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International Students and Generative Artificial Intelligence: A Cross-Cultural Exploratory Analysis of Higher Education Academic Integrity Policy

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ABSTRACT

This study delves into the GenAI academic integrity policies within tertiary education, with a special focus on international students. Through qualitative analysis of 131 policies from 11 countries, it aims to highlight the overlooked needs of these students amidst the rise of GenAI technologies. The methodology involves a document review and SWOT analysis to assess policy inclusivity. Findings indicate a significant underrepresentation of international students in policy considerations, despite their notable economic impact. This novel research pioneers in its specific focus on international students in examining the intersection of GenAI and academic integrity, revealing a critical need for inclusive policy reform. Despite limitations such as potential selection bias, the study's contributions lie in its call for a more equitable approach to policy development, ensuring international student voices are heard. It concludes with an urgent recommendation for HEIs to integrate diverse student perspectives to uphold academic integrity in the digital era.

Keywords: academic integrity, generative artificial intelligence, higher education, international students, policy analysis.

INTRODUCTION

Computer Assisted Language Learning (CALL) studies have long documented affordances for the language learning domain. These abound irrespective of (target-)cultural provenance (Shadiev & Yu, 2022), thematic focus (Chen et al., 2021), geographical boundaries (Lim & Aryadoust, 2021), or educational level (e.g., Tafazoli, 2021). In turn, an arguably trusted status to the technology has thus been conferred on which many L2 didactic settings have come to rely (Stockwell, 2012). However, this seemingly unbreakable bond may, in fact, be destined for turbulent waters amidst continuing advances of GenAI text generator applications, such as ChatGPT (Adeshola & Adepoju, 2023; Fuchs, 2023). Speculative characterisations of the associated adverse effects have highlighted GenAI's disruptive nature for all facets of society (Currie, 2023; Tredinnick & Laybats, 2023), but Higher Education has been signposted as a specific area of growing concern (Lim et al., 2023; Putra et al., 2023). Whilst some have been keen to dispute this by muting the analogy of what the calculator has been for Mathematics (Bozkurt et al., 2023), other scholars have come forth to dismantle such a stance, highlighting that the relationship between AI and humans in education is far more complex (Lodge et al., 2023).

A perhaps more nuanced approximation would be to posit that linguistically, culturally, and pedagogically, CALL has entered a new, more risqué epoch at full tilt (Shen et al., 2023). In accordance with Marron (2023), the spheres of teaching, learning and assessment, hitherto synergistically united by technology, now show early signs of disarray as comprehension of GenAI tool capacity through the prism of education continues to ferment (Frith, 2023). Since the arrival of ChatGPT in November 2022, key stakeholders have been grappling to identify the precise nature of the GenAI-related challenges for academic integrity, such as GenAI-assisted plagiarism and difficulty in detecting GenAI content. The enhanced text production capabilities of such tools have led some to warn that learning outcomes and graduate attributes may be undermined (Tzirides et al., 2023). The legitimacy of existing assessment design procedures, particularly the enduring traditional essay, have come into question as teaching practitioners confront themselves with the challenge of assessment reinvention (Bannister et al., 2023; Benuyenah, 2023; Rudolph et al., 2023).

However, academic integrity is by no means a stranger to facing belligerent adversaries, as Rettinger and Bertram Gallant (2022) remind. Scholars and practitioners have long expressed concern regarding the implications of self-plagiarism (Bretag & Mahmud, 2009), collusion (Parkinson et al., 2022; Sutton & Taylor, 2011), and contract cheating (Newton, 2018). These questionable practices, more widespread with the continual propagation of digital technologies and online learning environments (Dawson, 2020), undermine the core values of honesty, trust, and respect that are foundational to academic culture. As Eaton (2021, p. 19) observes, maintaining academic standards and fairness in the face of these challenges requires "nuanced" and "thoughtful" approaches to integrity promotion and transgression prevention.

