitment difficulties Requiring city

					<p>universities (public) to invest in facilities and staffing to maintain and operate RUCs</p> <p>Encouraging private providers to invest and extend education services to regional students</p>
<p>Priority Action 2: Cease the 50% pass rule accessing HECS-HELP</p>	<p>Expecting poor-performing students by implementing The Higher Education Support Amendment to cease the operation of the 50 per cent pass rate measures from 1 January 2024</p>	<p>Exerting more difficulties in teaching for academic staff</p> <p>Requiring to provide more professional development and monetary awards to academic staff</p> <p>Causing a significant</p>	<p>Requiring more challenging teaching methods</p> <p>Requiring more effective delivery modes</p>	<p>Requiring both pressured academic staff and poor-performing students to teach and learn not only academic subject knowledge but also associated technology skills</p>	<p>Requiring huge investment by both institutional (public and private providers) and students in acquiring teaching and learning equipment and instruments</p>

	Compound- ing the effect of recruiting poor- performing international students	shift of aca- demic atten- tion and effort from research Causing a significant shift in aca- demic pro- motion criteria to encourage teaching academics			
Priority Action 3: Ensure that all First Nations students are eligible for a funded place at university	Expecting a moderate increase of recruitment from all First Nations stu- dents Crowding out some univer- sity places for domestic and international students	Lacking cross- cultural and cross-ethnic academic staff Requiring strong cultur- al awareness of First Na- tions culture	Requiring a significant change in curriculum design and content to adapt to the needs of First Nations students Requiring significant support and develop- ment in primary and secondary education to	Requiring both pres- sured aca- demic staff and disadvan- taged First Nations stu- dents to teach and learn not only academic subject knowledge but also asso- ciated tech- nology skills	Requiring strong finan- cial commit- ments and contribution in teaching and learning support ser- vices from the govern- ment and higher educa- tion provid- ers to help and enable First Nations students to succeed through

			equip First Nations students to advance successfully to tertiary education		degree courses
Priority Action 4: the extension of the Higher Education Continuity Guarantee into 2024 and 2025	Requiring a fair but challenging distribution mechanism to tilt to regional public universities and RUCs; Questioning the access of private provides to the funding;	Requiring a strong cross-board support to relocation, teaching, research, professional development and promotion of academic staff;	Requiring a support in both financial and facilities to help academic staff to develop and implement new and creative delivery modes;	Requiring a support in both financial and facilities to help academic staff in RUCs to develop and apply new and creative technologies in teaching and learnings;	Requiring financial commitments of governments at various levels and public universities to invest significantly in addition to the extended HECG to support the University Accord;
Priority Action 5: improve university governance, particularly focusing on universities being good	Expecting more demands from domestic and international students on more supporting services	Expecting more demands from both academic and administrative staff on more supporting services	Expecting more demands from domestic and international students for academic staff to	Expecting more demands from domestic and international students for universities and academic staff to pro-	Exerting greater financial pressure on local governments and public and private universities to implement

<p>employers, student and staff safety, membership of governing bodies, ensuring additional people with expertise in the business of universities</p>			<p>provide more flexible deliver and assessment modes;</p>	<p>vide and use more new and latest technologies in teaching, learning and assessment;</p>	<p>reforms in both academic and administrative governing and provide welfare support to students and staff on campus;</p>
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Table 1 shows that the five proposed actions in the O’Kane Report will:

- 1) Produce a limited increase in the recruitment of domestic less-performing students and make education providers depend on more international students for funding;
- 2) Exert greater efforts of academic staff to make sure less-performing domestic and international students to learn successfully and make academic staff need more professional development and support;
- 3) Demand significant changes in curriculum designs and teaching methods to cater for the special needs of increased proportion of less-performing students from regions and abroad and make academic staff shift away from the needed research activities;
- 4) Require huge investments in using modern technologies including AI in teaching and learning activities and make both students and academic staff accept vigorous learning of new delivery modes;

- 5) Assure huge funding from governments at all levels and higher education providers both public and private and make both governments and providers depend more on financial sources through recruiting more international students.

Table 2: Implications of Proposals in the TEQSA Report (the Agenda on Compliance for Quality)

	Implications for Domestic and International Recruitments	Implications for Teacher Recruitment and Development	Implications for Course Delivery Modes	Implications for Technology Improvements	Implications for Funding by the Governments, Institutions and International Sources
In academic integrity area, TEQSA expects higher education providers to maintain vigilance over academic integrity across all areas of educational operations, including admissions, delivery, assessment and credentialling of	Exerting constraints on recruiting both domestic and international students Making the prevention of commercial cheating an impossible mission for providers only to control	Facing severe shortages of academic staff, particularly in remote regions Requiring academic staff to improve teaching methods and creating more challenging assessment tasks under invigilating facilities for students	Requiring academic staff to design, develop and adopt more invigilating efforts in teaching, learning and assessment Requiring academic staff to learn and use modern technologies and accept AI technologies	Requiring providers to invest and provide high technology (AI) in support to teaching, learning and assessments Requiring academic staff to learn and apply high technology (AI) in teaching and assessment	Requiring government at all levels to fund providers to implement academic vigilance and integrity Requiring providers to earmark more funding on non-academic functions

<p>graduates as set out in the HES Framework</p>					
<p>In academic governance area, TEQSA keeps monitoring the ownership of higher education providers and paying attention to any transitions through mergers, acquisitions, or changes in shareholding arrangements as set out in the HES Framework</p>	<p>Facing greater competition for both domestic and international students</p> <p>Expecting greater acquisitions and mergers of both public and private institutions</p>	<p>Making academic staff facing greater uncertainty resulting from ownership changes</p> <p>Causing academic staff demand more monetary rewards due to staff shortages</p>	<p>Facing pressures from different development focuses of leadership in education institutions on academic teaching, learning and assessment</p>	<p>Making executives of education institutions invest more on technology development than on human capital development</p> <p>Subjecting executives of education institutions to consideration of new risks in using new technologies for compliance purpose</p>	<p>Requiring governments and education providers allocate more resources to implement compliance measures</p> <p>Expecting an increase in compliance costs in academic governance</p>

<p>In securing data safety and requiring cyber security area, TEQSA continues to keep monitoring the cyber security and data safety in higher education providers as set out HES Framework.</p>	<p>Expecting more incidences in cyber security and data safety due to opportunistic behaviours of students and academic staff</p> <p>Expecting more illegal activities due to more market demands from more less-performing students either domestic and international</p>	<p>Causing more time and effort of academic staff to focus and manage violations in cyber security and data safety</p> <p>Causing academic staff to learn and conduct non-academic activities</p>	<p>Requiring academic staff to redesign curriculum and teaching methods to cope with requirements in cyber security and data safety</p> <p>Requiring academic staff to report and manage such issues in cyber security and data safety as non-academic</p>	<p>Requiring education providers to upgrade information systems and invigilating software from time to time to deal with ever occurring violations in cyber security and data safety</p> <p>Requiring education providers to recruit more IT staff to develop, maintain and manage information systems and invigilating systems</p>	<p>Requiring governments and education providers to allocate more financial resources to use, upgrade and manage a sound and safe information systems</p> <p>Expecting an increase in compliance costs in cyber security and data safety</p>
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Table 2 shows that the three broad areas of required actions in TEQSA Report will:

- 1) Produce greater compliance pressures on education providers due to an increase in the recruitment of domestic and international less-performing students;

- 2) Exert greater efforts to develop and train academic staff to use new technologies to fight against violations in cyber security and data safety;
- 3) Demand significant efforts of education institutions to support academic staff to conduct significant changes or reforms in curriculum designs, teaching methods and assessment modes to cope with the uncertainty in academic governance and ownership changes which is emerging from greater competition in recruitments;
- 4) Require education providers to develop, upgrade, maintain and adopt various modern technologies including AI in teaching, learning and assessment activities and invigilating instruments for assessments;
- 5) Assure governments and education providers to allocate more financial resources to cope with ever increasing costs in fighting against violations in cyber security and data safety as well as compliance measures.

Conclusion

Education is a public good which is not free (subject to government budgets) while education is a private good which is costly (subject to available financial resources). Both the agenda on compliance for quality and the agenda on needed growth for equity can also go beyond financial limits. The preliminary review of the TEQSA Report 2023 and the O’Kane Report shows that the actions and requirements in two reports will cause severe financial constraints on government budgets and higher education providers’ resources (both public and private) and therefore the Australian higher education depends more on increased international funding via greater international recruitment to achieve the dual objectives of quality and quantity. The challenge in balancing between the quality agenda and the quantity agenda in the higher education sector confronts all in many years to come.

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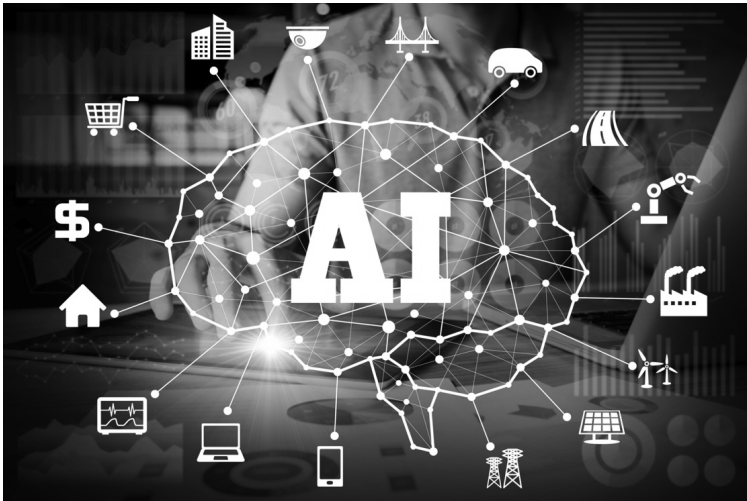
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Harnessing the Power of AI

Art Phillips
2024



Does the word ‘artificial’ sound just a little bit scary? How can something artificial actually be innovative or in fact ‘intelligent’? We have become masters of the robot, with all our intelligence oozing from our perfectly sized homo sapiens’ brain and our cleverly

adapted chemical make-up - are we creating monsters in a new world?

Is A.I. good or bad, and who is in control? Is all this this JUST a new fad? The fact of the matter is 'NO', it is not new.

Historically the term A.I. was created back in the mid-1950 where early forms of this technology explored topics such as problem solving and symbolic methodology. Then just about a decade later the US Department of Defence took interest in this type of work and began training computers to mimic basic human reasoning. The Defence Advanced Research Projects Agency (DARPA) completed street mapping projects in the 1970s. Then in 2003, DARPA produced intelligent personal assistants long before we had anything such as Siri, Alexa or 'hey Google'.

The initial goals of this research dealt with reasoning, knowledge representation, planning, learning, natural language processing, perception, and support for 'robotics', simulating human intelligence and knowledge through data input and progressive learning from what we feed into it.

The early work in the 50s paved the way for the automation and formal reasoning that we see in computers today, including decision support systems and smart search engines that can be designed to complement and augment human-like abilities.

If we respect and are transparent with the use of A.I. and give credit where credit is due, we will stay on an ethical and safe flight path.

SAS Institute (2024) argues - 'Artificial intelligence (AI) makes it possible for machines to learn from experience, adjust to new inputs and perform human-like tasks. Most AI examples that you hear about today – from chess-playing computers to self-driving cars – rely heavily on deep learning and natural language processing. Using these technologies, computers can be trained to accomplish specific tasks by processing large amounts of data and recognising patterns in the data'.

There are a variety of considerations on the topic of AI – and there are both the negatives and the positives as well as the due diligence required by all type of industries and organisations to ensure a safe, non-infringing creative environment for the future.

In my business, the *creative arts and music publishing*, there are certainly numerous concerns. Many of which are being attended to by a multitude of overseas organisations, such as the ICMP - the International Confederation of Music Publishers - the global voice for music publishing.

Legrand (2024) quotes John Phelan, Director General of The International Confederation of Music Publishers (ICMP) states, 'Ensuring AI companies have clear respect for copyright and exclusive rights (is essential).

For the music industry, the headline here is that the Belgian government's Presidency of the EU will be tasked with corralling governments, coordinating texts, and chalking off the technical details of December's political deal on the future EU AI Act. That will not be just semantics though, there's substance to be secured there.

We want to ensure the Presidency ensures the EU AI laws are fit for purpose by ensuring AI companies have clear respect for copyright and exclusive rights, that our sector can access details on dataset and Large Language Model training, irrespective of where it was carried out and to ensure these companies have reporting and documentation retention requirements.

It's clear there is considerable pressure coming in from some heavyweight governments on the final scope and details of the AI Act. We will work with the Presidency and other decision makers to try and resist and efforts to dilute'.

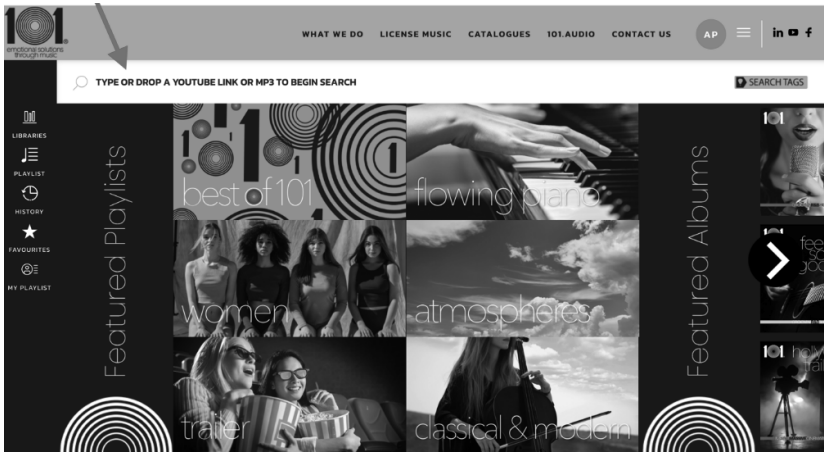
The focus here is to monitor how digital partners are engaging with the law, and to maintain a clear focus on trade policy and copyright respect around the planet.

Using AI in a music business

I have embraced AI and use it wisely in my business, 101 Music Pty Ltd®, a music production library licensing company servicing the world with music to accompany the visual and audio story. In a recent expansion of my company (from May 2003) I now service the Australasian territories as a production music distributor, where I represent and sub-publish over 60 music production libraries, some 220,000+ tracks (pieces of music).

On my website, www.101.audio, the client *search site* for music licensing, <https://search.101.audio>,

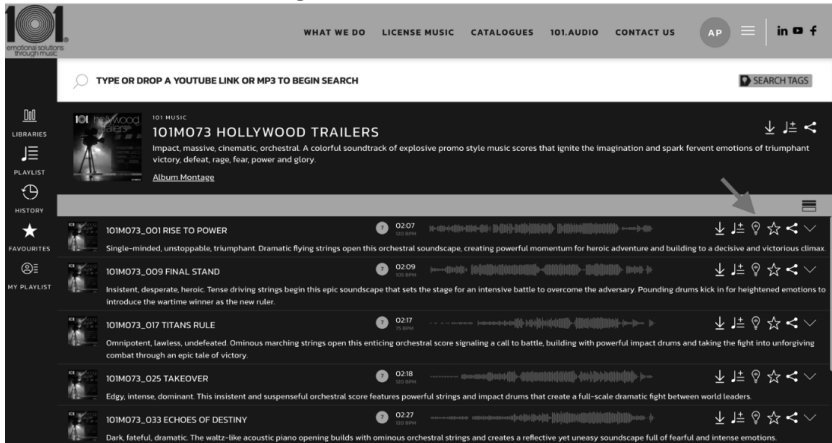
I have employed an AI function from *Harvest Evoke* (an AI application) where clients can type or drop a YouTube URL link or drop a music mp3 audio file in the 'search bar' to find music tracks in my list of music libraries that sound and feel alike.



This saves valuable time for clients - and our staff - who are creating curated music playlists for the clients, as *Evoke* sorts through the multitude of tracks, some 220,000+, to find ones that represent the same feel, with the same emotion and identical style of music production virtually instantaneously. The fact is, accomplishing this task outside of the use of AI can take hours, and further, a human will probably miss many tracks that are quite suitable to a creative brief.

AI has impacted *positively* for my company, as my clients absolutely love this function, as do my staff of music supervisors and curators.

