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# Development of an Ecosystem to Enhance Academic Integrity in Thai Universities[1]

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| ARTICLE INFO | ABSTRACT |
|---|---|
| | **Introduction**: This research project aims to study the most appropriate approach and methodology for implementing the Academic Integrity Rating System (AIRS) in Thai universities, including policy recommendations that will be useful for implementing the tool in developing public policies in education in Thailand at the national and institutional levels.<br><br>Objectives: The objectives are to study the creation of a prototype tool for developing an ecosystem to enhance the development of academic integrity in students that can be appropriately applied in the context of universities in Thailand, and to study the guidelines for implementing the prototype tool for developing an ecosystem to enhance academic integrity in students to be disseminated and expanded for use at the university and national policy levels.<br><br>**Methods**: This study will be conducted in 12 participating universities nationwide. Data will be collected through focus group discussions and interviews with 3 key informants: Group 1 includes university personnel, Group 2 includes university students, and Group 3 includes international experts, including experts from the International Center for Academic Integrity and network universities in the United States, Australia, and New Zealand, as well as lecturers from universities in ASEAN countries. In total, there are 283 key informants.<br><br>**Results**: The Academic Integrity Assessment System for Thai Universities (AIRS-TH) presents the working concept of the ecosystem, emphasizing the interactions between the components, demonstrating how it can be applied in practice, and providing tangible policy and practical advice for higher education regulators and universities in Thailand. It will provide actionable recommendations at the national and university levels to implement AIRS-TH in policy and practice in various areas, including legislative reform and university regulation amendments or the creation of new ones to enhance policy implementation efficiency.<br><br>**Conclusions**: AIRS-TH was developed to provide a comprehensive roadmap for cultivating an ecosystem of academic integrity, covering everything from high-level commitment to undergraduate student behavior. The tool focuses on multidimensional operations involving personal ethics, institutional systems, and social norms, namely, creating a sustainable academic integrity ecosystem in Thai higher education. By operating along these dimensions, AIRS-TH can transform intangible academic integrity into something tangible and actionable.<br><br>**Keywords:** lorem ipsum. |

## INTRODUCTION

Academic integrity is an innovative learning process that will help students be honest in their work and production. In general, there are a lot of academic misconduct and cheat that can be found both in offline and online studies (See Newton, 2018; Bretag, 2019; Yeo & Chien, 2021; Lancaster & Pundao, 2022 Coldwell, 2024) . This concept focuses on enhancing awareness and understanding of work with academic integrity as a foundation (International Center for Academic Integrity, 2020; Hendershott, Drinan ฿ Cross, 2000). This concept is a framework of behavior that creates academic integrity. It aims to promote understanding of the university's work in promoting and preventing

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problems by integrating various activities, without emphasizing punishment, but providing opportunities for students in the university to develop and improve themselves through a change in thinking from relying on the legal structure system for punishment to supporting academic integrity in terms of cultivating and providing learning opportunities and solving problems or wrongdoings in a constructive way to develop and build on academic integrity (Columbia Center for Teaching and Learning, 2020; Folger, Robert в Bush, eds, 2001). It emphasizes creating awareness and consciousness of academic integrity for students and personnel, cultivating consciousness through creating processes that support understanding of the important principles of academic integrity for groups of students, including possibly adjusting student disciplinary processes to create a system that rehabilitates wrongdoing, not just disciplinary punishment, but trying to add mechanisms and processes (International Center for Academic Integrity, 2021; Kibler et al., 1988). That allows all parties to receive correct information, has a neutral forum for discussion, has a mediator who is ready to compromise, in order to create the most justice (UNESCO IIEP, 2020; Robert, Baruch & Folger, 1994), which will open up a new paradigm, allowing personnel from all sectors and students to discuss and exchange ideas with each other, which will eventually lead to the creation of a culture of academic honesty for students (UNESCO, 2022; Kibler, 1994).