As student mobility increases through international recruitment and exchange programmes (Hou & Du, 2022), university campuses welcome increasing numbers of students from contrasting regional cultures. Academic misconduct governance has the duty to acknowledge not only their presence but also cater for the bespoke educational characteristics of these learners. For instance, these students face potential challenges in navigating the labyrinth of institutional academic integrity expectations. While many core values around honesty and fairness are broadly shared (Gillespie, 2012), significant differences exist between national and regional academic cultures in conceptions of plagiarism, appropriate collaboration, and permissible uses of external assistance (Sanni-Anibire et al., 2021). According to Simpson (2016), these divergences reflect varying pedagogical philosophies, institutional norms, and student understandings of integrity.

The difficulties international students can face, as Fatemi and Saito (2019) suggest, include successfully deciphering and implementing different norms around citation and the use of unattributed sources that differ widely between educational systems. These can lead to unintentional transgressions, mixed signals, and incompatible expectations between students and instructors (Fass-Holmes, 2017). Moreover, as Groves and Mundt (2021) indicate, international student usage of highly capable translation technologies in HE also poses a potential infraction of academic integrity. These authors call for institutional regulation to be developed to this end. Building on this, the aforementioned developments within GenAI have sparked calls for policymakers to revisit and revise established academic integrity policy frameworks to address these (Eke, 2023). According to Bannister et al. (2023), this necessity is intensified in academic settings home to international students, where differing assumptions and practices intersect and compete as is further elaborated upon in the following section.

A limited number of HEIs around the world have established their opening gambits in terms of GenAI academic integrity policy (Perkins & Roe, 2023). Nevertheless, models of best practice and the definition of sector-wide standards for quality assurance purposes at the time of writing appear to be quite scarce (e.g., UNESCO, 2021). It would, therefore, seem that the universities that have responded by composing policies in relative isolation with limited exceptions to this (Xiao et al., 2023). While allowing for policies tailored to individual, institutional contexts, this may give rise to significant inconsistencies and gaps (Michel-Villarreal et al., 2023).

The original focus of this investigation was on English as a Medium Instruction (EMI) contexts, in which English is used as the primary language of teaching and learning in educational institutions where English is not the majority official language. However, no HE academic integrity documents were found that specifically address this matter in English. The lack of documents could be due to the nascent state of GenAI technologies, meaning institutions have not yet had the chance to develop policies explicitly addressing GenAI. Another potential reason may be that relevant policies in such settings may have been published in

languages other than English, making them almost impossible to identify in an English-language search.

In sum, in this panorama, the disruptive nature of GenAI for such educational settings and the present juvenile status quo in scholarship as to the precise implications of this disruption for certain groups such as international students have brought into fruition the present study. The empirical necessity for this research is underscored by the increasing availability of GenAI tools, which continues to outpace the development of institutional comprehensive policies and practices to address the associated academic integrity challenges. It is a necessary pursuit owing to the growing presence of international student cohorts in HE settings globally. Owing to the lack of attention given to international students found both in GenAI and academic integrity- related scholarship and policy praxis, the researchers sought to carry out an exploratory analysis of HE GenAI-specific academic integrity policies to examine provision for the needs of this group.

LITERATURE REVIEW

International Students and HEIs

There is a prevailing discourse which suggests that international students are increasingly treated by some universities as, what Cantwell (2015, p. 512) terms, "cash cows", revealing an ethical tension between economic interests and duty of care (Findlay, 2010). Keying into the tenets of the commodification of higher education (Tomlinson & Watermeyer, 2022), while universities have an obligation to provide inclusive environments for all, HE leaders and policymakers are often accused of prioritising the financial incentives created by lucrative international student fees over this duty of care (Yao and Viggiano, 2019). Better policies are required to balance economic imperatives with social responsibilities, ensuring the welfare of international students is not undermined by being viewed as revenue generators rather than whole individuals with distinct needs.