In addition to the intelligent search bar function, if you find a track already represented by 101 Music in my list of libraries, all the client needs to do is to move to the right of the track to find the ‘light bulb’ and click, see below image and red arrow.



When clicking the ‘light bulb’, AI (*Evoke*) finds all other tracks that 101 Music represents and creates a playlist list for the client to audition from the list of choices in order to find something that works for them.

Music searching has now become super intelligent and easy to accomplish in a matter of seconds.

Legal Matters, and avoiding the lawsuit

Another very important *benefit* of using AI in my business is to help avoid copyright infringements, by providing the ability to find and identify copyright ‘sound-a-likes’ that have accidentally snuck under the net.

Just a few weeks ago our staff and I were searching for a track that we were given by a client to find something similar from what they gave us as an example audio file. I would like to note, in this case we were not looking for a piece that is an exact cloned sound-a-like, as that would be a legal issue with respect to intellectual proper-

ty and copyright infringement. We were not looking, nor was the client wanting, to find a rip-off anyone's intellectual property, yet with the power of *Evoke* AI what this intelligent search function was able to find from my list of 60 music libraries that I represent were three tracks that were in fact a perfect sound-a-like, and with no doubt to myself and other musicologists that I employ, was a direct copyright infringement.

I immediately pulled the music tracks off my server search website and informed the owner of that music library that those particular tracks are much too close for comfort to continue to represent the track, and that I had to delete the audio file title from my representation. I also advised that it would be in their best interests to do the same across the globe with all their other representative sub-publishers.

Harvest, creators of *Evoke*, advertise the product saying, '**Evoke** helps you find tracks that are sonically similar. You can also use an mp3 to seed a search and get intuitive advice on track selections, and you can also drop a YouTube URL in the same manner and get advice and recommendations. Call it sonic search if you prefer. Like a track? Want more like it?'

Evoke will find what you are looking for, and I am grateful there is such a product.

AI is here to stay

There is no doubt AI is here to stay. Businesses across every sector have found benefits from utilising AI, and people around the globe use it in their everyday lives. When using AI effectively it is a positive. When using it to create new content and not sharing the rights with the original creators and those intellectual property owners, it is wrong.

When using AI to generate a robotic creation in any type of content, AI seems to lack the human emotion. Most humans are able to make sensitive decisions, and we can generally take into account the ramifications of what we do. AI does not have that ability, as it can

only make choices and creations based on the parameters that has been fed. In fact, AI which has been programmed to understand human emotion falls short.

The lack of creativity means AI cannot create new solutions to problems or excel in any overly artistic field. Machines do need to be serviced and repaired from time to time, so unless the AI has a self-repairing function, it will eventually break down and require replacement parts.

AI needs to be continually trained with fresh data or it will become stale and outdated. It cannot learn on its own.

As Tableau from Salesforce says, 'AI can't naturally learn from its own experience and mistakes. Humans do this by nature, trying not to repeat the same mistakes over, and over again. However, creating an AI that can learn on its own is both extremely difficult and quite expensive. There are AIs that can learn, of course. Perhaps the most notable example of this would be the program AlphaGo, developed by Google, which taught itself to play Go, and within three days started inventing new strategies that humans hadn't yet thought of.

But without the programming to learn on its own, AI will need human intervention to help it improve over time'.

If AI is harnessed correctly, and used for the right purposes, our planet and mankind will benefit tremendously.

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Integrity in Education: What is Learning?

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Introduction

In education, teachers often are concerned about how to teach better or to improve teaching ("The Teaching Question") but seldom think about how students (learners) learn or how they can be helped to improve their learning ("The Learning Question"). The Teaching Question is based on the assumption that students are taught to learn while the Learning Question focuses on the argument that students can learn and know how to learn. Most education theories indicate that 'being taught to learn' is often described as "passive learning" while 'learning how to learn' is described as "active learning" (Department of Education, Victoria State Government, 2016).

According to the Cambridge Dictionary (2024), the word integrity means 1) the quality of being honest and having strong moral principles that one refuses to change; 2) the quality of being whole and

complete. It is not in line with the concept of integrity in education if, "the Teaching Question" is concerned without examining "the Learning Question" (Department of Education, Victoria State Government, 2020).

Although education is a service where teaching and learning are inseparable because students' learning outcome depends on effective interactions between teachers' teaching and students' learning, students' active learning is a dominant driver in the teaching-learning process. In this sense, it would be much more helpful not to ignore "the Learning Question" and to investigate and understand the meaning of learning or learning behaviours of learners. This requires teachers to change the paradigm of thinking not only about "the Teaching Question" to the paradigm of examining "the Learning Question" concurrently in their teaching process (Malloch, etc., 2016)

It is the purpose of this chapter to discuss the question of "What is Learning" as a topic of urgent attention of teachers in the context of fast changing technologies such as Chat GPT and AI where students or learners are more able to learn positively by themselves than being taught to learn passively. Teachers need to change the paradigm of focusing on "how to teach" to "how to learn". This change in paradigm will help teachers develop and apply more creative teaching methods and help education institutions apply diversified delivery modes and technologies. It is hoped that our discussions may have some impact on the change in paradigm in teaching and learning with a vision for education in future (Pelletier, K., etc., 2023).

Learning as a Human Natural Ability - a biological perspective

It is known but need be emphasized that learning is a natural ability of learners as human beings. Humans are born with their biological sensory organs such as eyes to see and read, ears to listen and hear, mouth to speak and express, nose to smell and taste, hands to write and make things, and more importantly a brain to think, ana-

lyse, construct and invent in their learning, work and life (Baker, E. etc., 2007).

Normal functions of these biological sensory organs constitute human’s natural ability to learn. No one who has eyes not being able to see (except for blindness), nor him/her who has ears not being able to listen (except for deaf), nor him/her who has a mouth not being able to speak (except for dumb), nor him/her who has a nose not being able to smell (except for ageusia), nor him/her who has hands not being able to write and make things (except for disabilities), nor him/her who has a brain not being able to think (except for people with Parkinson or other diseases).

Even if some learners lost some functions of their partial biological sensory organs, they are still able to learn, sometimes even better than a normal person in some special areas. This is why human beings are so distinct from other non-human beings because humans have a natural ability to learn. It is highly confident to argue that nobody does not learn from the first day of his/her birth and can learn anytime and anywhere since birth thanks to his/her natural ability. It would be illogical to imagine that humans cannot learn if not being taught (Table 1).

Table 1: The Natural Abilities of Human Beings to Learn

Learning Organs	Eyes	Ears	Mouth	Nose	Hand	Brain
Organ Functions	Seeing and reading	Listening and hearing	Speaking	Smelling	Doing	Thinking
Learning Sources	Written materials; books, etc.	TV, video, radio, etc.	Talk, conversation debate, etc.	Taste, feel, etc.	Completing a task; Making things, etc.	Analysing, integrating, synthesizing, etc.

Of course, an effective learning is the process of applying human’s natural learning ability through numerous, endless, effective and creative interactions between human’s biological sensory organs on one hand and diversified learning objects and resources on the other hand. At the same time, learning activities enhance functional abilities of human’s biological sensory organs to a level of ever stronger natural ability to learn each time and every time. Due to human’s biological ability to learn, learning in essence is to “learn how to learn spontaneously by nature”, not learn just by being taught (National University, 2024).

The explanation of learning as a human’s natural ability implies that learners are by no means less able in learning than teachers and therefore it requires teachers to focus more on motivating, nurturing and unlocking students’ natural ability to learn in an equal, supportive and caring manner.

Learning as a Human Creative Ability to Extend his/her Natural Ability – a technological perspective

It is also known that humans are able to create various technological means or instruments to extend and expand their natural abilities and functions of biological sensory organs to learn (Kiong, J., (2022). The human history of civilisation is a history of innovation and creation in science and technology to supplement, substitute, enhance and/or replace some of human’s natural abilities to learn and do as a result of many evolutionary changes from the primitive age to the stone age, the stone age to the machine age, the machine age to the information age, and the information age to the artificial intelligence age the impact of new technologies on human’s learning ability is ever greater each day (Whateley, 2024a) Chnani, S., etc., 2023, Popescu, L., 2022) (Table 2).

Table 2: Human’s Creative Ability to Extend His/her Natural Ability to Learn

Learning Organs	Eyes	Ears	Mouth	Nose	Hand	Brain
Organ Functions	Seeing and reading	Listening and hearing	Speaking	Smelling	Doing	Thinking
Technological instruments	Telescope, microscope, Etc.	Listening aid, radar, sonar, etc.	Text-to-Speak System, Finger-to-Speak system, etc.	Olfactory receptor, etc.	Artificial hands, robots, etc.	Brain chips, AI, ChatGPT, etc.
Extended Organ Functions	See far and clearer	Hear far and sensitively	Speak up again	Smell again	Function again	Reinforce and empower thinking functions
Learning Sources	Written materials; books, etc.	TV, video, radio, etc.	Talk, conversation, debate, etc.	Taste, Feel, etc.	Completing a task; Experiencing, etc.	Analysing, integrating, synthesizing, etc.

Future Business Tech on YouTube (2024) explains 20 emerging technologies that will change the world and enhance humans’ technology-aided ability to learn and perform what is learnt:

A) Technology-Aided Human Ability to Learn:

- 1) Artificial General Intelligence (AGI) will enhance humans’ ability to understand, learn and apply by using a machine with AGI (such as Open AI and Google DeepMind);

- 2) CRISPR Gene Editing (CGE) will enhance humans' ability to treat various diseases by removing, adding or replacing specific genetic sequences (CRISPR-Cas9);
 - 3) Quantum Computing will enhance human's ability to process, calculate and optimise a vast volume of data and information via quantum bits or qubits (Google's Quantum Supremacy);
 - 4) Neuralink and Brain-Computer Interfaces will enhance humans' ability to detect and record the activities of neurons and to restore vision, hearing and other human sensory functions, improve memories and thoughts processing;
 - 5) Generative AI will enhance humans' ability to create contents, articles and novels using natural language processing technologies (Open AI, Midjourney);
 - 6) Nanotechnology will enhance humans' ability to discover, identify, analyse and produce new matters or materials at an atomic or molecular scale (Microscope Robots);
 - 7) Internet of Things (IoT) will enhance humans' ability to collect, record and exchange data of all things being linked via embedded sensors in real time;
 - 8) Starlink Satellites will enhance humans' ability to connect, transmit and receive information and data globally in a very fast, accurate and efficient way (SpaceX's Global Internet Connectivity System).
 - 9) Mixed Reality will enhance humans' ability to learn in an immersive and interactive learning environment in education via gesture and voice recognition technologies by blending the physical and digital worlds;
- B) Technology-Aided Human Ability to Perform what is learnt:
- 10) Humanoid Robots will enhance human's ability to design and manufacture a robot to resemble and mimic human body structure and behaviours by using sensory inputs

and cognitive processing abilities such as machine learning (Robot Sophia);

- 11) Artificial Wombs will enhance humans' ability to produce and support babies particularly including premature babies to develop and grow healthily and intelligently (Exowombs);
- 12) Autonomous Vehicles will enhance humans' ability to commute and travel freely and efficiently using a vehicle using high-tech sensors to identify objects and navigate routes via a global positioning system;
- 13) Space Tourism will enhance humans' ability to explore and experience a new horizon in the space world by sub-orbital flying vehicles;
- 14) Smart Cities Technologies will enhance humans' ability to design, develop and manage cities by using Big Data Analytics;
- 15) 3D Printing will enhance humans' ability to design and manufacture products in an additive way instead of a conventional deductive way;
- 16) Solid-State Batteries will enhance humans' ability to generate, store and use the new form of energy in solid form;
- 17) Fusion Power will enhance humans' ability to generate, store and use the new form of energy through power generation between deuterium and tritium (two isotopes of hydrogens);
- 18) Blockchain Technology will enhance humans' ability to develop and use a decentralised digital ledger that records real-time transactions in a crypted, secured, transparent and immutable way;
- 19) Smart Homes Technology will enhance humans' ability to work, leisure and live more comfortably, easily and safely via home technology linking all devices and systems together functionally;

20) Lab-Grown Food will enhance humans’ ability to cultivate meats and vegetables to offer sustainable and ethical alternatives to traditional farming and agricultural production.

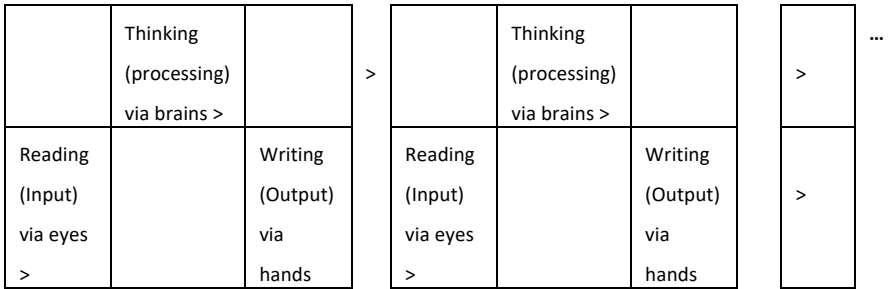
The explanation of learning as a human’s creative ability to use technologies to enhance his/her natural ability to learn and experience implies that learners are more capable than teachers most times to learn particularly new things with newly developed technologies (Whateley, 2023) and therefore it requires teachers to focus on ideas-driven, methods-focused, thinking-oriented and problem-solving teaching methods in teaching and encourage students to learn by themselves actively and/or encourage teachers themselves to learn from students or learners (Explorance, 2024; Haleem, A, etc., 2022).

Learning as an Input-Out Process - a process perspective

With the biological sensory organs and technological instruments, human learning takes place in an input-output process or an endless loop or cycle: absorbing inputs such as information, knowledge, ideas and concepts, theories through reading and listening, then processing and reconstructing them into outputs such as skills, abilities and new creative ideas through speaking and writing. The learning process in essence is the process of improving continuously the functions of human’s biological sensory organs through which the natural learning abilities in listening, reading, thinking, speaking and writing are developed, nurtured and enhanced over whole life (Table 2).

Table 3: Human Learning Process

Cycle 1			Cycle 2			Cycle 3
Listening (Input) via ears		Speaking (Output) via mouth	Listening (Input) via ears		Speaking (Output) via mouth	>
>			>			



A significant responsibility of ... teachers is to encourage, develop and nurture (not just teach) students’ natural abilities to apply fully the functions of biological sensory organs in learning activities such as reading, listening, writing, speaking, and more importantly critical and creative thinking. These abilities are defined as being “transferable abilities”. Knowledge and skills in a specific area are described as being “untransferable in nature”. Of course, “transferable abilities” can be developed during the application of “untransferable knowledge and skills”. The Department of Education and the Victorian State Government, have promoted “the teaching and learning cycle (TLC) which provides a principled pedagogic approach to support students’ learning to develop “transferable abilities” from a young age. All teachers in education sector should be encouraged to do the same. Therefore, it is a core function of formal education within schools or colleges or universities to focus on developing students’ (learners’) learning abilities in the learning process or cycle (Prodigy, 2024).

The understanding of learning as an input-output process implies that it is more important for learners to develop their learning abilities than depending on teachers to be fed with information and knowledge and therefore it requires teachers to focus on design and develop learning curriculum and activities to encourage students (learners) to be engaged intensively and recurrently in the learning cycle.

Learning as a Human Continuous Journey – an accumulation perspective

As a Chinese saying goes, “it takes about 10 years to grow a tree but takes about 100 years to develop a capable person”. Although a ‘hundred years’ is a metaphor of expression, learning is a continuing journey of self-fulfilment during whole life (Table 3). Learning during life has two parts: 1) the formal learning from learning activities in schools, colleges and universities from early-child education to tertiary education in about 25 early years of life; 2) the experiential learning from practices in careers from a graduation year through to the end of life in about many post-graduation 40 or 50 years. This continuous journey of learning is a journey of self-fulfilment with ever greater learning ability being built up over time.