To promote such operations more strongly, this study aims to find ways to develop an ecosystem within the institution that enhances academic integrity. This study will apply the Academic Integrity Rating System (AIRS) developed by the International Center for Academic Integrity (ICAI) to suit the context of Thai universities, including studying policy recommendations that will be useful for applying the tool to develop public policies in education in Thailand at the national level.

## OBJECTIVES

To study the creation of a prototype tool for developing an ecosystem to enhance the development of academic honesty in students that can be applied appropriately to the context of universities in Thailand and to study the guidelines for disseminating and expanding the prototype tool for developing an ecosystem to enhance academic honesty in students to be utilized at the university and national policy levels.

## METHODS

This study will be conducted in 12 participating universities nationwide. Data will be collected through focus group discussions and interviews with 3 key informants. Group 1 includes university personnel, including administrators, university personnel responsible for academic affairs and student development, faculty administrators who volunteer to participate in the research project, and faculty personnel responsible for academic affairs. Group 2 includes university students, including representatives of first- and second-year students of faculties who volunteer to participate in the research project, university student organization representatives, faculty student club representatives, and group 3 includes international experts, including experts from the International Center for Academic Integrity and network universities in the United States, Australia, and New Zealand, and lecturers from universities in ASEAN countries. A total of 283 key informants were included.

## RESULTS

1. Benefits of using AIRS-TH to develop an ecosystem to enhance university academic integrity

The study found that AIRS-TH has several clear benefits for universities and the Thai system because the structure of AIRS-TH covers leadership, faculty, staff, students, education, policy, and evaluation. It is a guideline for establishing academic integrity that will be useful in addressing various challenges in the context of Thai universities. Regarding culture, AIRS-TH has specified the incorporation of leadership and community participation elements into management. AIRS-TH will incorporate education and communication elements into development regarding the lack of awareness. Regarding policy availability and inconsistency, AIRS-TH requires the development of standardized policies, clear operating procedures, and leadership support, which will help ensure widespread implementation. When corruption practices develop, AIRS-TH will promote research and evaluation to monitor the problem continuously. Therefore, for Thai universities, the implementation of AIRS-TH is considered a worthwhile investment in academic quality and integrity, which will result in credible educational outcomes and improved reputations at the national, international, and global levels.

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To successfully implement AIRS-TH in Thai universities, serious collaboration is required, led by the government and relevant agencies with policy-making and resource allocation powers, to integrate AIRS-TH into the national higher education framework. The following are strategic policy recommendations, each addressing key factors that the government can use to persuade Thai universities to adopt AIRS-TH more widely. These recommendations cover awareness raising, piloting, funding, and institutional support structures. Moreover, when implemented together, the mechanism of continuous improvement will be a comprehensive strategy to instill academic honesty deeply into the culture of Thai higher education.

## 2. Guidelines for the successful implementation of AIRS-TH

The Thai University Academic Integrity Assessment System (AIRS-TH) was developed to provide a comprehensive roadmap for inculcating academic integrity, covering everything from high-level commitment to undergraduate student behavior. The tool focuses on multidimensional implementation, involving personal ethics, institutional systems, and social norms, creating a sustainable academic integrity ecosystem in Thai higher education. By operating along these dimensions, AIRS-TH can transform intangible academic integrity into something tangible and actionable. This study suggests that for the tool to be effectively implemented, it must consist of a strong implementation strategy that can be implemented across Thailand's diverse higher education landscape, at both policy and institutional levels, and describe the roles of various stakeholders. In principle, the proposed strategies will focus on building capacity, motivation, and integrating with existing structures to ensure sustainable implementation. The details of the results presented in this section are as follows:

### 2.1 National coordination and support

The success of the AIRS-TH implementation effort is the establishment of a strong central coordination system. This study suggests the establishment of a national academic integrity promotion agency. This body is made up of representatives from relevant agencies and universities from state, private, and autonomous institutions, and may include student and faculty representatives. Its role is to oversee the presentation of AIRS-TH, develop detailed guidelines, and provide resources. The first step is to develop an AIRS-TH implementation manual that provides practical guidance on the interpretation of each indicator and examples of evidence for performance at each level, to ensure consistency across institutions. The body can also create standard templates for self-assessment reports, case study notes, survey instruments, etc., which universities can use or adapt. This tool reduces duplication of effort and enables institutions with fewer resources to operate more effectively. Another important role is to equip staff with the knowledge and skills related to teaching and student development, who should be directly responsible for promoting academic integrity at each university. These workshops will introduce the components and indicators of AIRS-TH, strategies for improving performance in line with the indicators in each component, and case study analysis. However, given the differences in underlying capabilities of Thai universities, the body may adopt a consultative model, pairing institutions with more experience or infrastructure with those with less. For example, a long-established state university with some existing academic programs can be a consultant for small private universities that are just starting.

In addition, AIRS-TH should be integrated into existing quality assurance and university ranking systems. If the program has already been awarded to universities that demonstrate quality excellence, consideration should be given to incorporating academic integrity measures. Although academic quality is the primary goal, improving academic integrity as a secondary consideration can provide a good incentive or recognition for AIRS-TH implementation. For example, the Ministry could announce that universities that have significantly improved their performance in line with AIRS-TH standards over three years would be awarded an annual academic excellence award or given priority in specific funding categories. Although commitment to academic integrity should be voluntary, practical incentives can accelerate institutional action.

### 2.2 University Governance

A clear academic integrity governance structure is needed at the university level to implement the AIRS-TH effectively. Each institution should establish a university-level academic integrity committee or task force. The university president or council should appoint this committee and comprise representatives from key stakeholder groups, including senior administrators such as the vice president for academic affairs and student affairs; staff

representatives such as the registrar or library director; and student representatives such as the student union president. The committee is tasked with developing and shaping the institution's academic integrity plan in line with the AIRS-TH; coordinating self-evaluations; recommending changes to policies or practices; and monitoring progress. A key success factor is leadership. Ideally, a respected senior figure, such as a vice president or dean, should chair the committee to ensure that the committee's recommendations are weighted. This tool also signals the university community that the administration is serious about these proposals.

Having a dedicated office to drive academic integrity can significantly improve operational efficiency. Some universities may establish an academic integrity office or consolidate these responsibilities into an existing office, such as quality assurance or student affairs. In addition, a specific officer, such as an Academic Integrity Coordinator, may be appointed. For smaller institutions that cannot establish a full-time office, assigning an existing staff member or faculty member to coordinate the integrity program may be a practical approach. This coordinator will act as a liaison to communicate with the national task force, ensure implementation of the committee's plan, manage data collection for self-evaluation, and organize activities or trainings on campus. This role will facilitate implementation throughout the academic year. Responsibilities include organizing training on plagiarism, maintaining reports, and advising faculty and students on questions related to academic integrity. Universities should delegate this unit, report directly to the assigned vice president, and provide resources to manage its operations, such as administrative support, a small budget for activities, etc.

### 2.3 Determining a Specific Policy

Implementing AIRS-TH will require many universities to review their academic integrity policies and procedures. The immediate action is for each institution to conduct a gap analysis of its policies against the AIRS-TH criteria. For example, are their procedures student- and faculty-friendly? Are sanctions appropriate and consistent? Universities may establish subcommittees or working groups to propose necessary amendments, with legal counsel involved in this process to ensure compliance with the law. And university regulations. Review of international best practices that can be adapted. It is important during implementation to ensure that faculty and students accept any changes to the policy. Consultation should be conducted in various forms, such as holding focus group meetings to hear concerns and suggestions. Sometimes policies fail because those required to implement them are not consulted, and therefore, they do not feel they have ownership of the policies. For faculty, participation is a key factor, and for students, clarity of the policy is important. The policy should be summarized so students can access it using student-friendly language. Legal language should be avoided so students can understand and apply it or disseminate it.