Drawing on earlier remarks, the emergence of GenAI tools could add a further area of contention to this matter. There are specific challenges here for international students in GenAI tool usage governance. In the concerning conclusions of a recent study, Liang et al. (2023, p.1) warned of the potential bias of GenAI text classifier tools, such as Turnitin, towards international students with "detectors consistently misclassifying non-native English writing samples as AI-generated, whereas native writing samples are accurately identified". If this bias continues to be unaddressed, there is a risk that frictions might be exacerbated, and this group of the student population may arguably be subjected to unfair treatment (Warschauer et al., 2023). Addressing such issues has been highlighted as a challenging pursuit in practice requiring greater open discussion, bespoke training, and bridging materials to clarify standards (Bennett & Abusalem, 2023).

The multifaceted complexity of preserving academic integrity within ever-more diverse HE communities, as Denisova-Schmidt (2016) suggests, has

cemented an unwavering need for transparent policy provision for governance. Robust parameters have been identified as key to upholding standards, articulating expectations, promoting a culture of honesty, and responding consistently to violations (Sefcik et al., 2019). Higher education institutions (HEIs) have traditionally risen to this challenge with aplomb (Glendinning, 2014), albeit that some scholars, such as Lynch et al. (2019), openly question the effectiveness of such arrangements. Policies ought to be crafted through extensive consultation, incorporating input from all academic stakeholders (Reedy et al., 2021). As Pavletić and Hammerbauer (2023) rightfully point out, student voices are also critical in this process, given their centrality in integrity promotion, and such input ought to be representative of the "increasingly international diverse student bodies" which form our HE communities today (de Wit & Altbach, 2021, p. 315). Falling into the trap of referring to homogenous student cohorts is an ill-considered oversight (Winrow, 2015), which fails to account for the flourishing international melting pot which many campuses represent nowadays thanks to the increasing influx of international students from around the world (Bygrave et al., 2014). Ongoing review and amendment processes can ensure policies remain responsive to emerging issues and evolving academic cultures, and a nuanced, context-sensitive approach is thus required (Glendinning, 2022). With care and cooperation, robust integrity frameworks to tackle the challenges of GenAI can be constructed that balance universality of core principles with sensitivity to plural viewpoints and needs.

HEI GenAI Policy Responses

In scholarship, a limited range of publications have begun to emerge which specifically deal with this matter. For instance, Chan (2023) proposed an ecological framework for developing AI education policy in HE settings. This framework was informed by data gathered from students and staff across disciplines, elucidating their perceptions of and recommendations for AI integration. This model encompasses pedagogical, governance, and operational dimensions, assigning responsibilities among teachers, management, and support staff with the aim to promote ethical, effective AI adoption by addressing issues like assessment redesign, competency development, misconduct prevention, and workplace preparation. While aligned with existing AI education policy guidance (UNESCO, 2021), the author does not explicitly reference the bespoke academic integrity challenges they faced by international students nor how to address these.

Two fledgling studies were identified of somewhat greater thematic proximity, which provide some valuable insight into the present global policy landscape. Xiao et al. (2023) examined responses from the top 500 universities in accordance with QS rankings and found that only 26% of these had formulated a GenAI-specific academic integrity policy. They outline two contrasting stances in their findings: 67% of policies advocate for regulated GenAI tool usage in HE, and 33% impose an outright ban. The scholars highlighted academic reputation and positive public sentiment on GenAI as key factors behind the formulation of policies of regulated usage. In contrast, the likelihood of an outright ban seemed

to be motivated by faculty-student ratio, geographical consensus, and distrust in appropriate learner usage. These findings are of great relevance to the present paper, nonetheless, even here there is no mention of international students or provision for them in policy arrangements.

Perkins and Roe (2023) carried out a corpus analysis of 142 HEIs' publicly available academic integrity policies, examining their coverage of GenAI tools. They found a significant gap regarding mentions of GenAI-related technologies despite their growing prevalence and, thus highlight the urgent need to revise policies considering AI's evolving implications for academic integrity. Of the policies which did specifically address GenAI, a generally positive stance was reported. In the concluding lines of the paper, the authors set out a convincing call for a multifaceted approach integrating technology, education, policy reform, and assessment restructuring in policy to uphold academic integrity while taking advantage of GenAI's potential for HE. The authors state that policies should be accessible, clear, and relevant to all learners, however, once again there is no specific acknowledgement made here to international students either.