Table 4: A Continuing Journey of Formal Learning

Learning Journey	Pre-birth -6 months	Pre-school 0 to 5	Primary 5 to 11	Secondary 12 to 18	Tertiary 19 -22	Postgraduate 22 -
Learning purpose	Qualification	Interest	Knowledge	Employment	Self-fulfilment	For other people
Learning Channels	Training	Lectures	Case study	Group or tutorial discussion	Games or Role plays	Projects or Assignments or Exam
Learning principles	High motivation	Active Involvement	Individual approach	Sequencing and structure	Prompt feedback	Transfer of knowledge
Study methods	Pre-lecture reading	Knowledge matching at lectures	Exercises at home for tutorials	Participation in tutorials	Summarisation of Weekly work	Revision for examination

The long journey of learning raises such a challenge to both teachers and learners as how learners can be helped, facilitated and nurtured to learn and experience in a more efficient and effective way (Purdue University, 2024).

The understanding of learning as a formal part of a continuous learning journal implies that a learning journey has stages but each stage leads to the next stage of learning as a life-long process and therefore it requires teachers to personalise students' learning approaches and target individual learning motivations and behaviours in each specific stage so that students' interest in learning is fully motivated, unlocked, released and developed in each stage of the learning journal.

Learning as a Human Personal Experience - experiential perspective

VeryWellMind (2024) on the website argues that "learning is a relatively lasting change in behaviour that is the result of experience. It is through personal experience that the acquisition of information, knowledge, and skills are acquired. When you think of learning, it's easy to focus on formal education that takes place during childhood and early adulthood. But learning is an ongoing process that takes place throughout life and isn't confined to the classroom".

Formal learning alone is not enough for learners and therefore it is often said that real learning starts from informal part of learning journey after graduation. In essence, learning is an action of accumulated personal experiences through individual learning practices of what is learnt in the informal learning stage during work and life. This is described as an informal part of learning journey. Learners' learning experience in both formal and informal parts of learning journey cannot be imposed on and/or done by someone else for learners.

Table 5: A Continuing Journey of Informal Learning

Continuous Learning Process	Input	Output	Input	Output	Input	Output ...
Inputs	Observations	Stories	Books	Study cases	News, media	Experiences
Outputs	Phenomenon and ideas	Reception and perceptions	Histories and events	Methods and values	Synergies and innovations	Innovation and creation

The input-output process in the informal part of learning journey is more challenging and rewarding in career work and life. This process enables humans to experience receiving various inputs and reflecting on these inputs to develop their outputs frequently and regularly in a cyclic way. Sometimes humans learn by learning and/or other times learn by doing. Learning as personal experience must come before, during and/or after being taught in formal part of learning journey, that is to learn by learning and/or learning by doing and experiencing.

The understanding of learning as a personal experience implies that learning by practice is more important than learning by memorising and therefore it requires teachers to pay more attention to learning outputs instead of just learning inputs, such as students' reflections, feedback and learning outcomes during learning process by engaging, interacting, and immersing students (learners) in learning activities.

Learning as a Human Collaborative Social Activity – a social perspective

Learning alone by oneself is not only less effective but also boring. Learning is a collective social activity because humans are social persons in nature. More importantly social, productive and/or business

activities are conducted in teams through needed interactions and counteractions (Table 6).

Table 6: Learning as Social Activity

Learning individuals	Learning families	Learning organisations	Learning communities	Learning Society	Learning World
Learn by learning and learn by doing and experiencing	Learn by imitating and influencing each other	Learn by working in teams	Learn by socialising in groups	Learn by “herding” in trends	Learn by advance as humankind

In most cases, humans learn from each another more effectively by discussions, debates, negotiations, communications. Learning is an ecological system where learning individuals in learning families and/or learning organisations in learning communities in learning society as part of a learning world result in the advancement of human knowledge, wisdom and civilisation (Visvizi, A. and Daniela, L., 2019).

The understanding of learning as a collaborative social activity implies that learning environment or learning ecological system is more constructive to learning than individual efforts in learning and therefore it requires teachers in education sector and families/communities as a whole make efforts to develop and improve the learning eco-system where learning culture, learning habits, learning conventions, learning standards are formed to encourage students (learners) to learn happily and collectively.

Conclusion

Examining concepts, meanings, theories of human learning from biological, technical, process, accumulation, experiential and social perspectives demonstrates that learning is a function of humans’ natural and technology-aided abilities, continuous learning journal,

personal experience and learning ecological environment. Learning how to learn instead of just being taught to learn is more enjoyable and rewarding experience for students (learners). At the end, learning is an inevitable, most exciting, highly challenging and definitely rewarding part of life of an individual. Collectively, learning is an evolutionary process of advancement of humankind. Learning individuals in learning families and/or organisations in learning communities and/or societies as part of the learning world result in the advancement of the civilisation. It is worthy to emphasise again for both teachers and learners that only by comprehending and appreciating the concept and meaning of learning better, can we learn how to learn and how to teach better.

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Academic Integrity, Freedom of Speech, and Student Safety

Aleks Szram
March 2024

The concept of ‘academic integrity’ can be applied to many aspects of educational provision, one of which could be defined loosely as the presentation of truth, or at least a range of multiple truths within an academic context. Living as we do in a post-truth world, with its bewildering array of competing narratives, allegations of ‘fake news’ and increasingly politicised and polemical positions, growing tensions are emerging in Higher Education between how academic integrity is felt by individual academics, how it is perceived by individual students (or indeed by communities of students), and what boundaries (if any) an academic institution can draw in facilitating the provision of competing narratives to students within its learning environment.

Key ingredients

Many ingredients of this growing crisis are not new; academics have argued about truth since academia began, and students have always had a range of narratives presented to them which they could

either reject, adopt or investigate further. Indeed, a core part of university-level teaching has always been to develop in students the skills to think critically – to examine evidence, to test arguments for bias and inaccuracy, to adopt a position of healthy suspicion when presented with received wisdom. Music performance as an academic discipline has arguably not always seen the same degree of fastidious criticality as other fields such as medicine, where the extent of engagement with the evidence base determines whether future patients – quite literally - are more likely to live or die. A music graduate, embarking on their professional career, is free to disregard all that their teachers have told them; if their artistry engages an audience, then they will be booked for performances and will be able to market their recordings etc. In other words, within the field of music performance critical understanding is demonstrably not a vital prerequisite for a professional career.

A new challenge arises

What *is new* in the current crisis is the legal emboldening of the right to free speech specifically within higher education, keenly felt in the United Kingdom through two recent employment tribunal outcomes – *Miller vs Bristol University* (2024), and *Corby v Advisory, Conciliation and Arbitration Service (ACAS)* (2023). The former case established that anti-Zionist beliefs qualified as a protected characteristic, the latter case that an opposition to critical race theory is similarly protected by law.

These outcomes pose difficult questions for university administrations and their duty of care to student communities, not least at music conservatoires which typically have large populations of international students (my institution, for instance, has students from over sixty countries) that work together in creative music making activities. Musical collaborations depend on strong connections of mutual trust and understanding, and preparatory work to build trust is supported by institutions through the careful fostering of a culture in which students cultivate a nuanced and respectful understanding of

the other. The fostering of a mutually supportive culture has been particularly challenging during this current academic year, given conflicts in Europe and the Middle East and ongoing affects from other areas of geo-political tension; community tensions have needed sensitive handling in order to coalesce varied student groups with different life experiences and perspectives. Despite these difficulties, the act of making music has continued to provide a strong, unifying force that brings students together to forge artistic connections; the creative results are particularly authentic when students are given agency in the process, and are particularly powerful when a diverse range of students are involved.

The importance of recognising diversity

From a business perspective, a music institution should follow the same logic as other businesses in terms of having a clear mission statement with defined organisational values: an identity that draws employees that will be motivated to work towards them. It should be clear to current and prospective employees what the institution stands for, and what students coming to the institution should expect to experience as the guiding educational philosophy. If this expectation is clearly established, why indeed would individuals working for the institution want to act against it? A community of academics will always be a broad church, but to what extent can an employee of a business expect to have individual views that are antithetical to the stated mission statement of the employer, and to what extent would they expect to be able to act in opposition to them? Students, as paying customers of the institution, expect a student experience that delivers the mission statement, and presumably academic staff would prefer to work at institutions where their personal views align with those of their employer.

Given that a music institution depends on a community ethos as outlined earlier, a line of tolerance can potentially be drawn depending on whether ideological differences impact on the functioning of this community. An institution needs to create an environment in

which the diversity of individual students is recognised, so that students can bring their authentic selves to ensemble collaboration and generative activities such as improvisation. To create this environment, there needs to be a certain level of shared understanding of approach from the teaching staff. The presentation of competing narratives has to be carefully nuanced so as not to disrupt the sense of community, otherwise collaborative work becomes impossible and the business of the institution cannot take place.

The application of different models of freedom to music education

From an emotionally detached, intellectual perspective, the debate of competing ideas in order to test different alternatives and establish the most logical position has long been a key aspect of academic practice. John Stuart Mill, for instance, warned of the pernicious effect of the 'tyranny of the majority' in preventing new ideas from coming to the fore, and identified conformity as the chief danger of his time; in music performance, which requires the development of individual creativity as well as the ability to collaborate with others, the need to test competing alternatives regularly is crucial to an exploratory training that enables each individual performer to locate and empower their authentic voice. The application of different models of freedom to music education (e.g. 'negative freedom' from Thomas Hobbes, 'positive freedom' attributed to Isaiah Berlin, the work of Brazilian educator Paulo Freire etc.) have led to different pedagogical and musical results. A more recent exploration by Maggie Nelson has made the case for understanding freedom through the lens of care, and this position would seem to be most relevant to the current apparent paradox between individual and institution.

Although intellectual enquiry is a vital aspect of academia, the needs of individuals with diverse backgrounds and experiences demand an educational environment that provides psychological safety as a non-negotiable pre-requisite. To students from the global majority, the discussion of critical race theory is not something that can be

presented as a purely intellectual debate; as a colleague with lived experience put it, ‘this subject matter is something that underpins their whole existence inside and outside of the institution and cannot be imposed as subject matter for debate within the classroom’. The same principle applies to critical discussions around gender, religion, political conflict and many other areas, depending on the lived experience that each student brings to the educational space. If an institution believes that acting with academic integrity involves building harmony and unity amongst its diverse community of students, then individual staff members need to understand that the expression of their personal academic integrity cannot involve the presentation of personally-held views that divide this community and potentially inflict trauma on some.

Future development

Going forward, while institutions must provide an atmosphere of intellectual inquiry in the classroom, they will need to consider carefully how staff are trained and supported to understand the psychological needs of students that have to be met in order for meaningful dialogue on difficult issues to take place. While trigger warnings and other methods of good practice are already in use within classroom environments, the master-apprentice model of ‘one-to-one’ instrumental and vocal tuition used throughout music institutions is a more difficult space to manage. As management structures grapple with staff charters and codes of conduct, or how to define reasonable limits of academic discourse, the future may lead to student-led actions; recent cohorts of students have been emboldened by movements such as #MeToo, XR, BLM – they can see that direct action brings results. They are also savvy consumers, knowing that institutions rely on their tuition fees and the word-of-mouth recommendations they provide through their networks and on social media. If students choose to vote with their feet, supporting some institutions and not others, this may well be the decisive force that ultimately steers future development of this area.

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Upholding Integrity in Business Accounting: A Cornerstone for Reliable Financial Reporting

Sam Sorace

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This paper delves into the essential concept of integrity in business accounting, emphasizing its pivotal role in maintaining transparency and trust in financial reporting. It covers fundamental principles of accounting integrity; explores common challenges faced in its preservation; and investigates the implications of compromised integrity on stakeholders. Additionally, the paper introduces practical strategies to enhance accounting integrity, underlining the importance of ethical financial practices for aspiring professionals entering the business arena.

The integrity of business accounting forms the bedrock of reliable financial information. This paper seeks to introduce undergraduate students to the concept of accounting integrity, emphasizing its significance, challenges, and the potential consequences of compromised integrity. By gaining insights into these aspects, students can

appreciate the critical role that integrity plays in the field of business accounting.

Principles of Accounting Integrity

Accuracy and Precision

The foundation of accounting integrity lies in the commitment to accuracy and precision in financial reporting. Accountants must diligently record transactions and prepare financial statements that truthfully represent a company's financial position. Any deviation from accuracy compromises the integrity of financial reporting, leading to misinformation and eroding trust (Gibson, 2019).

Fair Representation

Providing a fair representation of a company's financial position and performance is an integral principle. This ensures that financial statements are unbiased and do not mislead stakeholders. Fair representation fosters trust among investors, creditors, and other interested parties, contributing to a healthy and sustainable business environment (Jones, 2020).

Transparency and Full Disclosure

Transparent financial reporting involves presenting a comprehensive view of a company's financial affairs. This includes not only the financial statements but also supplementary disclosures that help stakeholders understand the context and assumptions underlying the reported figures. Full disclosure is crucial for preventing information asymmetry and ensuring that stakeholders have access to all relevant information (Epstein & Jermakowicz, 2016).

Challenges to Accounting Integrity

Creative Accounting

Creative accounting involves manipulating financial information to present a more favorable image of a company's financial position.

While not always illegal, creative accounting practices can compromise the integrity of financial reporting, leading to inaccurate assessments of a company's performance (Nobes & Parker, 2012).

Earnings Management

Earnings management refers to the strategic manipulation of financial statements to achieve specific financial goals or meet market expectations. While not always fraudulent, aggressive earnings management can distort the true financial health of a business, undermining the integrity of financial reporting (Healy & Wahlen, 1999).

Pressure from Stakeholders

External pressures from investors, creditors, or regulatory bodies may tempt businesses to compromise on accounting integrity. The desire to meet short-term financial targets or secure favorable terms can lead to unethical practices, jeopardizing the accuracy and reliability of financial information (Watts & Zimmerman, 1986).

Implications of Compromised Accounting Integrity

Loss of Stakeholder Trust

The immediate consequence of compromised accounting integrity is the erosion of stakeholder trust. Investors and creditors rely on accurate and transparent financial information to make informed decisions. Any perception of dishonesty or manipulation can lead to a loss of trust, damaging a company's reputation and affecting its ability to attract capital (Dechow & Dichev, 2002).

Market Inefficiencies

Inaccurate financial reporting can distort market perceptions, leading to inefficiencies in capital allocation. If investors are misled by manipulated financial statements, they may make decisions based on false information, leading to mispricing of securities and market inefficiencies (Laux & Leuz, 2009).

Regulatory Repercussions

Businesses that engage in unethical accounting practices may face regulatory scrutiny and legal consequences. Violations of accounting standards and regulations can result in fines, penalties, and even legal action against the individuals responsible for the misconduct. Regulatory repercussions can have long-lasting effects on a company's financial stability and reputation (Levitt, 1998).

Strategies for Enhancing Accounting Integrity

Robust Internal Controls

Implementing and maintaining robust internal controls is essential for safeguarding accounting integrity. Internal controls help prevent and detect errors and fraud, ensuring that financial information is accurate and reliable. Regular audits and assessments of internal control systems can identify weaknesses and provide opportunities for improvement (COSO, 2013).

Ethical Leadership

Leadership plays a pivotal role in shaping the ethical culture of an organization. Ethical leaders set the tone for the entire company, emphasizing the importance of integrity in all business activities. Companies with a strong ethical culture are more likely to prioritize honest and transparent financial reporting (Treviño et al., 2003).

Continuous Professional Development

Investing in the continuous professional development of accounting professionals is crucial for upholding accounting integrity. Staying updated on accounting standards, regulations, and ethical guidelines ensures that professionals are equipped to navigate complex financial reporting requirements with integrity (American Institute of CPAs, 2018).

For professionals aspiring to enter the business world, understanding the importance of accounting integrity is crucial. Upholding

the principles of accuracy, fair representation, transparency, and full disclosure is essential in building and maintaining stakeholder trust. Despite the challenges posed by creative accounting, earnings management, and external pressures, businesses can fortify accounting integrity through robust internal controls, ethical leadership, continuous professional development, and whistleblower protection. By addressing these challenges and implementing proactive strategies, businesses contribute to a financial landscape characterized by ethical conduct and integrity. This ensures a more resilient and sustainable business environment for the benefit of all stakeholders.

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Integrity in Business and Academia

Poppy Whateley

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A lie has speed, but truth has endurance.

-Edgar J. Mohn

There are about 871 million searches when the key phrase ‘integrity in business’ is typed into Google. To save you scouring the internet through several million definitions, it can easily be boiled down to a few key terms; ‘trust’, ‘transparency’ and ‘ethical decision making and actions.’