### 3. Anticipated Challenges and Solutions

Implementing AIRS-TH to enhance academic integrity at the national and institutional levels is challenging. It is important to anticipate these obstacles and plan solutions to ensure the above policy recommendations can be effectively implemented. The following presentation of the results highlights several key challenges that may be encountered when implementing AIRS-TH and provides strategies to mitigate or overcome these challenges. The details of the presentation of the results are as follows:

### Challenge 1: University Resistance or Indifference

Some universities may resist pushing for implementing AIRS-TH, viewing it as a special or non-essential task. External interference in the university's internal affairs may lead to the feeling that it can be neglected if there is no compulsion. Alternatively, they may view it as not urgent, citing general information that the university has never had a major scandal before, so why should it be dedicated to this issue, and not at this time? In particular, if the university believes its academic reputation is already strong and does not need to do anything more than what is already good, it may be hesitant to participate in an assessment system that may reveal weaknesses the university may not be aware of.

Solutions include flexible enforcement. Moreover, there should be sufficient and continuous support, emphasizing AIRS-TH integration with quality assurance standards and reporting. The Ministry or other relevant agencies must create understanding among universities, emphasizing that AIRS-TH is a support tool, not a punitive ranking, and should communicate success stories and benefits, such as developments seen elsewhere and additional funding, etc.,

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to show that this is an opportunity for universities, not a threat. Matching expectations with support, such as grants and training, can also help reduce resistance, as universities see that they will benefit from doing so. For universities indifferent and uninterested in implementing it, awareness-raising campaigns may be necessary, and leadership support is essential. If ministers, permanent secretaries, and university presidents strongly support this, it will help change attitudes. Another approach is to use influence among institutions, by having universities that may be early adopters or are in pilot projects discuss why they find this approach valuable. Such experiences will help build confidence in other universities more than formal orders. Over time, as more institutions join the tool, universities that still hold on to their old attitudes will feel pressure from other universities and fear being left behind. Because no university wants to be seen as an institution with little or no commitment to academic integrity, such social norms can break down resistance and ultimately allow unacceptable universities to participate in the implementation process. If faculty or administrators at a university express concerns, they should be invited to join the committee that determines how AIRS-TH will be implemented, so that they feel ownership rather than coercion.

Challenge 2: Resource constraints

Because new systems and improvements require time, money, and skilled personnel, some universities, especially smaller ones, may have difficulty assigning personnel to academic integrity oversight units or arranging regular training. Faculty, already burdened by a heavy workload, who perceive using a new tool as requiring additional responsibilities may not be interested in implementing it or may decide not to undergo training on its use. Some universities may agree that AIRS-TH is important, but budget and/or resource constraints prevent them from adopting it.

Solutions include promoting shared utilization of the budget and resources among institutions. The Ministry should promote resource sharing. For example, if a university has a sound plagiarism detection system, extending access to nearby colleges may be possible under a development partnership. National networks can create a repository of training resources, such as online learning kits, videos, and training PowerPoints, to share their use, so that each university does not have to do everything from scratch. In addition, promoting the integration of academic integrity work into existing agency tasks, such as the Office of the Higher Education Commission, could integrate AIRS-TH into its regular mission. Incorporating the tool into existing structures will result in less new workload. Another strategy is gradually rolling out internally, first focusing on a few key initiatives. This stage could start with policy formulation and initial AIRS-TH assessment with small agencies, then gradually expand to other areas. This operation will help avoid overwhelming internal staff. Finally, the Ministry could consider sending in experts or establishing regional support teams, consisting of academic integrity experts, who could travel to universities to provide advice and support to institutions that need assistance, so that AIRS-TH can be implemented smoothly.