In the midst of the evolving discourse surrounding higher education's commodification and the ethical quandaries it presents, particularly concerning international students—often viewed through a lens tinted by economic gain rather than pedagogical commitment— this critical examination of the literature has underscored a multifaceted conundrum. The burgeoning advent of GenAI tools in educational domains introduces an additional layer of complexity, notably through the lens of academic integrity. Liang et al.'s (2023) revelation of inherent biases within GenAI text classifiers towards non-native English scripts underscores an urgent call for nuanced, inclusive policy reform. This requirement is further magnified by an apparent lacuna in academic integrity policies that specifically address or mitigate the nuanced challenges posed by GenAI, particularly for the international student body. Emerging scholarship, while proposing frameworks for the ethical integration of AI in higher education, often sidesteps the unique academic integrity dilemmas faced by this demographic. Thus, scholarship at the time of writing illuminates a compelling need for HEIs to recalibrate their policy frameworks, ensuring they are both reflective of and responsive to the increasingly diverse tapestry of global student populations, therein safeguarding the integrity of the academic enterprise in the digital age.

Research Questions

In the absence of scholarly attention given to international students and the bespoke risks which they may face if ignored in GenAI academic integrity governance, this exploratory study aims build on earlier findings of thematic proximity by conducting a more specific examination into the HEI academic integrity policy landscape through the prism of international student legislative provision. In consonance with theories of social justice in education, the aim, therefore, is to tease out in this study the bespoke nuances of policy development for differing cohorts present on campus and the articulation of their presence and

needs in policy documentation. To that end, the following research questions (RQs) were crafted:

RQ1: To what extent do HEI academic integrity policies make explicit provision for the needs and experiences of international students?

RQ2: What are the strengths, limitations, opportunities, and threats evident in HE GenAI academic integrity policies that encompass support for international students?

METHODOLOGY

Research Design

Owing to the complexity of the RQs, a two-staged methodological approach was devised. In Figure 1 below, the research design for the study is presented:

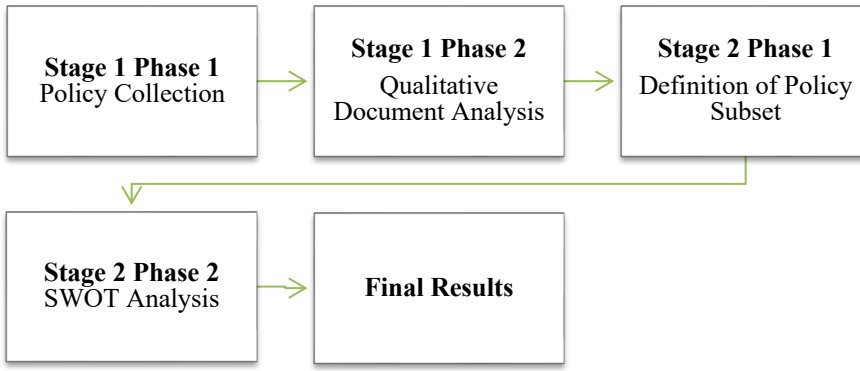

Figure 1: Research Design

Firstly, to address RQ1, in line with previous studies within the field which have sought to gauge a sense of wider consensus on an issue of note within HE academic integrity policy (e.g., Eaton, 2017), publicly-available institutional web-based sources were collected and analysed in accordance with Patton et al.'s (2017) method of policy analysis.

Subsequently, in line with further CALL research (e.g., Tafazoli, 2022), to address RQ2 and critically evaluate academic integrity policies encompassing international student support, a SWOT analysis was conducted.

Data Collection

In stage 1, to create the corpus, an initial comprehensive internet search was carried out using relevant keywords such as “academic integrity policy”, “international students”, “generative artificial intelligence”. The researchers sought to make the sample representative of a range of institutional profiles in terms of age, size, ranking and geographical location.