Operating a business with integrity is about conducting operations with honesty, ethics and truth at the forefront of everything you do. At the top level this looks like acting in accordance with principles and values, adhering to laws and regulations, taking accountability and responsibility for one’s actions and decisions, and being answerable to stakeholders for the outcome. This also demands an attention to continuous improvement and striving to enhance integrity practices over time, leading by example and serving as role models. That means more than following ASIC guidelines or keeping you and your

business leaders out of NCAT's court rooms, or, if you are seriously dubious, running a government with the same shoddy logic that permeated your business dealings, and now running for president despite indictment charges. No role models there.

The higher education microcosm

Within the microcosm that is higher education, some of these 'integrity' exercises are for purpose and others for show. At our top level within the organisation 'acting in accordance with principles and values' looks like inclusivity, creativity, expression, empowering individuals to remain authentic, and an unfailing dedication to support – which are all part of our ethos and in clear print on our website. We abide by this passionately – we are not about packing rooms with professors or sardines [400 students], we care about filling those rooms with individuals who have chosen to study and pursue an education [30 max] and a qualified, impassioned person standing in front of them [whether they have nine degrees or they have been equivalence mapped]. We do not have a dress code; we do not have endless rules about conduct or wayfinding signs that could send a Rhodes Scholar to the bathroom instead of the library. We are small, we are unique, and we care about doing things differently. We are obligated to the same rules as any other HEP but that does not mean we are not prepared to argue a few of them if they are short-sighted, impractical or out-of-date. Taking accountability and responsibility for our actions is the most significant one because in a small organisation it is obvious who is calling the shots. There are two of us at the top and that is important when it is time to acknowledge credit, but also to acknowledge blame. One of the privileges of working with a peer like I do is a similar set of values and a person who shares my integrity. That is rare. I have seen academics in a suit and professionals with a quill size us up and try and grandstand only to run when something goes awry, a good idea flops, or worse a sharp-tongued letter lands in the inbox with a deadline to reply. I laugh – after the eye rolling is done – and we get on with business. If it is a success our name will be

at the bottom, and if it is a failure, our name will be at the top – that is how it works.

The acknowledgement that what is working is fine but could be better is a tiring one because it not only sets you on a path with no end in sight, but also acknowledges you may not have hit the mark to begin with. For many organisations this is a hard pill to swallow, especially institutions who have been around for decades. They have so much at stake – reputation, endowments, the salaries and livelihoods of thousands, and the deep HECS pockets of tens of thousands more. We are lucky in that regard because we are new kids on the block, so everything is new, and everything is version one, so obviously it can and will be better each time. I often think that to myself – if our first draft got through, we must be doing something right, so think how good version eighty will be. If a student in 2024 is loving their experience and thriving, how incredible will the journey be for a student in 2034 with ten years of legacy and evolution behind us. We may not be a sandstone, but we are a new build with flood proofing, hurricane cover, pandemic insurance – who would have thought that one was possible and we catastrophise to cope and coast. NRMA launched their *'Until Then...we'll be here to help'* campaign last year which champions their commitment to full coverage for the unknown, *'until clouds stop throwing stones'*, *'until wild weather can be tamed'*, and *'until trees can swerve'*. The Department of Education does not characteristically have a sense of humour, but I would encourage them to update their slogan [or get one] that says they will be there to help *'until you can actually swallow a book'* or *'until agents can recruit without lying'*. While they are at it, BUPA OSHC should do theirs too *'until students can access help without an emergency'*, and TEQSA should too, *'we'll be here to help until there's a functioning website'*.

Organisational integrity

At the base level of an organisation integrity looks like being truthful and straightforward in all business dealings, including com-

munication with customers, employees, investors and other stakeholders. This is both internal and external – we must be transparent, direct and clear with our paying students, our ambassadors, our staff, our lecturers, and our regulator. Comms to students must give them all the facts and encourage them to seek support or follow queries with a face-to-face person who is there to help not to triage and deflect. This is the same for staff. If your staff have questions or are unsure, yet operate within the mechanism of your business, there are clear fractures in the fabric of your organisation. Apart from confidentiality, staff on the frontline who are answering phones, engaging with students or paying bills should and need to know what occurs in an Academic Board meeting, because change from the top permeates the information and support that they dish out. They may not need to know everything, but I would rather a staff member read a memo and then delete it, than make an error on the published website because they did not get a memo that a unit name had changed. The Domain 7 HESF fanatics would be all over that in a regulatory heartbeat – which I have learnt is anywhere from 24 hours to 547 days.

Some of the other takeaways include treating all stakeholders with fairness and equity, respecting the privacy and confidentiality of all stakeholders' information, managing conflict resolution and seeking input from and fostering open dialogue with all parties to ensure that business decisions align with expectations and values. I have learnt that strong internal controls make all these easier. When staff members request leave, their forms are kept securely and signed off by a single internal HR control who then notifies Payroll. I request that they notify – with an out-of-office message – the team of their leave dates, but I do not request anyone disclose the reason for the leave unless they feel they need to. One of my bizarre little interests is the new-wave HR approach to people and culture that has almost thirty categories for leave and entitlements, acknowledging people as beings not employees – but that's another chapter. If a team member who works closely with a peer has a planned absence there

needs to be an offload [upon departure] and an upload [upon return] to ensure that teams know the work that they are absorbing and what they need to recap when the member returns. Conflict resolution is another tricky one and easily obfuscated. In small organisations I call it the 'bus theory' which is do not throw anyone under the bus because that person will get out from under the bus and look you dead in the eye and ask why you pushed them. Comparatively in a large organisation you can throw pretty much anyone under the bus with a rogue 'cc', and oftentimes people do not even know they are in traffic. I would rather resolve conflict at the smallest passive aggressive comment or frustration than let it simmer and in a month, you are dealing with 'carnage control' with one person on sick leave and the other huffing and puffing to the printer for their resignation letter. In an unorthodox way I will chat to a team member to the side to say, *'I have noticed this'* rather than *'this has been brought to my attention'* because someone will hear *'I care that'* rather than *'someone told on you'*. Similarly, any time I request a meeting with a team member through a calendar invite it reads 'Quick Chat: Good Thing' with some context around the intended content of the meeting. Believe you me when I say the quake that calms for the millennial is paramount because sudden meetings make people anxious. The last one about seeking input and fostering open dialogue is a walk you must walk, or you will be chastised for talk and talk only. During Week 6 of every trimester our students participate in Feedback Week where they spill their guts and we hear the good, the bad, and the ugly. Within our organisation our weekly WIPs are an opportunity to dissect the week and work out what is flying or failing. I have no interest in going around the room and listing all the things on everyone's to-do list, because we as their managers know already. I am more interested in hearing what came through the Support inbox over the weekend, what a lecturer said in passing in the staff room and what is performing and engaging well on social media with our community online – because from that we create priorities and that is called 'continuous improvement'.

We are all students of integrity

We are all students of integrity and constantly learning how to be better and improve upon what we already know. There will and should be a version 80 and 380 of these rulebooks because they are evolving and nebulous. God knows whoever wrote that version of the Constitution that says, *'must be 35 years of age, must be a natural-born citizen and must have lived in the United States for at least 14 years'* probably wishes they could have edited a version to add *'must be fit and proper as judged by a class of peers'* or *'cannot write rules and flagrantly ignore them as a citizen'*.

NB - Edgar J. Mohn who was a poet, or a politician, or a clown - the integrity of Google's search is unclear.

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Upholding Integrity in Business and Academia and the rise of AI

Abbey Danson

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Integrity is a fundamental principle that underpins trust, credibility, and ethical conduct in both business and academia. This scholarly article explores the multifaceted significance of integrity in these domains, offering a comparative analysis of its manifestations, challenges, and implications. Amidst the backdrop of advancing technologies, including Artificial Intelligence (AI) through a structured examination, this paper aims to illuminate the intrinsic value of integrity, its role in fostering excellence, and the strategies for its cultivation and preservation.

What is integrity?

Integrity, defined as the quality of being honest and having strong moral principles or the state of being whole and undivided, is foundational to the functioning of both business and academia (Montefiore & Vines, 1999; Karssing, 2001/2007). In business, integrity entails conducting oneself in an honest and ethical manner, fostering transparency and trust in all dealings (Raymond, n.d.). Similarly, in aca-

demia, integrity is fundamental to academic rigor and credibility, ensuring that teachers, students, researchers, and all members of the academic community act with honesty, trust, fairness, respect, and responsibility (TEQSA).

Integrity in Business

In business, integrity is closely associated with ethical behaviour and transparency. Upholding integrity entails adhering to moral principles even when oversight is lacking. Challenges in maintaining integrity in business include navigating ethical dilemmas, resisting pressure to sacrifice principles for short-term gains, and combating the prevalence of fraudulent practices. The reliance on AI also introduces new considerations for integrity. While AI offers significant benefits in terms of efficiency and competitiveness, it also introduces ethical considerations and integrity challenges. Organisations must carefully consider the ethical implications of AI applications and implement safeguards to mitigate risks to integrity. At the organisational level, companies that prioritise integrity are more likely to build a positive reputation, which can help to attract and retain customers, employees and other stakeholders. (Forbes Tech Council 2023)

Integrity in Academia

Academic integrity is paramount in preserving the credibility and integrity of scholarly pursuits. It encompasses honesty, trust, fairness, respect, and responsibility in all academic endeavours. Instances of academic misconduct, such as plagiarism and falsification of data, pose significant challenges to upholding integrity in academia. The use of AI in education raises questions about academic integrity in assessments and examinations. Institutions must address these challenges by promoting transparency in AI-driven research methodologies, implementing robust quality assurance measures, and educating students about the ethical use of AI technologies. Academic integrity allows students and staff the freedom to build new ideas, knowledge

and creative works while respecting and acknowledging the work of others (University of Wollongong, n.d)

Comparative analysis

While integrity is a shared principle across business and academia, the context in which it manifests, and the challenges faced differ between the two domains. In business, integrity is essential for maintaining trust with customers, employees, and shareholders, while in academia, it is integral to preserving the credibility of scholarly research and academic qualifications. However, breaches of integrity in both domains can have far-reaching consequences, impacting stakeholders and eroding trust. Integrity is a cornerstone principle that underpins trust, credibility, and ethical conduct in both business and academia. Lessons learned from addressing integrity issues in one domain can inform practices in the other, emphasising the importance of collaboration and knowledge-sharing between business and academia.

How to cultivate integrity

Cultivating integrity in both domains of business and academia requires a concerted effort from both leadership and individuals within organisations. In academia, institutions must create a culture of academic integrity and inspire students to act ethically and responsibly through creative approaches to assessment and emphasis on critical thinking skills, enabling students to engage with academic material confidently, thoughtfully and independently. Helping students to understand the short- and long-term consequences of academic misconduct and what constitutes academic misconduct through the integration of ethics education into the curriculum and workshops, seminars and online modules to further provide students with the knowledge and skills needed to navigate ethical challenges effectively. Enhanced support mechanisms for students such as counselling, tutoring, and peer mentoring programs for those facing

academic challenges, promote academic success while upholding integrity. Additionally, fostering a culture of collaboration over competition can help reduce the prevalence of academic misconduct and group projects, collaborative research initiatives, and interdisciplinary courses encourage students to work together in a supportive and ethical manner.

Similarly, in business, ensuring your interactions with customers, employees, suppliers, investors and regulators are aligned with your stated aims and purpose (Diligent, n.d.) Leaders must model ethical behaviour and foster a culture of transparency and accountability. Organisations can develop and enforce comprehensive codes of conduct, policies and frameworks that outline the expected behaviours and ethical standards for all employees and support these expectations with regular training sessions and workshops to help employees understand their responsibilities and reinforce the importance of integrity in decision-making. Implementing mechanisms for reporting ethical violations of misconduct through confidential channels and encouraging employees to report unethical behaviour to enable the organisation to address integrity issues promptly. In addition to modelling ethical behaviour, leaders can actively promote a culture of ethical leadership throughout the organisation. Providing leadership development programs that emphasise ethical decision making, and accountability empowers managers and supervisors to lead with integrity. By prioritising integrity at all levels, organisations can mitigate the risk of ethical lapses and build trust among stakeholders.

As AI continues to reshape the landscape of business and academia, ensuring integrity is paramount. Collaborative efforts by business leaders, policymakers, researchers, educators, and AI developers are essential to uphold integrity while fostering innovation. Multidisciplinary dialogues and partnerships can facilitate knowledge-sharing, disseminate best practice and formulate ethical standards for adoption. A historic blocker to corporate progress in ethics-related issues has been a lack of clear standards; the absence of an agreed framework has made it harder to identify goals and priorities and to meas-

ure improvement. (Diligent. n.d.) By engaging in open and transparent discussions about the ethical implications of AI, stakeholders can collectively navigate the complex intersection of technology and integrity and facilitate responsible innovation whilst upholding the principles of integrity in the face of technological advancement. With an increasingly online world, many consumer client interactions are becoming more reliant on digital platforms and AI-driven technologies, necessitating heightened attention to ethical considerations and integrity maintenance throughout the digital landscape.

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“Excuse You!” Rethinking Student Integrity in the Age of Academic Entitlement

Shawn Kok

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Academic entitlement or “I deserve success because I think so” is one of the latest learner calamities to befall formal education. Particularly in tertiary education, notions and attitudes such as “I received a bad grade because of the teacher”, “Tell me why I did not get an ‘A’”, “It is already the morning, I have yet to receive a reply to the email I sent last night”, “do extend my deadline in-lieu of my personal matters”, and “I do not agree with you, so expect to hear from your superior”—have in the last few decades become pervasive in academic environments. Equally incredulous and ungraspable are how successful this fascinating brand of student misconduct has been in taking liberties with the academy, in afflicting educational institutions—in leaving the hands of stakeholders and purists up in the air (Curtis, 2022., Gautam, 2022., Kinne, 2022., Bertl, 2019., Stiles, 2017., Boswell, 2015., Macfarlane, 2014., Boswell, 2012., Hartman, 2012., Achacoso, 2002.). The very idea of “you owe me because I paid fees”,

while half amusing and half appalling, is the main amplifier for the upsurges of classroom power differential narratives and student motivation and satisfaction related woes for tertiary institutions across the world (Tracie, 2022., Knepp, 2022., Lin, 2017., Frey, 2015., Kazoun, 2013.). Researchers recognise it as a by-product of self-importance—an earlier and equally bothersome social construct—calling this gross, overly favourable evaluation of self a form of *narcissism* (Whatley, 2019., Schaefer, 2013., Singleton-Jackson, 2011., Campbell, 2004.). I admit to the frustration in my tone, perhaps unbecoming for a commentator expected to be impartial or at least willing to exercise linguistic restraint in light of the multifaceted situation. But having been kept at my desk and up at night over this student incivility for over a decade, and if even our scholars, who the more surgical of us are at a loss in finding a more neutral word than “narcissism” for this academic ailment, I find it best to avoid soft language and—I say this with some feeling—deal with it for what it is.

Academic entitlement

But before that—what *is* academic entitlement? What does it look like? It certainly is not as simple as a lousy attitude. In fact, the term “academic entitlement” is so general it does not even hint pomposity; it appears reductive and impedes consideration of its various dimensions. My experience as an educator showed me that it is no less than a compound concept entangled with social sciences and in cahoots with processes such as consumerism, individualisation, and globalisation. Researchers regard it as “entitled expectations and externalised responsibility” (Bonaccio, 2016), psychologists think of it as “the tendency...to expect good marks and positive feedback for their schoolwork, regardless of the quality...” (Melbourne Child Psychology, 2024), and in the thinking of mental health experts—a “propensity to hold an expectation of academic success without taking personal responsibility.” (Jeffres, 2014). As attentive as we may have been, carefully delineating and partitioning, producing numerous definitions, treatises, and sophisticated understandings that wound up in

dictionaries, that surfaced in empirical studies, and that are weaved into rich stories—academic entitlement as an investigative topic remains, if not enigmatic, complex and uneasy to approach. Questioners are careful not to oversimplify because they know that the phenomenon is non-unifactoral, nuanced by retail-business mentalities (Singleton-Jackson, 2010), ramifications of academic inflation (Ballard, 2004), employment relations (Peirone, 2017), social inequalities (Glater, 2017), quality of parenting (Fletcher, 2020), cultural and environmental influences (Crone, 2020), personality and individual sensibilities (McLellen, 2017, Greenberger, 2008.), so on and so forth. While it certainly does not help that institutions continually expose themselves to the growing demands of students and their families for commercial reasons, the purpose of this chapter is not to criticise causes or crucify culprits but rather, ponder responsibly about what should be ahead. Whatever form academic entitlement may take, it always has a hold on *student integrity*: concessions can always be more accommodating; rules can always afford to relax ever more slightly; protocols can always be calibrated; students can have even more say in their academic journey. At this point, specialists and experts will warn me against assumptions and bias, against blind spots and obtusity, so I make it clear that I am simply offering stories from my own experience, in a way that does not require dismantling of the concept or looking beneath its surface. I have no staggering reveal or grand philosophising to offer, no far-reaching theories or clever critique of the larger culture in store—just literal, factual observations of an educator who has had the opportunity to interact with a wide-range of higher education students.

