



Proceedings of the 2025 Academic Integrity Inter-Institutional Meeting (AIIM)

Abstract

AIIM is an annual teaching and learning event that began at the Centre for the Advancement, University of Manitoba in 1917. The goal then as it remains today is to provide students with the best possible learning experience – one that is centred on integrity. Academic integrity refers to a commitment to academic standards and embracing the values of honesty, trust, respect, fairness, and responsibility, and having the courage to act on these values. The AIIM 2025 was proudly hosted by the University of Winnipeg, Manitoba, Canada alongside the Manitoba Academic Integrity Network (MAIN).

Keywords

academic integrity, academic integrity education, post-secondary

Conference hosted by the University of Winnipeg, Manitoba, Canada

*Corresponding author: correspondence@email.com

Decolonizing academic integrity for non-Indigenous educators and researchers

Tuesday, June 10, 2025, 9:15 – 10:15 am

Mary Anne Clarke, University of Manitoba

Today's buzz word, RECONCILIATION, can only come through TRUTHFUL deep-rooted personal and systemic examination that results in Indigenous-defined changes in both individual teaching processes and new forms of intra and inter-institutional relationships. DECOLONIZATION within academic integrity requires simultaneous processes in personal and systemic self-examination combined with ongoing structural re-balancing. Within one's own teaching and research processes, I believe that we need to continuously ask ourselves at every step, if what we are doing is consistent with ICAI's Fundamental Values of Academic Integrity (2021). Are we being honest if our worldview is limited to a Eurocentric worldview? Have my teaching and research earned the trust and respect of Indigenous Elders, governments, and people? Are my methods fair for Indigenous students, academics, and community members? Am I acting responsibly in relation to Indigenous peoples, governments, and Indigenous-recognized knowledges? Do I have the courage to self-reflect and identify my own colonized worldviews, followed by the courage of acting in ways to promote decolonization? As academics we also have a responsibility to identify when the systems are operating within mainstream ethnocentrism sim-

ply because "that's the ways it's always been done." We can bring forward the ICAI values to help re-shape the institutions and their standardized processes by consistently and constantly opening dialogues to include Indigenous voice, representation, understanding of Indigenous needs, and RELATIONSHIPS. It is through the forging of new relationships not only within academia, but with Indigenous governments, Elders, academics, knowledge keepers, and community members, that decolonization begins.

About the author

Dr. Mary Anne Clarke believes that academic integrity requires deep-rooted decolonizing approaches with both individuals' teaching and researching processes, and systemic re-organization. She has over 40 years of experience working with First Nations children, families, and Nations, with the consistent objective to address First Nations intergenerational traumas and systemic violence that led to genocidal over-representation of First Nations children in CFS. As a Celtic-Canadian mother to First Nations children and grandchildren, she is deeply connected and committed to clearer understandings.

Gaming (within) the system: Using interactive games as an intercultural tool against academic misconduct

Tuesday, June 10, 2025, 10:30 – 11:00 am

Dr. Ryan Clement, University of Winnipeg

To explore new methods for educating and engaging students around issues of academic integrity, Dr. Ryan Clement created the Scholar School Schemes game along with a team of University of Winnipeg students to explore new pedagogical options for teaching academic integrity. Built using the Ren'Py engine as a parody of the visual novel genre, Scholar School Schemes puts players in the position of Writing Centre tutors that must advise incoming students on whether or not certain “schemes” might amount to academic misconduct. By putting players in the position of tutors, they are encouraged to teach others to respect academic integrity. Since it is a browser-based game, players can play it on any device with access to the Internet. The game served as the basis for Clement’s study “Gaming (within) the System: Using Interactive Games as an Intercultural Tool Against Academic Misconduct”. As part of this study, Clement recruited about 50 participants to play the game. Each participant filled out a modified Likert scale questionnaire both before and after playing the game. These questionnaires would feature statements regarding common opinions about AI usage, copying the work of other students, improper citation, and more. By comparing the pre and post-play questionnaires, a trend was observed that reflected that players of the game gained a significant increase in knowledge about academic integrity. As part of this presentation, Clement will demonstrate the game—which is now freely available for anyone to use and play—and briefly go over some of the study’s preliminary results.

About the author

Dr. Ryan Clement created the Scholar School Schemes game along with a team of University of Winnipeg students to explore new pedagogical options for teaching academic integrity. At University of Winnipeg, he teaches with the Department of Rhetoric, Writing, and Communications, and his research interests include: game studies, comic studies, speculative fiction, and space humanities. In addition to his academic work, Ryan also designs games, publishes creative writing and comics, and has experience both in improvised theatre and multimedia storytelling.