Stage 2 built on findings of the document analysis from RQ1 by carrying forward the subset of policies with international student provisions, thereby narrowing the focus to policies that directly address or have the potential to impact the academic integrity experiences of international student populations. This deliberate selection was predicated on the understanding that policies with explicit considerations for international students offer a fertile ground for examining the nuanced intersections between academic integrity and the challenges and opportunities presented by GenAI tools.

Data Analysis

Once conformed, the corpus underwent qualitative document analysis to code and categorise policy contents using Sketch Engine (Kilgarriff et al., 2014). This enabled the analysis of major themes, points of comparison, and areas of difference with regards to the provision of international students, or the absence thereof, in the polices collected. Initial deductive codes were derived from the RQs and literature, focusing on provisions for international students, GenAI, and academic integrity. Intercoder reliability was established by having two researchers independently code a subset of 5 documents, comparing results, and refining the codes. Employing Sketch Engine's concordance software, the documents were searched for salient terms that would denote discussion of multilingual students. Search modalities encompassed phrases including "international student*", "English as a second language", "English language learner*", and "foreign language", as well as related concepts like "multilingual", "translation", and "internationalisation". Furthermore, references to support services and resources, captured through terms such as "language support" and "international student services", were scanned to discern if the needs of linguistically diverse cohorts were addressed.

In Stage 2, the research delved into a targeted examination of the identified subset of policies, specifically those incorporating provisions for international students. This focused SWOT analysis sought to dissect and evaluate these policies comprehensively, mapping out their strengths, weaknesses, opportunities, and threats in the context of academic integrity (Thamrin & Pamungkas, 2017). The primary goal was to extract actionable insights that could inform the development of more robust and inclusive academic integrity frameworks. By methodically analyzing the policies' capacities to address the unique challenges faced by international students, especially against the backdrop of emerging GenAI technologies, this stage endeavoured to highlight the policies'

effectiveness in fostering a supportive academic environment for international cohorts.

The SWOT analysis was meticulously structured to offer an incisive exploration of how academic integrity policies are formulated, implemented, and perceived within the landscape of HEIs. It scrutinized the policies for their ability to uphold academic standards while accommodating the linguistic, cultural, and educational diversity of international students. Strengths were identified in policies that demonstrated a clear understanding and acknowledgment of these students' specific needs, while weaknesses were noted where policies fell short of providing concrete support mechanisms. Opportunities were sought in innovative practices and emerging technologies that could enhance the academic experience for international students, and threats were considered in terms of potential biases, technological challenges, and gaps in policy enforcement.

This analytical phase was instrumental in uncovering the nuanced dynamics between academic integrity policies and the increasingly globalized student body. It aimed not only to assess the current state of affairs but also to envisage future directions for policy enhancement, ensuring that academic integrity policies are both equitable and effective in the face of evolving educational technologies and the diverse needs of international student populations. Through this rigorous SWOT analysis, Stage 2 contributed significantly to the broader research objective of advancing academic integrity policies that are responsive, inclusive, and adaptive to the complexities of contemporary HE.

RESULTS

Following the outlined search parameters, the research endeavor successfully culminated in the identification of 131 higher education (HE) GenAI academic integrity policies that are publicly accessible. This comprehensive corpus encompasses a total of 160,051 words. To provide a clear and insightful overview of the thematic concentration within these documents, an analysis was conducted to identify and quantify the prevalence of key terms. This analytical process revealed a distinct landscape of terminologies, reflecting the focal points and priorities within the realm of academic integrity policies as they intersect with the challenges and opportunities posed by GenAI technologies.

The most frequently occurring terms within the corpus not only underline the core areas of concern and interest among HE institutions but also offer a window into the evolving discourse around academic integrity in the age of digital transformation. Figure 2, presented below, graphically illustrates these common terms, employing a visually engaging format such as a word cloud or a bar graph to encapsulate the data's essence. This visualization serves not only to highlight the predominant themes but also to facilitate a more intuitive understanding of the policy landscape's complexity and diversity.