10 actual scenarios

Below are ten actual scenarios that occurred during my first ten years teaching in higher education.

A polytechnic student with a 4.0 GPA worked as an intern at an events company and was criticised for her poor work performance, which included not turning up for work on weekends (the company

did most of their shows on weekends). She lodged a complaint to the authorities and rallied her parents to resist company practices because she felt it was “right”.

A part-time adult student who attended a professional development course at a university submitted a piece of work that did not fulfil the assessment requirements and argued that his professional experience precedes the grading rubrics, that the grader ought to be “flexible” and “in tune with the industry” by going beyond the assessment criteria to assess him. He aired his annoyance with the management, which progressed from a ruckus to a plea, and was eventually given a chance to resubmit because he claimed that his career had depended on the certification.

Another part-time adult student who signed up for a six-week synchronous online course with a private higher education institution had his video camera turned off most of the time during lessons and was unresponsive when called upon on multiple occasions. Upon failing his live assessment at the end of the course, he told his assessor, who was also his teacher, that it was not his fault because the teacher’s “high class English” was hard to understand and the course content was difficult to follow. He then asked to be reassessed, and that his teacher provide a recorded demonstration.

At the end of a particular semester, more than 30% of a class of 25 higher education students indicated in their end-module feedback that their lecturer should “be less strict”, “give more ‘A’s and ‘B’s”, “make lessons more engaging”, “help plan our study in order to do well for the module”, and “be more proactive in checking on the students’ academic progress”. This was despite repeated reminders for punctuality and assignment deadlines, and the providence of pre-class learning materials and weekly formative comments given through the course of the 13-week module.

A foreign tertiary student at a private higher education institution who was late in handing in his work for an entire semester continually cited internet and hardware issues as an excuse. When he was eventually exposed for his tardiness, he was adamant that he had

completed the assignments. Later, he revealed in a counselling session that he had thought that it was a “pay-for-a-diploma” programme and was given an extension to submit the entire semester’s worth of assignments.

A polytechnic student who could not wake up in time for class, (revealed by her classmate under the lecturer’s investigation) continually applied for Leave of Absence, and told her lecturer that she was unwell, had expected special treatment (both explicitly and implicitly), including additional tuition and a quick response to text messages. When her expectations were not met, she wrote a complaint e-mail to the head of school and an investigation was launched.

Another polytechnic student who attended less than 50% of the classes handed in an incomplete piece of work for her end-module summative assignment. The marker contacted her through e-mail and Microsoft Teams (an online, cloud-based meeting and collaborative platform) and awarded her a chance to turn in the missing components. When she finally responded a few days later, the grade had been finalised, to which she claimed was unfair as the grader had contacted her on a weekend. She lodged a complaint to the module chair and her academic mentor and was awarded an extension.

In a tertiary music course, one out of two music students left the course abruptly during the semester, causing the lecturer to make adjustments to the module in order to attain the Learning Outcomes that had already been set, including moving the class to the weekend so that it could combine with another similar class. When the student left the country without notice, the school cancelled classes only to resume them near the end of the semester, when the students returned. The lecturer was then given two weeks to complete the rest of the module (over six weeks of content) with the students.

An undergraduate student mistook an in-person class for an online, synchronous one and was marked absent. She wrote to the lecturer, saying “I find it unfair that we were marked absent, and I would appreciate if you could help me change my attendance if possible” (there were others who did not show up). This was despite a

reminder given in the previous lesson and a follow-up e-mail. The same student was subsequently late for most of the lessons for the rest of the semester.

A group of undergraduate students gathered at the school café for an online, synchronous open-book examination. The examination was hosted on the school's Learning Management System. As the students attempted the exam, they were also on Zoom (a cloud-based meeting and collaborative platform) with their video cameras turned on. During grading, similar answers were spotted for one of the open-ended questions. There were no visible signs of communication during the examination. When contacted, the students in question denied cheating and claimed the probe to be prejudiced, as the instructions from the lecturer did not specifically bar physical, non-verbal communication.

Academic Cheating

Academic cheating—any form of unethical behaviour within an academic environment—happens when favourable views of self are met with opposing, external appraisals, and when an individual with an inflated sense of self-view or self-esteem does not have the matching skills (Greenberger, p. 1201). Factorising the earlier mentioned cases, it is clear that one's enlarged self-importance has a direct influence on the disavowal of academic responsibility. The stronger the focus on students' desires and feelings, the blurrier and fuzzier the principles that govern their academic integrity—which brings us to a few questions: is there something wrong with the desires and feelings of our students? Is there a mismatch of expectations—and if there is—how may the school reach a renewed understanding of students' expectations and what the institution expects of them? Rather than relying on the chance that individuals will develop *our form of* good practices, should we consider student perspectives instead of constantly being dismayed? Can we be more proactive in recognising students' understanding on "ideas on cheating, school work, internet use, studying habits, and understanding of academic integrity"

(Chankova, 2020)? Can we acknowledge and appreciate the ways in which our students manage stress levels (Baer, 2013), give more care to promoting honest academic endeavours through fostering learning-oriented environments through “improving instruction, enhancing institutional support, and reducing institutional constraints to teaching and learning” (Gallant, 2008) instead of penalising academic misbehaviours? If we can do so, perhaps we can calibrate values, behaviours, and conduct that are acceptable to students, faculty, and administrators of higher education institutions (East, 2012) and provide better quality learning to as many existing types of student profiles today (Luckett, 2017). Once we recognise that the benefits of renewing our “moral high ground” outweighs our pursuit of “we are right, and you are wrong”, we can finally start cleaning up this piece of ruin within academia.

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Artificial Intelligence – Reshaping the future of Higher Education

Jotsana Roopram

April 2024

“AI will be either the best or worst thing for humanity.” - Stephen Hawking, October 2016

The higher education industry (and the world) is on the brink of profound digital disruption, marked by extraordinary technological advancement. Artificial Intelligence (AI), with unpredictable potential, has propelled humanity to the forefront of revolutionary change with both intrigue and trepidation.

Humanity’s progress is reliant on the invention of tools that allow us to work faster, smarter and more efficiently. The Gutenberg press, a technological invention from the mid-15th century, developed for mass communication, gave rise to a shift in culture and capabilities, allowing ideas and news to be distributed faster, thus ushering in the Renaissance, the Age of Enlightenment and the Scientific Revolution.

With its invaluable benefits, however, it also facilitated the dissemination of more explicit and controversial material, demonstrating that the ethical use of innovative inventions lies purely in the hands of people who use it.

Artificial Intelligence is not new. The first AI conference, held in 1956, is widely considered a founding event for AI as a field (Kline, 2011; Moor, 2006). The first text driven AI model or chatbot, Eliza, was developed in 1966, and, in 1980, a computer programme beat a reigning world chess champion in the game of strategy. AI has permeated our daily lives, with navigation tools such as Google maps, launched in 2005, digital assistants such as Siri and Alexa, launched in 2011 and 2014, and writing and communication assistants such as predictive text and Grammarly.

“I used to think AI was as important as cell phones. Now I think it is as important as the Industrial Revolution.” David Brookes – NY Times, May 2023

AI’s abilities and the possibility of the technology surpassing human intelligence initially led to fears of an existential threat to humanity (Federspiel et al., 2023). Media, research circles and industries were apprehensive about the impact of this technology on data breaches and cyber-attacks, data privacy violations through unauthorised online surveillance, and the prospect of job losses and overall human obsolescence. AI has, nevertheless, also been invaluable to industries such as healthcare, where faster and more accurate medical diagnoses, improved radiology and AI-based surgical procedures are significant contributors to increased life expectancy. Algorithms, fundamental components of AI systems, are used in the financial and military sectors to assist with cybersecurity, and in the advertising and marketing industries for competitive research. Industries such as transportation have been innovatively transformed with self-driving and smart cars; the manufacturing, banking and communications industries have greater efficiency with improved convenience; and AI-powered technologies have optimised supply chains,

productivity levels and sustainability of the agricultural industry to produce food to cater to the rapidly growing world population.

AI and Higher Education

While other industries have embraced AI and continue adapting their operations accordingly, the higher education industry is grappling with a new reality. With potential for having a 'dark side' (Ivanov, 2023), while also considered the 'push higher education needs to try something new' (Overeno & Ditta, 2023), AI remains a topic of contention and debate. While AI is a broad field of computer science that uses *existing* data to create systems capable of performing tasks that typically require human intelligence, such as understanding natural language, recognising patterns, solving problems, and making decisions, Generative Artificial Intelligence (Gen AI) is a subset of AI, and refers to systems capable of generating *new* data or content. This ability of Gen AI to produce what resembles human-created content and the potential for the misuse of this technology, raises concerns around issues of academic integrity and about other implications for teaching and learning.

Students and teaching staff have at their disposal a wide range of AI tools, such as text, image, audio and video, with immediate production capabilities. To ensure that ethical use of these tools is practised, two key areas need be considered - *understanding the technology* and *assessment reform*. AI literacy is an essential skill for both students and teaching staff, and one that involves understanding the technology by acquiring fundamental skills and knowledge of the basic techniques and concepts, understanding the application of AI in different contexts as well as the ethical issues around the use of these technologies. This will better prepare students for their learning journeys, for a job market that is increasingly dependent on the technology, and for new and emerging professions that may be shaped and influenced by AI.

Determining an appropriate level of ethical use of AI for teaching staff is also complex, given the potential the technology has for

greater convenience and efficiency. While students could use AI for reflective practice by gaining feedback on assessments before submission to improve their overall grade, or ideation for an essay, teaching staff could save significant time when summarising articles for research, or in the detection of plagiarism in student submissions, as well as improve students' learning experiences and enhance curriculum development (Crompton & Burke, 2023). Staff and student training on what constitutes academic misconduct when using AI is, therefore, vital and should adhere to institutional policies and structures that govern its use, to ensure differentiation between ethical use and misuse is clear and unambiguous.

While ethics, creativity and critical thinking are vital for students' employability after graduation (Ivanov, 2023), a shift in our approach to teaching and learning in the age of AI is needed. Instead of continuing to teach and assess under the assumption that reiteration of knowledge is the only way to define learning, progressive and radical ideas about assessment are needed (Overeno & Ditta, 2023). Assessment activities should be designed to enhance learning outcomes, and not implemented purely for purposes of awarding students grades. AI tools will only continue to increase in their capacities and sophistication, so trying to ban or outsmart users is an 'unwinnable arms race' (Overeno & Ditta, 2023). An overemphasis on punitive responses to students' use of AI comes at the expense of considering how students can demonstrate their learning in innovative ways - perhaps even in ways that are augmented with AI. Instead, the HE sector should seek to establish how the technology can better serve the industry and aspire to embrace the technology as a 'learning partner' (Skeat & Ziebell, 2023), by ensuring that teachers' skills in the pedagogical use of AI is reviewed and developed.

TEQSA (Tertiary Education Quality and Standards Agency), the Australian higher education regulator, in its efforts to address Gen AI and its impact on academic integrity in the sector, recommends that higher education institutions (HEIs) make concerted efforts to ensure that students and staff become ethical users of AI tools, rather than

ban its use completely. It is, therefore, incumbent on educational institutions and leaders to ensure that students and teachers are AI literate and understand the perils of misusing the technology. With the rate at which AI is evolving, there is greater emphasis on HEIs to adopt institution-wide approaches to AI that are engaged with at all levels, and to develop policies and appropriate strategies to mitigate risks around the technology.

Like with most disruptive periods in history, perspective is crucial. Employability in an AI future is concerning, particularly in underdeveloped countries, where access to emerging technology is limited or non-existent and the risk of being left behind is real. While rapid and extensive technological advancements continue to grow at an unprecedented speed, the fear of AI replacing human jobs is far less concerning than being replaced by humans who know how to use AI.

“The broader intellectual world seems to wildly overestimate how long it will take AI systems to go from ‘large impact on the world’ to ‘unrecognizably transformed world’. This is more likely to be years than decades, and there’s a real chance that it’s months.”

Paul Christiano, former member of OpenAI, March 2023

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About the author

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invigilatorPlus – a matter of ensuring integrity in academia

AnneMarie Moran

April 2024

Academic Integrity is vital. In order to ensure that integrity is maintained with regard to online assessment *invigilatorPlus* has developed a hybrid proctoring solution designed for institutions like UBSS, aiming to mirror the traditional in-class assessment environment for online subjects. This solution is adaptable to remote learning challenges and optimised for compliance with institutional integrity policies.

In a recent presentation – captured with the following grabs – the essential elements of the product were presented and discussed.

The logo for invigilatorPlus, featuring the word 'invigilator' in a bold, lowercase sans-serif font, followed by 'Plus' in a smaller, lighter font. To the right of the text is a small icon consisting of four dots arranged in a square pattern.

invigilator
Plus

A screenshot of a presentation slide. The slide has a dark background with a light-colored circular graphic on the left side. The text 'An overview' is prominently displayed in a white, sans-serif font. Below it, in a smaller font, is 'invigilatorPlus process'. The background of the slide shows a close-up of hands typing on a laptop keyboard.

An overview

invigilatorPlus process

Advantages of the tool

By way of a summary of the advantages (expressed as goals and challenges) of the tool the following key elements are evident – recreating the traditional exam experience; safeguarding academic integrity; providing a seamless user experience; ensuring system simplicity; a streamlined administrative experience; and coverage of technical issues.

EXECUTIVE SUMMARY

Our objective is to faithfully emulate the traditional exam environment within a digital framework, all while upholding the highest standards of academic integrity.



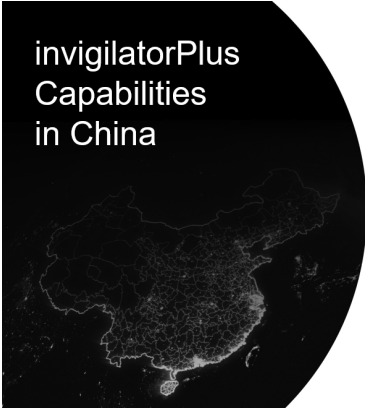
Goals and challenges

- 1 **Recreating the traditional exam experience**
Our primary aim is to deliver a digital environment that faithfully replicates the in-person exam experience by integrating real-time proctoring, exam environment simulation, and live support.
- 2 **Safeguarding academic integrity**
We are committed to preventing academic misconduct through the use of intelligent tools, experienced invigilators, and strict time constraints.
- 3 **Seamless user experience**
Our intuitive and user-friendly platform minimises any burden associated with digital delivery, ensuring an online exam experience comparable to in-person, on-site exams. We offer practice exams for candidates so that they become familiar with the invigilatorPlus format and process prior to exam day. Students only have to log into Canvas, then seamlessly transition to invigilatorPlus without needing additional account details to authenticate.
- 4 **System simplicity**
Our platform runs via a simple browser extension in Google Chrome or Mozilla Firefox, eliminating the need for students to download and install additional software. All that is required is a computer with an internet connection, a webcam and a microphone.
- 5 **Streamlined administrative experience**
Our solution simplifies the exam scheduling process, improves data management, and allows for customisable settings, providing an efficient experience for administrative teams.
- 6 **Technical issues**
Acknowledging the reality of occasional technological challenges, our support team is prepared to swiftly address and resolve any issues to minimise disruptions during exams.