Citations as a shortcut to integrity: Student support services in academic integrity building

Tuesday, June 10, 2025, 11:00 – 11:30 am

Canadian Perspectives on Academic Integrity, 9(3)

Jackie Jordaan, Red River College Polytech, & Emilie Jackson, Red River College Polytech

Academic integrity is often presented to students alongside nerve-inducing terms such as “inappropriate collaboration” or “plagiarism,” with a focus on what “not to do.” This conflation of academic integrity with terms that denote a failure to uphold integrity may perpetuate a punitive and static view of a dynamic learning process. As writing tutors, we often encounter this view when working with students on citations. Citations have become a checkpoint for students to measure their adherence to academic integrity expectations. In this presentation, we explore how academic integrity can be framed as a planned and considered part of the writing process. This presentation explores how student support services, such as writing centers, can shift the narrative by emphasizing that citations are tools for knowledge sharing and ethical engagement, and are one part of a larger skill repertoire based on academic integrity.

About the authors

Since 2016, Jackie Jordaan has had the privilege of working with students on their writing, starting as a writing tutor and later as an instructor at the Academic Learning Centre at the University of Manitoba. In 2024, Jackie joined the Academic Success Centre at Red River College Polytech. Her own academic journey, culminating in a PhD from the University of Manitoba, has given her a deep appreciation for the challenges and joys of writing.

After completing a BA Honours degree and ESLTCP at the University of Winnipeg, Emilie Jackson began working as a Language Instructor at Red River College Polytechnic’s Language Training Centre, where she enjoyed teaching students’ academic language and college readiness skills. Emilie joined the Academic Success Centre at Red River College Polytech in 2021.

Reframing academic integrity in the age of human-AI collaboration: New tools, old rules?

Tuesday, June 10, 2025, 12:30 – 1:00 pm

Nataliya Kharchenko, Red River College Polytechnic

This session will emphasize the need for an evolving definition of academic integrity, the importance of instructor flexibility and experimentation with AI tools, and the ethical practices in guiding students to engage in “the dual expertise challenge” (Mishra, 2025). Participants will be encouraged to reflect on and engage in conversations about a potential paradigm shift in how “academic integrity” is defined to emphasize the fluidity of this concept in the context of AI and human collaboration. There is a need to move away from blanket definitions to more nuanced interpretations based on specific assignments and disciplinary needs. Recent student surveys at McMaster

and the University of British Columbia cite students' frustration with the lack of clarity regarding AI use in coursework, and consequently, fear of being falsely accused of academic misconduct. In order to support students, instructors need to be open to exploration, experimentation, and change. In this rapidly evolving agentic landscape, thoughtful experimentation is crucial to identifying the most appropriate AI models and combination of AI tools for each discipline. Instructors play a key role in preparing students for future collaboration that may involve humans only, human -AI interaction, and potentially AI agents only without human intervention.

References

Mishra, P. (2025, February 13). *The GenAI and expertise paradox: Why it makes expert work more important but harder*. Punya Mishra's Web. <https://punyamishra.com/>.

University of British Columbia (2025). *How are UBC students using generative AI? AI in teaching and learning*. <https://ai.citl.ubc.ca/how-are-ubc-students-using-generative-ai/>

Yachouh, C., Maqbool, S., & Rao, S. (2025). *Undergraduate student perspectives on generative artificial intelligence at McMaster: Engagement summary and recommendations report*.

About the author

Nataliya Kharchenko is an Educational Developer at the Centre for Learning and Program Excellence at RRC Polytech. She has a PhD in Education from the University of Manitoba where she also worked as a sessional instructor for more than 12 years. She has been teaching English as an Additional Language and English for Academic Purposes for more than 20 years in Canada and abroad. Throughout her teaching career, she designed course materials and assessment tools for face-to-face and online courses at the University of Manitoba, McMaster, and RRC Polytech.