	Word	Frequency
1	academic	2,591
2	student	1,585
3	misconduct	1,166
4	students	1,081
5	university	1,046
6	integrity	1,001
7	ai	920
8	work	767
9	assessment	728
10	policy	724

	Word	Frequency
11	generative	515
12	tools	417
13	staff	396
14	conduct	366
15	including	334
16	course	319
17	learning	318
18	examination	270
19	committee	267
20	appeal	265

	Word	Frequency
21	person	260
22	plagiarism	250
23	appropriate	246
24	time	238
25	case	237
26	hearing	226
27	data	223
28	teaching	219
29	relevant	218
30	standards	217

Figure 2: Most Frequent Words in Corpus

Upon meticulous analysis of the corpus derived from the search parameters established at the outset of this study, a surprising observation was made: despite the deliberate focus on policies encompassing GenAI and academic integrity in search for an international student provision within such documentation, the term "international" emerged relatively infrequent in the overall discourse, ranking as the 395th most common term. This finding underscores a potential gap or oversight within the corpus of policies regarding the explicit consideration of international students' needs and challenges in the domain of academic integrity and GenAI.

Table 1 below provides a comprehensive empirical overview of the corpus, offering a detailed breakdown of term frequencies, their relative rankings, and other pertinent linguistic metrics. This table aims to quantitatively contextualize the landscape of HE GenAI academic integrity policies, shedding light on the thematic focuses and, perhaps more tellingly, the areas of scant attention.

Table 1: Summary of HE GenAI Academic Integrity Policies Collected

Geographical Providence	Nº of Policies	% of Total Corpus
Australia	36	27.48
United States	33	25.19
United Kingdom	24	18.32
Canada	15	11.45
New Zealand	7	5.34
Ireland	3	2.29
Germany	2	1.52
Hong Kong	2	1.52
South Africa	2	1.52
Singapore	1	0.76
Japan	1	0.76
Total:	131	100

Given the space constraints of the present paper, the researchers are unable to provide any further details regarding the corpus.

In response to RQ1, on application of the key words as outlined in the previous section, the concordance facility of Sketch Engine returned a total of 19 policy documents. Further searches were then undertaken, modifying the terminology to encompass synonyms and related concepts. This comprehensive approach aimed to ensure that all applicable policies were identified. In total, after multiple iterations using broad search criteria, the concordance facility returned matches in 23 of the 131 uploaded documents. These documents were then analysed individually by the research team and on closer inspection a total of 8 were disregarded, given that references were either fleeting or of no relevance to the study-s research focus. Ultimately, a total of 15 policy documents were identified by the researchers that qualified for the subsequent round of analysis. Thus not by any means an exhaustive representation across the corpus, this result indicates that only 11.45% of the policies in the corpus were found to address international students in some way.

Turning now to RQ2, a further refinement in policies was undertaken prior to the SWOT analysis. 6 policies were disregarded given that the references to international students included were more akin to internal and external procedural matters of compliance that were not in alignment with the focus of the present study. In turn, it is interesting to note that international students who perhaps do not use English as a first language were found to be implicitly referred to. For instance, 5 university policies were found to address translation tools as a potential threat to academic integrity and regulated their use (cf. Birkbeck, University of London, 2023; Hertie School, 2023; International College of Management Sydney, 2023; The George Washington University, 2023; University of Johannesburg, 2023). These policies were not carried forward for the SWOT analysis, owing to the lack of explicit provision for international students. Subsequently, the remaining 4 policies, or 3.05% of the total corpus, were subjected to SWOT analysis and a summary of findings is detailed below in Table 2:

Table 2: SWOT Analysis Matrix

Policy	Strengths	Weaknesses	Opportunities	Threats
Canterbury Christ Church University	Addresses student whose first language may not be English.	No specific accommodations for international students.	Recruit international student ambassadors to share guidance.	Risk of disproportionate impact on international students.
	Encourages staff discussion with students.	Limited guidance on specific support for	Develop an international student	Potential bias against international students.