Testing and using globally

To cement its global competitive edge *invigilatorPlus* has been engineered for seamless integration into diverse international environments. Despite challenges posed by the Great Firewall and cross-border Internet connectivity issues, testing in China has yielded successful results. Operating as a web-based system with browser plugins on popular browsers, *invigilatorPlus* guarantees smooth product performance and maximum functionality across various regions. This design feature positions it as an optimal solution for supporting global communities, particularly in regions with government-imposed restrictions.

invigilatorPlus Capabilities in China



Strengthening our position globally

invigilatorPlus continues to maintain accessibility in China without being subjected to any firewall restrictions. Nevertheless, its performance is closely tied to the quality of internet connections, which, at times, manifest latency issues and limitations in bandwidth. For an optimal user experience, we highly recommend utilizing a hardwired Ethernet LAN connection, as WiFi may worsen latency and bandwidth challenges.

Regarding web browser compatibility, Google Chrome is unavailable for download in China, and several native browsers lack support for the essential WebRTC functionality. In light of these considerations, Firefox which is readily available, stands as the sole viable choice.



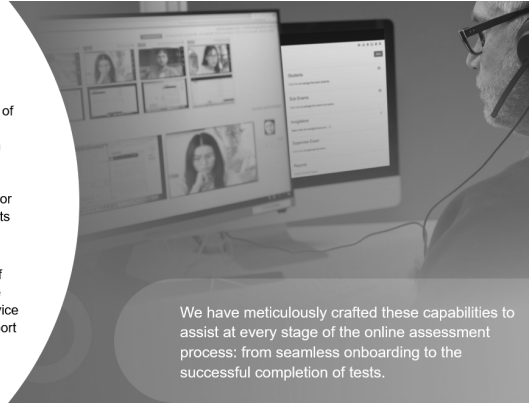
A hybrid-approach

The approach taken is *hybrid* – in that the product merges (seamlessly) automatic detection technology with discerning human judgement. At all times every effort is made to secure privacy and data. Customer service is an essential element of the approach.

Our approach

What truly distinguishes us is our hybrid approach, seamlessly merging the precision of automated detection technology with the discerning judgement of experienced human invigilators. This unique equilibrium ensures robust protection of academic integrity, eliminating the unnecessary reporting of minor incidents. Say goodbye to the excessive costs associated with review processes and the dissatisfaction of test-takers.

Our solution is rooted in the best practices of privacy and data security. Moreover, we take pride in delivering exceptional customer service and maintaining a responsive technical support team that acts as your safety net.



We have meticulously crafted these capabilities to assist at every stage of the online assessment process: from seamless onboarding to the successful completion of tests.

Why providers choose the product

Considerable effort has been put into analysing why current clients (including UBSS) use and support the product. The key issues that emerged included exam/assessment integrity (including live, human invigilation; low student to proctor ratios; streamlined scheduling; and customised exam protocols); efficiency and effectiveness

of exam/assessment administration; leveraging of technology; and local support and expertise.

Why providers choose us?



Ensure exam integrity and security

Emulation of in-person exam experience: Our live human invigilation recreates the atmosphere of an in-person exam, ensuring exam integrity.

Low student-to-proctor ratios: We maintain an 8:1 student-to-proctor ratio to maximise supervision and attentiveness.

Streamlined scheduling: Our approach eliminates staggered start times for a smoother exam process.

Customised exam protocols: We offer the flexibility to tailor exam protocols to your institution's specific needs.



Enhances efficiency and effectiveness of exam administration

Advanced smart tools: To ensure a controlled testing environment, our smart tools can disable certain settings, such as copy-pasting, right-click functions, or opening new browser tabs.

Hybrid approach: Our method combines the efficiency of smart tools with the discernment of human invigilators.

Incident report accuracy and reduction: Smart-guided monitoring tools, combined with human discretion, minimise the occurrence of inaccurate incident reports.

Comprehensive reporting: Our team of auditors provides detailed final reports that adhere to your academic integrity policy.



Leverage technology to support remote proctoring and assessment

Seamless LMS integration: We seamlessly integrate with your Learning Management System (LMS) for a streamlined experience.

Access for approved representatives: We provide access to live and recorded exam sessions for your approved representatives.



What we provide

Welcoming and calming check-in: Prior to the exam, we provide a warm and respectful check-in process that puts candidates at ease.

Diligent observation: During the exam, proctors offer discrete observations and comments, only when required to prevent incidents, ensuring minimal disruption.

Local professional expertise: Our proctors bring an average of over 15 years of experience to the table, offering a wealth of knowledge and insight.

Local support team: We maintain a local support team to ensure a seamless and stress-free exam experience for all involved.


Why providers choose us? (continued)

Pre-exam/assessment experience (onboarding)


To ensure the proctoring exercise is managed appropriately students are provided with the opportunity to prepare by means of videos and information as well as the chance to have a practice run to ensure technology is appropriate and functioning appropriately.

Pre-exam student experience guidelines


Prior to an exam, invigilatorPlus will provide videos and information for your students on how to prepare so that they know what to expect.

 **Identity verification**


To uphold the integrity of the examination process, students must verify their identity, with either a government-issued ID (passport or driver's licence) or any identification method approved by your organisation. A photo of the student is taken to compare with their ID. In the interest of authentication by providing a clear view of their face, students are asked to remove non-religious head coverings for the duration of the exam.

 **Test area**

To minimise distractions and ensure an optimal testing environment, students must take the exam in a private, quiet and well-lit room devoid of any other individuals or pets.

 **Digital preparation**

Students will be required to use either a Firefox or Chrome browser. To preserve the examination's integrity, students must close all applications, except for the browser they are using for the exam. They must disconnect any secondary monitors. Acceptable hardware includes Windows or Mac desktops/laptops, with support extended to Chromebooks. All devices require a working microphone, webcam and speakers.

 **Exam System Check**

Students are encouraged to perform an exam system check up to 48 hours prior to their scheduled exam to ensure their device and internet connection meet our technical requirements. This check will guide them through the simple installation of the invigilatorPlus extension and test their device microphone, webcam, speakers and internet connection speed.

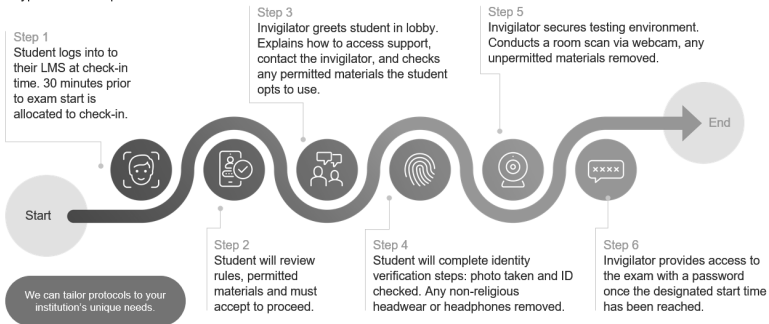
**Disclaimer: At our core, we believe in adaptability. As a result, we stand ready to customise protocols to align seamlessly with the distinctive requirements of your institution. Your needs are our priority, and we are committed to providing tailored solutions that suit your specific circumstances.*

Essential checks are put in place

In a clear – six step process – the actual exam/assessment day check is carefully laid out maximising access and minimising any glitches that may occur.

Exam Day Check-in Process

A typical check-in process.



Let the process begin

Once the exam/assessment commences every attempt is made to ensure integrity. This is achieved by means of technical intervention (s required); behaviour observation and management; and adherence to institution guidelines and policies.



Exam begins: the invigilation process

At invigilatorPlus, we're committed to ensuring exceptional security and academic integrity. Our robust system records entire exam sessions, covering video, audio, device screens, and chat logs, creating a secure testing environment. Institutional administrators can monitor it all in real-time.

Our seamless fusion of human expertise and technology empowers experienced invigilators to actively supervise video feeds and chat interactions, providing real-time support and enhancing security for students during exams. Discover how we handle incidents below, or let us tailor protocols to your institution's unique needs.

Technical

Immediate intervention will occur if the invigilator detects the use of unauthorised tools, including cheating devices or software exploiting system vulnerabilities.

Behavioural

If the invigilator suspects the use of unauthorised resources or any suspicious actions, they will promptly intervene and request the cessation of such behaviour. Subsequently, a formal incident report will be initiated, but the test-taker may continue with the exam as long as the behaviour does not persist.

Procedural

If there are instances of obvious attempts to capture exam content, the invigilator will immediately intervene and direct the student to cease such activities. Subsequent steps will be dictated by the institutional guidelines, and an incident report will be generated.

Technical issues resolved

The resolution of any technical issues is essential in the process – and this is supported by a local (real time) team of technical expertise. Students can access the live tech support at any time while in the exam. Response times are remarkably short.



Student support and technical issues

Commonly encountered technical issues are typically minor, often involving screen sharing or device sharing access.



Camera and microphone

At times, students may encounter challenges in accessing their microphone or camera settings or granting the browser the necessary permissions.



Screen sharing access

Screen sharing access issues with invigilatorPlus are typically minor and often stem from insufficient browser access permissions.



Internet connection

Students are advised to test their internet speed before the exam and to use a stable and reliable connection but issues do occur during exams.

Our local technical support team, providing essential troubleshooting assistance, is available during business hours to assist. Response times are typically within 1–3 minutes. Support is available from up to 48 hours before an exam and during an exam. We can negotiate business hours to support different time zones.

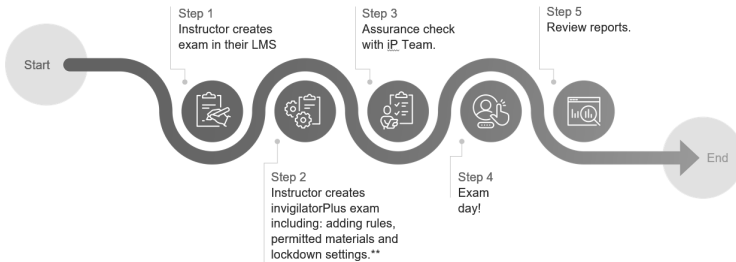
We encourage students to test their system up to 48 hours prior to the exam.

The institute perspective

From the perspective of the Institute a 5-step process has been embedded – again to ensure integrity and quality assurance.

Institute administrator exam process

Our platform is built with simplicity and efficiency in mind. The ease of use empowers administrators to effectively manage exams, ensuring the institution's academic processes run smoothly and with minimal stress.



Extensive audit reporting capabilities offer detailed insights into exam sessions, attendance records, and incidents, thereby facilitating informed decision-making processes for administrators and educators.

Comprehensive reporting

As an integral part of the exam management process, we conduct a comprehensive assessment of logged incidents before providing you with the final exam report.

Our audit team is tasked with meticulously reviewing any student actions flagged during an exam. The auditor collaborates with the responsible invigilator to identify any potential breaches or incidents. Finally, the audit team assesses whether additional action is required. We offer readily accessible reports for your team's convenience, with the associated data files available for your review.

This streamlined approach simplifies the administrative process, and ensures you only receive reports which require your attention.

We also provide your team with a holistic statistical overview for each exam or for an entire cohort.



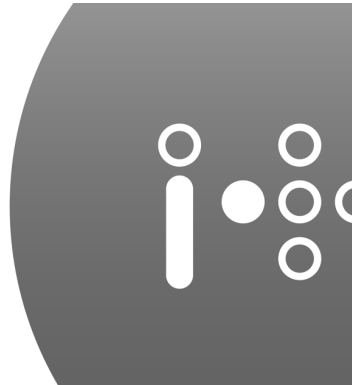
The commitment to privacy is unwavering. The data collected is encrypted (AES 256) and securely stored –institutes have access to key data – which is deleted according to ISM-1059 guidelines

Privacy assurance with invigilatorPlus

At invigilatorPlus, our commitment to privacy is unwavering. We want to assure you that the data collected during test sessions is exclusively utilised for online proctoring purposes. In line with our Privacy Policy, invigilatorPlus does not employ any student's personal information for any purpose beyond facilitating online exam proctoring.

Upon the conclusion of an exam session, the proctoring session data is securely stored on Sydney-based encrypted servers employing AES 256 encryption. The screen recordings, chat logs and webcam audio/video are made accessible to the institution for a duration determined by the institution itself. However, as per ISM-1059 guidelines, these records are automatically deleted after one year, unless your institution specifies a shorter retention period.

It's essential to emphasise that the information and recordings remain the property of the testing institution. We act solely as a service provider, and we do not claim ownership of this data. Moreover, we have a strict policy of not selling or monetising any data derived from test-takers. We do not engage in marketing to students, nor do we permit any of our service providers to do so. Your data and privacy are of paramount importance to us.



The product – process – and reporting mechanism - are impressive and experience has taught us that the customised elements are essential in terms of client satisfaction.

In an environment where integrity and security are now essential – *invigilatorPlus* provides a most useful resource for the Sector.

invigilator 
Plus

<https://www.invigilatorplus.com.au/>

About the Author

AnneMarie Moran is the Chief Information Officer at Campus Q and key developer of the *InvigilatorPlus* product.

Assessment and Academic Integrity – a Crossroads

Tom O'Connor

April 2024

“Robert Johnson met the devil at a crossroads and gave him his soul in exchange for mastery of the guitar.”

Assessment sits at the heart of academic integrity and as such it bears a close investigation to see how it is used and how the changing social and educational landscape have affected assessment. Assessment in education comes in various forms, each serving a specific purpose in evaluating students' learning progress, understanding, and skills. Here are the common forms of assessment used in education.

Summative Assessment: Summative assessments are typically administered at the end of a learning period to evaluate students' overall understanding and mastery of the material covered. Examples include final exams, standardized tests, and end-of-unit projects.

Formative Assessment: This type of assessment occurs during the learning process to provide feedback that helps both teachers and students understand where the student is in their learning journey.

Formative Assessment is also known as Assessment for Learning and is a process used by educators to gather information about students' knowledge, skills, and understanding throughout the learning process. The primary purpose of assessment for learning is to provide ongoing feedback to both teachers and students, informing instructional decisions and supporting student learning and growth.

Key characteristics of assessment for learning include -

Ongoing and Continuous: Assessment for learning occurs throughout the learning process, rather than solely at the end of a unit or course. It involves regular checks for understanding, feedback, and adjustment of instruction based on student needs.

Feedback-Oriented: The focus is on providing timely and constructive feedback to students that helps them understand their strengths and areas for improvement. Feedback is specific, actionable, and aimed at supporting student progress.

Diagnostic in Nature: Assessment for learning aims to diagnose students' current understanding, skills, and misconceptions. It helps teachers identify where students are in their learning journey and what further support or instruction they may need.

Student Involvement: Assessment for learning involves active participation and engagement from students. It encourages self-assessment, reflection, and goal-setting, empowering students to take ownership of their learning.

Informing Instruction: The data collected through assessment for learning informs instructional decisions, allowing teachers to adapt and tailor their teaching strategies to meet the diverse needs of students. It helps ensure that instruction is responsive and effective.

Promoting Learning Progression: Assessment for learning supports the progression of student learning by identifying learning gaps, scaffolding instruction, and monitoring student progress over time. It aims to help all students achieve mastery of the learning objectives.

Varied Assessment Methods: Assessment for learning utilizes a variety of assessment methods, including questioning, observation,

quizzes, peer assessment, self-assessment, and informal assessments. These methods provide a comprehensive picture of student understanding and progress.

Overall, assessment for learning is a student-centred approach that focuses on using assessment as a tool for promoting learning, guiding instruction, and fostering continuous improvement. It recognizes that assessment is an integral part of the teaching and learning process, with the ultimate goal of helping all students reach their full potential.

Styles of Assessment

Under these broad headings sit a number of specific styles of assessment. These include:

Objective Tests: Objective tests are designed to assess specific knowledge or skills and typically have right or wrong answers. Examples include multiple-choice, true/false, matching, and fill-in-the-blank questions.

Subjective Tests: Subjective tests require students to provide longer, more detailed responses and are often used to evaluate higher-order thinking skills such as analysis, synthesis, and evaluation. Examples include essays, short answer questions, and oral presentations.

Performance Assessments: Performance assessments evaluate students' ability to apply their knowledge and skills in real-world contexts. Examples include presentations, portfolios, laboratory experiments, and simulations.

Portfolio Assessment: Portfolio assessment involves compiling and evaluating a collection of student work over time to demonstrate growth, achievement, and mastery of specific learning objectives.

Peer Assessment: Peer assessment involves students evaluating the work of their peers against set criteria. It can promote critical thinking, collaboration, and self-reflection.