Challenge 3: Concerns over negative publicity or acceptance of problems

Universities may be wary that implementing and reporting AIRS-TH results may create scandals for students' academic dishonesty. Administrators may be concerned that the university's reputation may be damaged or criticized if the AIRS-TH self-assessment reveals low academic honesty or some level of dishonesty. This concern may lead to superficial acceptance of the implementation, i.e., it is implemented but only follows the prescribed procedures, but there is no further effort to find ways to improve and solve the problems, or it may even attempt to change the data by underreporting the problems.

Solutions include confidentiality and a positive mindset. It is important to assure universities that the results of the AIRS-TH self-assessment will only improve and develop the internal ecosystem to enhance the university's academic integrity. The resulting data will be kept confidential and not used for public announcements. The Ministry should state that it will not release any assessment results without disclosing the source of the assessment results. The national annual report should collect anonymous data and highlight the weaknesses of each institution. It should emphasize that the purpose of academic integrity assessments is constructive, to help universities see how they can improve and develop their ecosystem, not to make final and comparative judgments. In addition, any findings should be positive. For example, if an institution finds a high number of cases of plagiarism, which, if interpreted positively, indicates that this information is helpful in the university in finding ways to reduce it in the following year. Ministries and quality assurance agencies should build this into their assessments by appreciating institutions that have

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conducted thorough self-assessments, even if they have revealed problems, rather than penalizing them for it. Culturally, it can take time for universities to feel safe admitting problems, so building trust is important. Funding incentives can also help, as disclosing problems leads to funding for solutions, which benefits the university that disclosed the results. Confidential meetings can be used to share sensitive information among colleagues within the university so that they can discuss it without fear of leaking the information to the public. Over time, as progress is made, universities will be more likely to be proud to share their progress, which naturally includes tacit acceptance of the AIRS-TH tool.

Challenge 4: Cultural and behavioral change

This type of change is slow to materialize and may face resistance. Even if universities have policies and offices, faculty may still feel that reporting fraud is a serious issue that should not be reported. There is also the possibility that students or parents will push back when stricter enforcement of the law begins. For example, parents may argue that expelling a student for fraud is too severe and may become contentious. In addition, deeply ingrained cultural attitudes in Thai society with the "never mind" may lead some to ignore academic misconduct as something minor, which ultimately undermines efforts to promote academic integrity.

The solution is gradual education, engagement, and enforcement, because cultural change requires consistent education and good role modeling. The recommendations include extensive training and communication that will consistently demonstrate why academic integrity is important – for personal pride, for the university's reputation, for professional skills, etc. Using strong language to make academic integrity a part of the institution's identity can help address faculty hesitation in adopting the tool. Simplifying the reporting process and ensuring that the administration firmly supports faculty decisions about misconduct, because nothing discourages faculty more than reporting misconduct and having their decisions reversed unfairly. Therefore, universities must follow policies to ensure that they are worth implementing. In the case of student/parental responses, stricter enforcement measures can help. For example, initially focus on education and warnings for minor first offenses, then increase penalties for repeated or serious misconduct, and publicize the process in advance to create awareness. For example, if a re-examination is required, explain that it is to protect honest students and that any violations will have consequences. Gather support from student leaders so peers can communicate that academic fraud is not tolerated.

Additionally, universities should publicly report successes in implementing academic integrity, such as reducing the number of incidents and students admitting that they feel more proud of their work. The norm will gradually change when people see improvements and see academic integrity as valuable and a source of pride. Leveraging Thailand's cultural strengths can also help, such as the collective value that corruption is not the fault of an individual, but also brings discredit to the university and the family's honor. Using arguments that reflect this culture, it will be possible to create a more powerful argument than an argument based solely on ethical reasons, which may not easily gain acceptance from students/parents.

Challenge 5: Creating a coordinated approach across agencies

Implementing these recommendations requires coordination across ministries, quality assurance agencies, university administrators, and possibly statutory bodies. Any legislative changes risk delays due to bureaucratic procedures. For example, changes to quality assurance criteria may be delayed beyond the Ministry's expectations, or funding or budget approvals may be delayed. Failure to coordinate well among relevant agencies may lead to unclear implementation of AIRS-TH.