	Suggests customisable AI policies. Highlights ethical issues.	international students. No required staff or student training.	advisory group on AI use. Hold focus groups to gather insights from international students.	Unintentional misuse due to lack of training provision.
London School of Economics and Political Science	Inclusion of student voice as input in policy formulation. Focus on skills GenAI tools cannot replace. Numerous comprehensive references to international student needs in HE.	Recommendation report, meaning that not all of the measures suggested may be taken up in the creation of the new policy.	Such an approach could be used to share as good practice to make academic integrity policy revision more transparent and inclusive.	Potentially limited provision of support to address the needs outlined that are not always specifically articulated by international students may not be adequate in all settings.
University of Cape Town	Openly acknowledges potential risk towards students who do not use English as their first language. -Encourages embracing AI tools. Provides practical strategies for assessment design	No required training on ethics or bias stipulated Relies on instructors setting policies seemingly in isolation.	Enhanced collaboration and partnerships with writing centres for support. Provide training for staff on inclusive assessment design.	Shift towards invigilated assessment methods could cause greater anxiety for international students. Limited monitoring of instructor-crafted policies could lead to insufficient support for

	Highlights need for higher order thinking skills.			international students.
University of Reading	Students with English as an additional language acknowledgement. GenAI usage disclosure obligatory.	No AI exceptions guidance. No language proficiency standards. No AI training requirement.	Customised GenAI academic integrity workshops. International student survey on GenAI ethics.	Unintentional misuse. -Impedes learning. Risks disproportionate harm. Bias against international students.

DISCUSSION

Despite the potential impact of GenAI technological developments for all sectors of universities communities (e.g., Chan, 2023; UNESCO, 2021), it is alarming to note that only 3.05% of 131 policy documents analysed acknowledged the bespoke challenges faced by increasing international student populations globally (de Wit & Altbach, 2021). Given that 96.95% of the corpus was not found to address international students in any shape or form, the findings here support voices which call into question the effectiveness of HEI to develop policies which respond to all stakeholders (Lynch et al., 2021). In line with Glendinning's (2022) calls for policies to be developed in a context-sensitive manner, findings reinforce the conclusions of Bannister et al. (2023) calling for a global revision of policy provision to ensure policies encompass the realities and the risks for international students. The novel findings latently expose that this ought to be considered a matter of urgency to uphold an institutional duty of care towards these students (Findlay, 2010).

Of the policies subjected to the SWOT analysis, the importance of multicultural student voices in the London School of Economics and Political Science (2023) document responded to such involvement, as advocated for by Pavletić and Hammerbauer (2023). This furthermore represents a convincing example of best practice which enables transparency in the policy making process that seemingly has a solid grasp on all sectors of the student population as opposed to other institutional approaches which did not acknowledge the heterogeneous nature of HE learners (Bygrave et al., 2014). Drawing on this, it is very much recommended that wider consultation of all facets of campus populations are considered in policy development and that such efforts should avoid being

undertaken in isolation, but rather greater cross-institutional collaboration ought to be fostered, as to facilitate a dialogic approach to the matter which does not lose sight of important issues of social justice.

There were five policies identified that took a step towards this acknowledgement, albeit implicitly so, through the articulation of legislation pertaining to the use of translation tools. This would seem to suggest that a limited number of HEIs have heeded the call by Groves and Mundt (2021) to enhance academic integrity policy provision to regulate such use. However, the limited number of policies found would seemingly suggest that there is much work still to be done for this to be a staple feature of HE academic integrity policy.

To frame these novel findings in a wider context, it is useful to refer to the two studies which, at the time of writing, have addressed GenAI HEI policy responses. Albeit that in both cases neither specifically sought to examine the case of international students in their investigation, Xiao et al. (2023) and Perkins and Roe (2023) highlighted that a significant proportion of HEIs did not have any provision whatsoever for GenAI technologies. Therefore, this underlines that the very limited quantity of policies which specifically address international student cohorts identified in this study are ultimately even more finite if the entire HE sector is considered globally. This, in turn, reinforces the urgency to address these concerning gaps in governance to avoid potentially discriminating certain groups within our university communities around the world.