Self-Assessment: Self-assessment involves students reflecting on their own learning progress, strengths, and areas for improvement. It can enhance metacognitive skills and self-regulation.

Diagnostic Assessment: Diagnostic assessments are conducted at the beginning of a learning period to identify students' strengths, weaknesses, and prior knowledge, helping teachers tailor instruction to meet students' needs effectively.

Authentic Assessment: Authentic assessment tasks mirror real-world challenges and contexts, requiring students to apply their knowledge and skills in meaningful ways. Examples include case studies, projects, and simulations.

Rubric-Based Assessment: Rubrics provide clear criteria and standards for evaluating student work, promoting consistency and transparency in assessment practices.

Observational Assessment: Observation involves teachers observing students' behaviour, interactions, and performance in various learning activities to assess their progress and understanding.

By employing a combination of these assessment methods, educators can gain a comprehensive understanding of students' learning outcomes and provide meaningful feedback to support their growth and development.

Cheating

Clearly, we face issues of integrity around cheating at assessments. Stopping cheating in higher education assessments requires a multi-faceted approach involving preventive measures, detection methods, and consequences for those who engage in academic dishonesty. Here are some strategies -

- *Promote Academic Integrity:* Educate students about the importance of academic integrity and the consequences of cheating. Emphasize the value of learning and personal development over grades. While this might have little effect for some international students it is part of our orientation and embedded in each course outline.

- *Clear Expectations:* Clearly communicate your expectations regarding academic honesty in your syllabus and throughout the course. Be explicit about what constitutes cheating and the penalties for violations.
- *Create Engaging Assessments:* Design assessments that are difficult to cheat on, such as open-ended questions, essay exams, or project-based assignments that require critical thinking and application of knowledge rather than simple memorization.
- *Use Technology:* Utilize plagiarism detection software to check for copied content in student submissions. Additionally, consider using online proctoring tools for remote exams to monitor students more closely.
- *Randomize Questions:* If using online quizzes or exams, randomize the order of questions and answer choices to make it more difficult for students to share answers.
- *Multiple Versions:* Create multiple versions of exams or assignments to minimize opportunities for cheating. Rotate questions or alter numerical values to prevent sharing of answers.
- *Monitor Exams:* During in-person exams, invigilate the room to discourage cheating behaviours. Walk around the room periodically and remain vigilant for any suspicious activity.
- *Encourage Collaboration:* Foster a collaborative learning environment where students feel comfortable discussing course material and helping each other learn. This can reduce the temptation to cheat.
- *Regular Feedback:* Provide prompt and constructive feedback on assignments and exams to help students understand their mistakes and improve their performance legitimately.
- *Consequences for Cheating:* Enforce consequences for academic dishonesty, such as failing grades, academic probation, or disciplinary action. Consistently apply these consequences to demonstrate the seriousness of cheating.

These measures are aimed at developing an Ethical Culture, a sense of academic integrity within our institution by involving faculty, staff, and students in discussions about ethical behaviour and the importance of honesty in academic pursuits. The use of Learning Support Services such as academic advisors is also a powerful tool that helps students succeed without resorting to cheating. By implementing these strategies and creating a culture of academic integrity, you can help prevent cheating in higher education assessments and uphold the value of honest academic achievement. **We can encourage students not to sell their soul for success in an MBA.**

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Can business integrity save public integrity?

Justin Wibrow

April 2024

*In choosing your leaders with wisdom and forethought, Octavia Butler observed,
"To be led by a liar is to ask to be told lies."^[1]*

While Australia has strong democratic institutions and generally robust systems of governance, there have been consistent instances of corruption, misconduct, and integrity breaches within the public sector year on year. In 2023, more than 870 Australian federal public servants were found to have acted corruptly over a six-year period, with another 162 acting dishonestly or without integrity in the last 12 months.^[2]

As for the business sector, EY's 2022 Global Integrity Report identified a disconnect between what respondents say they consider important and the types of fraudulent conduct they would be willing to

^[1] Butler, O. E. (2023) *Parable of the talents*. Grand Central Publishing

^[2] <https://www.theguardian.com/australia-news/2023/dec/06/over-870-australian-federal-public-servants-acted-corruptly-over-six-years-investigation-finds>

overlook or engage in for personal gain.^[3] More than half of the report's respondents said that standards of integrity have stayed the same or worsened in the post-pandemic world.

The interplay between public integrity and business integrity is crucial for fostering trust, promoting transparency, and ensuring the effective functioning of both sectors. Where the imminent introduction of ESG regulation suggests improvement in business integrity is afoot, public integrity's obvious decline places this necessary symbiotic relationship at risk.

Although this relationship can and must be mutually reinforcing, can public integrity's decline be 'saved' by improved business integrity?

Defining integrity

The adjectival form of integrity is *integer* ('intact'), a specifically moral sense of purity, innocence, honesty, and probity.^[4] In practical terms, one may posit integrity is a fundamental component of one's character that involves the ability to engage in ethically correct behaviour, regardless of external pressures.

Defining public integrity and business integrity

The OECD defines public integrity as the consistent adherence and alignment to community values, principles and norms that prioritise the public interest over private interests in the public sector.^[5]

Business integrity is about corporations committing to doing what they say they will do, regardless of if their actions are public, while

^[3] EY Global Integrity Report 2022 accessed at https://www.ey.com/en_au/forensic-integrity-services/how-a-focus-on-governance-can-help-reimagine-corporate-integrity

^[4] Have, H., Patrão Neves, M. (2021). Integrity Concept. In: Dictionary of Global Bioethics. Springer, Cham. Accessed at [arhttps://doi.org/10.1007/978-3-030-54161-3_314](https://doi.org/10.1007/978-3-030-54161-3_314)

^[5] OECD, OECD Recommendation of the Council on Public Integrity Accessed at <https://www.oecd.org/gov/ethics/OECD-Recommendation-Public-Integrity.pdf>

ensuring transparency and accountability, including owning up to any mistakes.

Integrity does not affect people; it is the lack of integrity that does. If a public institution's or corporation's lack of integrity works to another's benefit, it becomes acceptable. In essence, the benefactor will tolerate, even endorse, those they perceive as lacking integrity.

Nevertheless, integrity is not just a moral issue, it is also about making economies more productive, public sectors more efficient, societies and economies more inclusive, restoring trust, not just trust in government, but trust in public institutions, regulators, banks, and corporations.

Public integrity's decline

Australians' level of distrust in our governments has never been higher.^[6] The 2023 Corruption Perceptions Index highlights Australia's gradual decline over the last decade (see figure 1).

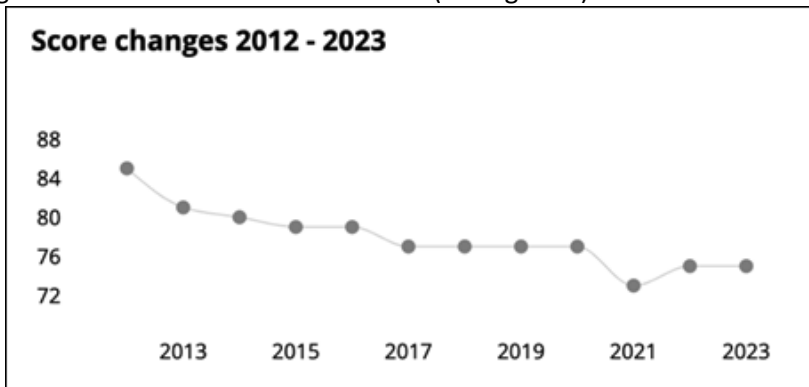


Figure 1: Corruption Perceptions Index 2023 - Australia^[7]

^[6] Durbach, A & Nolan, J, (2023) Accountability in crisis: Australians have never been more distrustful of government and business. Accessed at <https://www.unsw.edu.au/news/2023/10/accountability-in-crisis-australians-have-never-been-more-distrustful>

^[7] Corruption Perceptions Index 2023- Australia accessed at <https://www.transparency.org/en/cpi/2023/index/aus>

Despite state-based broad-based anti-corruption commissions in place^[8], research conducted by the **Australia Institute** shows 88% of Australians support establishing an anti-corruption watchdog.^[9] In response, the National Anti-Corruption Commission (NACC) was established in July 2023 and purports to have the power to investigate serious and systemic corruption in national politics. Interestingly, the NACC will be overseen by representatives from a range of political parties to ensure its ‘independence’. Only time will tell if the NACC will be effective in improving public integrity or if it will be another regulatory, potentially costly, body with little impact.

Public integrity and over-regulation of corporations

Poor public integrity may exert a significant causal influence on business integrity through its impact on the legal and regulatory environment.

Excessive red tape in the public sector may increase opportunities for corruption, including, yet not limited to -

- nepotistic appointments in the public sector
- a lack of legal protection for people who report bribery or corruption
- diversion or misuse of public funds
- officials using their public office for private gain without facing consequences

The claim that corruption acts as a ‘grease in the wheels’, contributing to a country’s economic development has been comprehensively laid to rest.^[10] There is now overwhelming consensus that high levels of background corruption in any given country or market is harmful to corporations. Such background corruption has adverse

^[8] IBAC Victoria 2012, ICAC New South Wales 1988, CCC Queensland 2022, ICAC South Australia 2013, CCC Western Australia 2004, IC Tasmania 2010, ICAC Northern Territory 2018

^[9] Research conducted by **Bill Browne, senior researcher at the Australia Institute’s Democracy & Accountability Program.**

^[10] The relationship between business integrity and commercial success Mathew Jenkins Anti-corruption resource centre accessed at <https://www.u4.no/publications/the-relationship-between-business-integrity-and-commercial-success.pdf>

effects on a country's economic performance, with regard to reducing institutional quality, undermining competitiveness and acting as a barrier to trade.

A decline in public integrity's impact on business integrity

A decline in public integrity can have far-reaching implications for business integrity, posing challenges to ethical conduct, trust, and sustainability. Corporations operating in such environments must be vigilant in upholding ethical standards and mitigating risks associated with corruption and unethical behaviour.

When public integrity declines, significant consequences for business integrity may be -

Normalisation of unethical behaviour

With weakened oversight and enforcement mechanisms, corporations may perceive unethical practices as more acceptable or even necessary to remain competitive.

Increased risk of corruption

A decline in public integrity can create opportunities for corruption within the business environment. Corporations may be more susceptible to bribery, kickbacks, and other forms of corruption when regulatory oversight is lax, ineffective, or not overtly present.

Erosion of trust

Public trust in institutions, including corporations, may decline because of the perceived corruption and lack of integrity in the public sector. This erosion of trust can have negative consequences for corporations, including loss of customers, investors, and stakeholders.

Market distortions

Corruption and unethical behaviour can distort markets by favouring corporations with political connections or a willingness to engage

in corrupt practices. This can create an uneven playing field and hinder competition and innovation.

Legal and reputational risks

Corporations operating in environments with low public integrity face increased legal and reputational risks. Engaging in unethical behaviour can lead to legal consequences, fines, and damage to a corporation's reputation, which can have long-term consequences for its viability and success.

Difficulty in attracting investment

Investors may be hesitant to invest in countries or regions with a reputation for corruption and lack of public integrity. This can restrict access to capital for corporations operating in these areas and hinder economic growth and development.

Loss of social licence to operate

Corporations depend on their social licence to operate, and this is often granted by the community and stakeholders based on trust and perceived integrity. When public integrity declines, corporations may struggle to maintain their social licence to operate, leading to protests, boycotts, and other forms of resistance from the community.

How an increase in business integrity may improve public integrity

When corporations demonstrate a commitment to ethical behaviour, transparency, and compliance with laws and regulations, it can have positive ripple effects on public integrity in several ways -

Setting a standard

Corporations that prioritise integrity set a standard for ethical behaviour that can influence broader societal norms. When corporations demonstrate that ethical conduct is not only possible but also

beneficial for long-term success, it can help shape expectations for integrity in other sectors, including government.

Enhancing trust

Trust is a cornerstone of both business and government. When corporations uphold high standards of integrity, they contribute to building trust. This emphasis on trust can spill over into expectations of public institutions.

Advocating for reform

Ethical corporations can play a role in advocating for reforms aimed at improving public integrity. By engaging in public policy discussions, supporting anti-corruption initiatives, and promoting transparency and accountability, corporations can contribute to creating a more conducive environment for integrity in both the public and private sectors.

Creating positive externalities

Corporations that prioritise integrity often have positive spill-over effects on the communities in which they operate. This can include initiatives to combat corruption, support for good governance practices, and promoting social responsibility. By contributing to the overall well-being of society, these corporations indirectly support efforts to strengthen public integrity.

Building partnerships

Collaboration between corporations and government can be instrumental in addressing integrity challenges. Corporations that prioritise integrity can serve as valuable partners for government agencies seeking to improve transparency, combat corruption, and enhance accountability.

Can integrity ‘save’ public integrity?

While corporations can contribute to improving public integrity, it is essential to recognise that they operate within a broader institutional and regulatory framework shaped by government policies and actions.

Therefore, efforts to enhance public integrity must involve a multifaceted approach that includes cooperation between corporations, government and society. By working together towards shared integrity objectives, corporations and government can create a more ethical and accountable society. As such, it is less about business integrity ‘saving’ public integrity or, indeed, the reverse.

Where both sectors realise the symbiotic potential to, jointly, be the leaders and custodians in achieving integrity goals, one may say integrity itself will not need saving either.

About the Author

Justin Wibrow is Managing Partner of commercial advisory firm, *Cullen Myers* and an Australian legal practitioner. He holds degree and postgraduate qualifications in law, leadership and education and is a Fellow of the *Governance Institute*, Member of the *Law Institute of Victoria*, is an Assistant Professor in both the *UBBS Undergraduate* and *MBA* programs, and a Fellow of the *UBSS Centre for Entrepreneurship*.

Data Integrity in Business and Academic Institutions

Andy West

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In any discussion about integrity, whether that be in business, government or academic institutions, data integrity is a key component. In any organisation data integrity is vital to inform decision making, provide evidence to support claims, quality assurance and regulatory compliance. In academic institutions, data integrity also provides evidence of academic achievement of staff and students. Data integrity captures students attaining graduate attributes and learning outcomes through the recording results of authentic assessment to ensure the integrity of the qualification issued from the academic institution. In the digital age data is ubiquitous, being captured by organisations from devices, sensors, video, images to name which enables big data, AI, blockchain and internet of things. Data as the new oil was first coined by Clive Humby in 2006 (Charles, 2013). This metaphor powerfully conveys the importance of data as a fundamental resource in the digital age. However just as oil needs to be refined to produce plastics, gas, petrochemicals and other by products vital for our modern age, data needs refining to unlock its full

potential to drive digital transformation, innovation, technological progress, productivity gains and economic growth Palmer (2021). Fundamental to data refining or processing is the quality and integrity of the data. This turns data into a critical asset that underpins the knowledge economy.

Data Integrity Definition

Data integrity refers to the accuracy and consistency of data over its lifecycle. It is a comprehensive term that encompasses the state of being whole, unaltered, and correct, making data dependable for its intended use (Cote, 2021). Ensuring data integrity involves adhering to a set of standards and controls designed to manage data securely and accurately, protecting it from unauthorized access, alteration or destruction. The maintenance of data integrity is therefore more than just processing, but also the storage of data to maintain its usefulness, reliability and validity. Data integrity is the cornerstone of data's value, ensuring that it remains accurate and secure over time and across formats throughout its lifecycle.

Importance of Data Integrity

Compliance: For all registered higher education institutions in Australia, data integrity underpins the compliance with a range of regulatory requirements and regulatory bodies. The Tertiary Education Quality Standards Agency grants, administers and ensure compliance with the Higher Education Standards Framework (Threshold Standards) 2021, the Tertiary Education Quality and Standards (TE-QSA) Act 2011 (Cth), the Higher Education Support Act (HESA) 2003 National Code of Practice for Registration Authorities (Cth), the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code), the Education Services for Overseas Students Act 2000 (Cth) and the Education Services for Overseas Students Regulations 2001, which outlines the Commonwealth Register of Institutions and Courses for Overseas Students

(CRICOS) for international student education. There are also a range of commonwealth legislation administered by other government bodies that require strong data integrity measures. These are the Privacy Act 1988 (Cth) and the Migration Act 1958 (Cth) and Corporations Act (2001). International regulations such as GDPR in Europe, HIPAA in the United States, and others worldwide enforce strict standards concerning data integrity, with severe penalties for non-compliance.