Solutions include: Developing a working group across agencies and having a clear action plan. The government/ministry should establish a steering committee to implement the academic integrity initiative, including representatives from all relevant agencies, such as ministries, quality assurance agencies, funding agencies, university council representatives, etc. This committee should ensure that all agencies are working in the same direction, have a consistent timeline, and have clear roles and responsibilities. For example, they could plan to launch funding and pilot projects in year 1, update quality assurance criteria in year 2 so that the pilot can be evaluated in year 3, etc. They should also improve processes to be more efficient, such as submitting an annual academic integrity report to the Ministry. To meet the QA requirements only once, instead of two separate submissions, to reduce workload, having a single coordination plan will allow universities to know what needs to be done and when clearly. For

example, in 2026, conduct a self-assessment based on AIRS-TH and submit a summary to the Ministry, and in 2027, visit the university to inquire about the results of the action plan. The committee/working group should also monitor the progress of macro-level implementation and address issues. For example, if there are not enough applicants from small colleges, the approach can be adjusted by adding additional communication channels or making the application process easier. In addition, involving university representatives in the coordination committee will ensure that their suggestions are heard and addressed promptly, which will help prevent small issues from becoming major problems.

Challenge 6: Discrete and Formal Work

There is a risk that after the initial push, interest may wane and budgets may shift to other priorities, which may detract from academic integrity, especially if there is a change in government or university leadership. Alternatively, AIRS-TH can sometimes be treated as a one-time checklist rather than an ongoing process. This challenge will prevent real improvements from occurring.

Solutions include institutionalizing and revitalizing the initiative by embedding academic integrity into the certification cycle and annual reporting as recommended. This work will help maintain the continuity of AIRS-TH implementation and make it an iterative requirement, not a one-off project. To keep it interesting, the Ministry and the Thai Academic Integrity Network should periodically launch new campaigns. For example, focus on "Academic Integrity in the AI Era" for a year. If AI adoption becomes a significant issue, focus on academic integrity in research for graduate programs the following year. This program helps the community engage and learn all the time. Moreover, suppose the media reports positively on the use of the tool, such as reduced corruption, or Thai universities are recognized internationally for academic integrity. In that case, the public recognizes their achievements, which will create a sense of pride and a willingness to continue working together.

In addition, AIRS-TH could be integrated into other projects to prevent declining interest in its implementation. For example, academic integrity should be included when discussing academic integrity to improve teaching quality. When discussing innovation, ethical standards should be mentioned, etc. AIRS-TH implementation should be integrated into other activities. To avoid feeling like a separate specialty, another issue is the change of the organization's executives, which is a significant risk. Therefore, making AIRS-TH part of the quality assurance policy will help prevent this risk because it must still be given importance even if there is a new executive. The Ministry can inform the new university president about the academic integrity initiative and emphasize its importance. Over time, the culture will change and become self-reliant. New students will come in with a commitment to academic integrity. New lecturers will understand the established norms and be part of the culture, which is how the institution operates.

Challenge 7: Impact Assessment and Addressing Obstacles

Measuring the direct impact of the changes brought about by using AIRS-TH as a tool to help develop the university ecosystem regarding academic integrity on student behavior can be challenging. For example, since its initial implementation, there has been an increase in the reporting of academic fraud cases. While this may seem like a good sign for an improving system, it can be misinterpreted as not improving the situation. Furthermore, suppose a major corruption scandal occurs in a university, even after measures have been taken. In that case, the public may question the tool's effectiveness and why academic fraud continues.