International Students and The Commodification of HE

The findings speak to a generalised lack of consideration towards the particularities of international students in the formulation of HEI GenAI academic integrity policy revision. The needs of this vulnerable group (Liang et al., 2023; Warschauer et al., 2023) have largely not been acknowledged despite their considerable economic contribution in some institutions. This would, therefore, highlight certain confirmation that vested economic interests (Cantwell, 2015) seem to be prevailing over the social responsibility in HEIs when it comes to international students. This evidence of the commodification of HE (Tomlinson & Watermeyer, 2022; Yao & Viggiano, 2019) seems to signify that policymakers tend not to prioritise the support mechanisms of individual needs of the diverse learning communities. This may be seen as an issue of social justice in need of attention, given that, perhaps inadvertently, such policy responses may undermine academic integrity conservation and disadvantage specific groups within the student body.

Limitations

From the offset, this study was conceived as exploratory in nature and by no means was intended to be exhaustive. However, given that there are over 20000 universities around the world and that international student mobility and enrolment are global phenomena, the results offer a limited view of the HEI policy responses. This is so since only online publicly available documentation in

English was consulted and many HEIs may have understandably produced policy legislation in their respective different official languages. Furthermore, in many instances institutions are keen to highlight that publicly-available policy information are working documents which are to be subjected to periodic review and revision. In turn, this means that findings present a snapshot encapsulated at a given moment and these policies may metamorphosise over time. It is greatly hoped that this will be the case in future iterations of policies not only to account for the highly probable future advances within the field of GenAI, but also and above all, to provide greater consideration to international learners.

Future Lines of Research

There is much future investigation to be conducted. For instance, a more in-depth study could be undertaken which works with a larger sample size to perhaps explore the reasons behind areas of convergence and divergence in HEI policy responses. Furthermore, there is a need to deepen our understanding of good practice in terms of GenAI academic integrity governance, not only by developing bespoke policies which include legislation that addresses international students per se, but also regulates related HE models such as CLIL, EMI, and Bilingual HE. Specifically, research should examine the nuances of governing academic integrity in programmes where students are learning in a second language, and how policies can be tailored to support their needs while upholding rigorous standards. In terms of quality assurance, the development of bespoke tools is a further avenue recommended for exploration. This could potentially involve crafting specialised institutional toolkits, handbooks, training programmes and technological solutions to support multilingual students and diverse international education models.

CONCLUSION

In sum, this study sought to explore international student provision in HE GenAI academic integrity policy, owing to the multifaceted challenges posed by these technological developments per se (Benuyenah, 2023), and particularly for this group (Liang, et al., 2023). The policy analysis conducted has revealed a markedly scant range of HEI policies which delve into the realities of this group and highlighted the need for action both in scholarship and in practice to ensure that this is addressed.

Theoretically, this study contributes to the discourse on the commodification of higher education and its impact on international student welfare, particularly in the context of academic integrity and GenAI. It challenges existing theories that predominantly view international students through a financial prism and calls for a paradigm shift towards a more nuanced understanding that balances economic considerations with ethical duties of care. The findings offer a critical lens through which to examine the role of technology in education, prompting a reevaluation of how GenAI is integrated into academic practices and policies. Moreover, this research enriches academic integrity literature by highlighting the gap in policy

considerations for international students, suggesting a need for theoretical frameworks that more accurately reflect the diverse and globalised nature of HE.

The underlying notion of the commodification of HE has been at the core of this study, as the tensions between an institutional duty of care and the conceptualisation of international students as "cash cows" (Cantwell, 2015) have been exhibited. Findings here illustrate that this is a singular juncture for university communities around the world. If HEIs truly are committed to the care of international students within institutions as much as they are to the financial return their presence entails, then every effort will be undertaken to amend policies to protect international students in this regard.

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☐ *None*
☐ *Some sections, with minimal or no editing*
☐ *Some sections, with extensive editing*
☐ *Entire work, with minimal or no editing*
☐ *Entire work, with extensive editing*

This article does not incorporate content generated by Artificial Intelligence (AI) tools. The final content has been thoroughly reviewed and edited to ensure accuracy, relevance, and adherence to academic standards.

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