Operational Efficiency: Organisations with high data integrity experience fewer errors, reduced corrective actions, and streamlined operations, leading to significant cost savings and increased productivity. Good quality data to inform decision making, beats opinion and intuition, that is open to poor assumptions, heuristics and biases (Toonders, 2014). If an organisation can measure it with data, they can improve it. There is the opportunity of real time access to the most important data in a business. Knowing which KPI's influence the bottom line and other major ratios to achieve key strategy outcomes and business goals is much more important. This is also the case in higher education institutions. Decisions made based on accurate, valid and reliable data can stand up to scrutiny and lead to successful outcomes in critical fields such as academia, research and student performance measurement.

Competitive Advantage: Data integrity allows for the extraction of meaningful insights from data analytics, granting businesses a competitive edge through informed decision-making and strategic foresight. A McKinsey (2014) report, provides details of its international survey of 418 senior executives of major companies from Europe, the Americas, and Asia found the “data-driven organizations are 23 times more likely to outperform competitors in customer acquisition, nine times more likely to retain customers, and up to 19 times more profitable.” For many companies, their data infrastructure is still a cost centre rather than a profit centre. Companies that treat data as an enterprise-wide asset while also managing the data locally within business units will benefit the most. As data is shared

across business units and internally, this is where collection and standardisation of formats is paramount to ensure data integrity.

Challenges of Data Integrity

Due to the high value of data as an organisation's key asset, ensuring data integrity has many challenges.

Cyber Threats: Increasingly sophisticated cyber-attacks can compromise data integrity through unauthorized access, data theft, or malware. A hacker trying to access and damage an organization's data may not appear as a threat at first. There are many ways hackers can gain access to data, and being able to recognize them can help ensure data integrity is protected. Data privacy of all stakeholders is paramount in an organisation. This is heightened with strong data integrity practices. In academic organisations, this includes student data, which is highly prized by hackers. In the last five years there have been three major cyber attacks on Australian universities. In 2019 the breach on Australian National University, resulted in 200,000 records of current and past student and staff being stolen. Given the high level of defence, aeronautic and pure science research at ANU, this made it a natural target for cyber-attacks (Groch, 2019). In 2021 during COVID with many staff working from home RMIT had a cyber attack through staff falling to phishing (Barkut, 2021). In 2022 Queensland University of Technology was the target of a Royal ransomware attack. This resulted in their systems being taken offline (Tassell, 2022).

Technology Failures: Hardware or software failures can result in lost or corrupted data, while inadequate data backup practices can exacerbate these issues. The proliferation of data across multiple systems and platforms increases the risk of inconsistencies and mismanagement. There is also the impact of old, non-integrated legacy systems on data integrity, where data is held in an unstable and non-compliant environment with the rest of the data systems. The most recent issue of data integrity failures is with the implementation of Generative AI software in organisations. As more organisations de-

ploy Gen AI to train on their own data to automate processes and produce insights from the data, this is open to privacy issues. Also, the large language models of Gen AI may be impacted by biases and privacy issues of the use of data to train the models.

Human Error: in data entry, misunderstanding data requirements, and mishandling data can lead to significant integrity issues. Human error and human behaviour are also the main target of cyber security hacks. Without secure systems and clear controls in place for access private and valuable data, an organisation is open to staff purposefully or by accident taking data to be used outside the secure internal environment. The Australia Signals Directorate has a range of resources to identify and assist with the three challenges listed above at <https://www.cyber.gov.au/protect-yourself> .

Ensuring Data Integrity

To effectively manage these challenges, organizations can adopt several best practices.

Comprehensive Data Governance: A robust data governance framework is essential for maintaining data integrity. This framework should define who can alter data and under what circumstances, along with how data is processed, stored, and protected. Data governance policies should address data usage, data quality, and compliance with relevant laws and regulations, ensuring that all data handling is transparent and accountable. Just like other best practices of corporate governance, best practice data governance involves implementing the processes, procedures and standards necessary to provide the board and other stakeholders with confidence in the information it provides. This also includes assessing the effectiveness, integrity and robustness of the technology used. At board level, data governance is concerned with the framework of systems and processes that support informed decision making in the usage, investment and security of data assets. Therefore, the oversight of data security and data performance frameworks is essential to good corporate governance.

Regular Audits and Controls: Organisations should conduct regular audits to ensure compliance with data integrity standards and to detect any deviations from data management policies. Implementing strict access controls and audit trails can help monitor data usage and alterations, thereby preventing unauthorized access and modifications. Key questions to be asked include is my data collection method going to provide accurate information, can I ensure no data will be missing if I collect it this way, am I getting the data from a reliable, high-quality source? Starting off with data integrity is much easier than remediating erroneous data down the line.

Advanced Data Encryption: Data should be encrypted both in transit and at rest to protect it from unauthorized access. Employing state-of-the-art encryption methods enhances security, ensuring that data remains confidential and integral.

Data Quality Management: Implementing procedures to ensure data quality is crucial. This involves processes for data cleansing, validation, and reconciliation to correct inaccuracies and inconsistencies. Regular data quality assessments can help maintain the standards necessary for operational excellence and analytical accuracy.

Redundancy and Backup Solutions: Establishing comprehensive data backup protocols and using redundant storage solutions can safeguard data against loss due to hardware failure, natural disasters, or other catastrophic events. Regularly tested backup procedures ensure that data can be restored to a previous state, maintaining continuity of operations.

Proactive Monitoring and Response: Implementing tools for real-time monitoring of data transactions and usage can help detect and respond to integrity threats immediately. Proactive monitoring systems equipped with anomaly detection capabilities are critical for identifying potential integrity breaches before they cause significant damage.

Staff Training and Awareness: Continuous training programs for staff on the importance of data integrity and security can reduce risks associated with human error. Employees should be aware of the pro-

protocols for handling sensitive information and the potential consequences of data breaches. Human error is one of the easiest ways to lose data integrity, but it's also within an organisation's control. Implementing multi factor authentication, resetting passwords on a regular basis and the use of passphrases are all good staff training practice to improve data integrity.

As data continues to fuel the global economy much like oil, its integrity is of paramount importance. Organizations that invest in robust data integrity practices not only adhere to compliance and ethical standards but also position themselves to fully leverage the strategic value of their data assets. In a world driven by data, maintaining data integrity is not merely a regulatory obligation—it is a strategic imperative that underpins trust, operational efficiency, and competitive advantage. This comprehensive approach to data integrity ensures that data remains a reliable and powerful asset in the digital age.

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The Wind Beneath Our Wings: Integrity in the delivery of support services

Dimitri Kopanakis

Roldan Sicado Menos Alangui

The word 'integrity' is derived from the Latin word *integritas* representing physical wholeness or completeness and has come to our modern definition that addresses multiples ideas encompassing the moral dimension such as values, ethics, code and conducts, or in this article, professional responsibility.

In every product or service that is delivered are countless hours and resources spent on research, development, prototypes, staffing, procurement, and production. There are multi-disciplinary parties involved in each step, and every single point of the process involves tangible investments, various interactions, strategic decision making, and communication amongst different parties.

The accomplishments of an organisation rely on the strict adherence to policies and processes in resourcing, personnel, supply chain, team engagement, communication, and generally accepted and

standard practices. The people and the processes, though unseen, are the backbone of its achievement.

Throughout the process, countless decisions are made. These decisions could either be seen as the right or wrong ones, depending on whose lens are we looking through. One may find their actions justifiable, but Huberts (2018) explained that integrity must not be judged by oneself but in conformation with relevant values, norms, and rules. Therefore, whether one sees their action as right or wrong is not relevant as it is bound by the collective governance of ethics and morality.

And, much like the original meaning of integrity regarding wholeness, it is vital for every team, and every organisation to choose integrity, in order to maintain the strength, credibility and solidness of the organisation, and that it must be stringently enforced and observed by every single member of the organisation.

Resourcing

Acquiring the right personnel, and maintaining integrity in supply materials and assets are key components to the effectiveness of any organisation. In this process, accurate and relevant planning processes must be put in place such as budgeting, risk-reward assessment, health and safety considerations, quality, cost control, and expected maintenance and future upgrades. Every project requires expenses, and this must be made clear from the beginning to enhance the viability of the project. Budget and cost estimates play an influential factor when it comes to choosing materials and weighing its cost effectiveness against timelines, safety regulations, quality, and predicting future maintenance costs.

It is paramount to have quality at the top of the list when it comes to resourcing. Not only does it portray the benefits of cost-effective options in the long-term (Gunasekaran et al, 2019), but it also promotes safety and efficiency. Having to replace a machine or a tool frequently not only takes time to procure which affects any production processes, but it is also a threat to the environment as the dis-

possibility of any part or unit means raw materials that are going to waste. For example, single use batteries might have a lower upfront cost and are chosen due to the fact that they do not require any charging, where rechargeable batteries are far superior when it comes to their cost-effectiveness due to re-useability, and environmental friendliness due to having less packaging and minimising waste.

Knowing what the project requirements are in terms of materials, brands, duration, being informed with emerging technologies, processes, materials etc., is also an advantage that corporations could utilise to further enhance product quality and service delivery. By being updated with the fast-paced changes in technology and methodologies, companies can be guided in hiring personnel that can operate and navigate through these new practices - hence, putting a company in the front line of innovation and the promotion of adaptability mindset.

Organisations must also proactively prioritise health and safety when it comes to sourcing materials, machines and designing processes. This is to prevent fatalities, work injuries or occupational related illnesses as it is not only protecting valuable assets of the company but it is also cost-effective in the long term, both directly and indirectly. This requires the commitment of managers, the cooperation of workers, annually updated training, and safety courses and most importantly, strict implementation of hazard prevention procedures which should be in adherence to regulatory requirements for compliance and safety.

This is particularly observed in workplaces that deals with chemicals, sharp tools, industrial machinery and extreme temperatures, amongst others.

Supply Chain / Procurement

Having a reliable source of materials influences the timely success of any projects. In this case, 'Reputation' is the name of the game. Suppliers continuously build their reputation by the quality of service

reflected in the negotiation process, convenience of service delivery and product condition. Successful organisations would always choose a reputable vendor, or one that has a proven track record. A distributor or manufacturer supplying sub-par quality of products might provide a cheaper alternative, but this is not optimal for achieving excellence, especially for an organisation that favors quality and safety. A solid partnership between vendors and clients is built over countless successful transactions wherein both parties are confident and content with the contracts, logistics, and service delivery. Transparent and unambiguous communication also provides a strong justification in the procurement process, particularly when it comes to price negotiation and product or service quality (Hoekman, 2022).

This is why organisations deal with multiple suppliers. Not only that it allows the company to select a vendor based on the current needs and diversifies the options, but it also promotes competition on price and quality of service rendered.

Personnel

Clear roles and responsibilities must be well defined, and this should serve as guide in the hiring process or candidate selection for a certain position. Having a clear and explicit list of tasks, duties, and function in the organisation, along with educational background, professional experience and the understanding of their roles and responsibilities will help any organisation in choosing the right people for the right job whilst providing clear expectations. Having a professional carpenter in charge of choreography is the same as using a welding machine to cook an egg. It's possible, but it's not ideal. Hence the importance of recruiting the right professionals contributing their unique talents and skills towards a common objective.

When delegating tasks or assigning personnel to achieve a certain goal, it is important for managers to not only have firm but fair approaches but to also learn about a team member's strength and weaknesses, talents and shortcomings, and utilise that information accordingly. This goal must be well understood and compatible with

the company's defined objectives. A well-defined purpose, along with shared value, helps foster a positive team culture which is significant for fostering an environment of collaboration and achieving the same goal. This is also beneficial when trying to achieve a clear alignment to a department and company's strategy and KPI's; having the right people for the right job, accurate description of expectations, sharing common values and purpose – not only with the team but with the whole organisation.

Team Engagement /Commitment

A typical large organisation is structured into different departments, sectors, and multiple teams. Each department is assigned a distinct and explicit function, tailored to their expertise and responsibilities to the whole organisation, just as each sector and teams under a department are expected to perform tasks unique to each other - but ultimately each work in collaboration toward the same goal.

Thus, each department has its own hierarchy and are operationally independent of other departments but are all aligned to the same principles and objectives of the company. These departments are sub-divided into teams that contributes to the collectively goal of the department. Each team, operating autonomously, with their own and specific objective in the department and has a specialised function unique to other teams. Every team operates autonomously but are expected to achieve the expected results with other teams through collaboration, engagement, and capability.

Each team consists of individuals of each has their own roles and responsibilities, skills and talents, experience and background that is utilised to support the accomplishment of projects and deliver quality products or services. Commitment and team engagement from every staff member, regardless of their position in the hierarchy, should be promoted to achieve maximum productivity.

It is vital to identify the needs of an organisation and that it is aligned to the training provided to the staff. Not only that team

members of an organisation gain technical skills to further offer support the organisation, it also develops team building and further enhances internal brand loyalty. The promotion of staff scholarship programs, NGO trainings, and government certified courses encourages the continuing professional development of the team members which in turn enhances the capability of a team, the department and, indirectly, the success of an organisation.

Communication

An efficient organisation keeps a clear line of communication from top to bottom. This is not to say that there should be a 'game of telephone' but the contrary - that management should be always accessible in times of confusion or enquiries and that the same message is passed down with no unnecessary added information, streamlined for efficiency. Complication can occur when the message is vague and that there's no clear point person of information. Team leaders and managers play a significant role in this process, giving out clear, concise, and effective directions to their team and departments (Radovic Markovic & Salamzadeh, 2018).

It's always helpful to remember the 3M's - *Matter*, *Method*, and *Manner*. *Matter* being the substance of the message. The essence of the directive must not change regardless of where it is in the communication line. *Method* as the way the message is structured and organised. Coherence must be a priority when formulating the delivery of message.

The third M would be one that defines the type of manager is *Manner*. The manner of which a manager speaks to his or her workmate reflects greatly to the morale and overall attitude of the team. A good communicator not only makes sure that the message is delivered properly but that it is absorbed and received by the listener. This is a big factor when working with a cross-cultural organisations, with team members coming from different nationalities, background, and languages. Certain languages may have certain nuances regarding certain words, colours, or even names. For example, the colour

white may symbolise purity and cleanliness to the western culture but it's not the same in the Chinese culture wherein it's mostly seen as the colour of passing. Keeping the message simple, relatable, and easier for the listener to absorb is key to having effective communication. This is when a fourth M in communication should be considered, *Members*. This message is passed on to people, which in turn, turn these words into actions. It is imperative to consider the recipient of the message especially when working with a team whose mother tongue is not English, consider the concept of them translating your questions into their language, understanding the question, answering the inquiry, and translating it to English. A message relayed is not a message received unless it is realised.

Systems / Processes

For a team in an organisation to function properly and perform their intended tasks and commit to deadline on projects, systems and processes must be put in place and be clear of any unauthorised manipulation, whether inadvertent or unintentional. These systems and processes must be governed by adequate and updated policy and procedures aligning not only with the organisation's SOP's, and local laws but also international standards such as OSHA, ISO's, and other international governance bodies (Joseph & Tranos, 2018). These SOP's must be regularly reviewed and updated in alignment to the organisation's needs. Just like any operational guidelines, written policies are as important as its practicability and method of fulfilment. It is the managers' and supervisors' duty to make sure that these are strictly practiced and exercised just as the senior management ensures that the whole organisation comply and have full understanding of the stated requirements.

Governance

Policies put in place to preserve the integrity and sustainability of an organisation are only as effective as their implementation. Organi-

sation-wide compliance to the regulatory requirements should be made clear in order for every stakeholder to fully understand the importance of this alignment to the organisation's practices. These practices should reflect accountability and promote transparency. This entails clear and accurate reporting to stakeholders and the executive, and adherence to regulatory bodies. Ultimately, corporate governance requires education, active participation, and communication with every member of the company.

Conclusion

As is evidenced, integrity manifests in multifaceted dimensions within the realm of professional responsibility, and permeates every facet of organisational operations. It transcends individual actions, requiring collective dedication to ethical norms and standards. Upholding integrity not only fortifies organisational credibility and resilience, but also fosters a culture of trust and accountability.

As custodians of support services, it is critical for every organisational member to uphold integrity diligently, ensuring that the wind beneath our wings propels us toward sustained excellence and societal impact.

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