Solutions include conducting impact assessments along with effective communication. Universities must use the collected data to interpret trends accurately. For example, explain that the increase in fraud reports in the first few years is good because previously hidden problems are becoming more apparent and being dealt with systematically and fairly. This result is similar to crime statistics that sometimes increase when police work improves. Monitoring multiple indicators to gain a comprehensive picture, not just the number of cases, but also student survey results on attitudes, faculty confidence in handling problems, etc. These can be improved if the tool is practical. Disseminating the results should be done with care. Moreover, take into account the context. In the event of failure, such as a scandal, it should be an additional reason to take action, by demonstrating that this event has prompted the university to commit seriously to implementing AIRS-TH to prevent such problems from happening again. The communication shows that this tool will allow the university to respond to problems and public observations better than ever before, by proactively proposing new measures to address them.

Therefore, any negative data can be used to explain why AIRS-TH is necessary or how the system can mitigate the damage. In addition, in terms of positive data, such as if the institution reports that after implementing the honor criteria, there was a reduction in cheating in exams per semester, then expand on that story to show the value of implementing the tool. These challenges, and the proactive solutions proposed above, will help the Thai government/ministry and universities to significantly increase the opportunity to implement AIRS-TH and create the right ecosystem to foster academic integrity sustainably. Change management is as important as the technical approach, and addressing human factors such as fear and motivation is essential. Although there are real challenges, nothing is impossible to overcome with strong leadership and appropriate support. With open communication and tolerance, Thailand's higher education system can overcome these obstacles and rise to a stronger international standard of academic integrity.

## DISCUSSION

The Academic Integrity Assessment System of Thai Universities (AIRS-TH) offers an effective mechanism for developing an ecosystem for enhancing academic integrity in universities. It has a clear self-assessment framework. The presentation of the results in this section provides comprehensive policy recommendations to relevant agencies to promote and support universities in implementing AIRS-TH to enhance academic integrity. Recommendations range from awareness campaigns to financial and resource incentives, integration into quality assurance systems, building institutional infrastructure, and establishing continuous feedback loops. All of these are studied and presented based on understanding the current challenges in the Thai higher education system, such as cultural attitudes and inconsistent policy enforcement.

This study suggests that in implementing these recommendations, the government/ministry must take a proactive stance, shifting from responding to academic misconduct scandals after they have occurred to preventing them through systematic study and change. Universities will move from isolated efforts to coordinated efforts where they can learn from each other and measure progress. Students will gradually gain experience in a more level playing field of academic competition and learn the value of academic integrity, which they can apply in their personal and professional lives after graduation. Faculty and staff will feel supported to take responsibility for promoting and maintaining ethical standards, rather than feeling powerless. Alternatively, there is a conflict with the university. In summary, academic ethics will develop into honesty and become the university's everyday norm and pride.

It is important to realize that AIRS-TH cannot create change overnight. The expected change is that all Thai universities have a culture of academic honesty. It is a work that will take many years. As mentioned in the challenges and solutions section, there will be learning and corrections along the way. However, with continuous commitment, awareness will increase, policies will take root, behaviors will start to change, and data will start to show tangible improvements, which may reduce the incidence of academic fraud because it is a result of the continuous use of improved preventive measures. The conceptual framework summarizing the results of all the above studies can be shown in Chart 1.

**Chart 1** the conceptual framework for implementing AIRS-TH in developing an ecosystem to enhance academic integrity in Thai universities.

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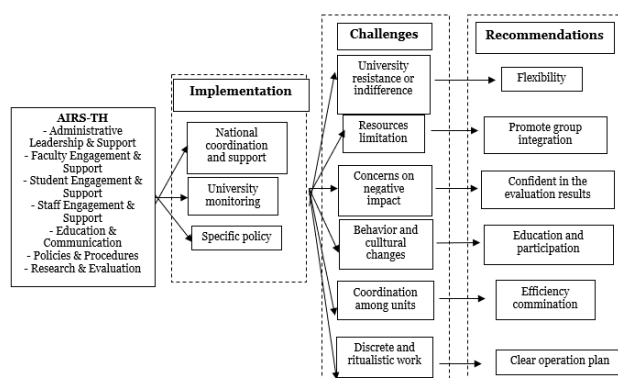
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