AI, academic integrity processes and systemic racism

Tuesday, June 10, 2025, 1:00 – 1:30 pm

Kerry Sinanan, University of Winnipeg & Bronwyn Dobchuk-Land, University of Winnipeg

This paper explores current Academic Integrity processes and the challenges presented by the AI explosion to traditional methods of evidencing misconduct. The paper considers the role that systemic racism plays in considering use of Generative AI and interrogates what it argues are carceral approaches to Academic Integrity. It links these to the structures that have built and that enable AI systems. proposes a shift away from considering AI as a technological phenomenon, towards, Ali Alkhatib's definition: "AI is an ideological project to shift authority and autonomy away from individuals, towards centralized structures of power." Danielle Boyer has shown how

AI is stealing and changing Indigenous languages, globally and is an activist for Indigenous Data Sovereignty. One important question that arises from these perspectives is how to empower our students within this onslaught? The paper then proposes Decolonial, non-carceral approaches to inclusive Academic Integrity processes that might open out new ways of thinking about pedagogy and assessment in a settler state university.

About the authors

Kerry Sinanan is Assistant Professor in the Department of English and specialises in race, colonialism and systems of white supremacy from the 17thc to the present day. She has held numerous positions in other universities related to Academic Misconduct and is an anti-racist pedagogy practitioner. She has served on the on the Department of English DRC committee for 2 years.

Dr. Dobchuk-Land studies the politics of imprisonment, policing, settler colonialism, and abolition. She is interested in how political consciousness is formed and how history moves. Her research agenda is shaped by participation in community-based efforts to resist criminal justice expansion and build alternative forms of safety.

Insights from educators: A snapshot of citational justice practice in what is now called Canada

Tuesday, June 10, 2025, 1:30 – 2:00 pm

Joanne Struch, Red River College Polytechnic, & Natalie Boldt, University of Victoria

Writing and Power: Positions and Policies for Social Change, is a SSHRC-funded project that provides a data "snapshot" of anti-oppressive teaching and writing support nationally. The Knowledge Synthesis Grant (KSG) focused on how writing practitioners and support specialists are working to respect students' rights to their own languages, histories, and cultures. The study collected grey literature (valuable materials produced outside of traditional publishing and dissemination venues) in the form of teaching and research materials from across Canada through workshops and interviews. The findings are synthesized in a final report organized around four key themes: citational justice; belonging and identity; working conditions; and accessibility and technology. In this presentation a member of the research team, Natalie, will share findings from the project, specifically as they relate to citational justice and academic integrity, and reflect on how workshop participants and interviewees are working to reverse racist and exclusionary research and citational practices in their teaching. She will also speak to the reported challenges of doing so in disciplines, departments, and units that are typically under-resourced. A participant in the study, Joanne, will identify how insights from the study has intersected with her work on cognitive justice and how participation in the study has

informed and will inform her practice as an academic writing instructor and department chair. Session participants will be invited to share their thoughts and questions about the connections among academic integrity and the study's themes. Additionally, the repository of resources collected in the study will be shared.

About the authors

Joanne Struch is a Chair in the School of Continuing Education at Red River College Polytechnic and an Academic Writing Instructor at The University of Winnipeg. With 20+ years of experience in higher education teaching and administration, she is committed to clear, consistent, and student-focused delivery and feedback practices. Joanne holds a PhD in Education from the University of Manitoba, and an MA in English Literature from McMaster University. She is also a proud graduate of the BA program (English Literature) at the University of Winnipeg.

Natalie Boldt is an Academic Skills Advisor in the Centre for Academic Communication at the University of Victoria where she has also taught academic writing. She holds an MA in Interdisciplinary Humanities, an MA in English, and is a current graduate student in the School of Library and Information Studies at the University of Alberta.

Academic integrity in vocational and polytechnic education

Tuesday, June 10, 2025, 2:15 – 2:45 pm

Lisa Vogt, Red River College Polytechnic

How do leaders, instructors, and support staff approach academic integrity in vocational and polytechnic education? And what can the broader higher education sector learn from their experiences? This session draws from the forthcoming edited volume, *Academic Integrity in Vocational and Polytechnic Education*, and celebrates the contributions of Manitoba educators to this international project. The book is part of Dr. Sarah Elaine Eaton's *Ethics and Integrity in Educational Contexts* series and will be released in early July. Participants will explore how academic integrity training can be connected to professional expectations and why building a culture of integrity is more of an ongoing journey than a checklist. Using a strengths-based perspective, the session highlights how educators can draw on the assets within their own contexts to support and sustain integrity initiatives. The session will also include discussion of the publishing process, offering participants practical insights and encouragement to contribute to the growing body of academic integrity literature.

About the author

Lisa Vogt is an instructor teaching ethics and leadership in Construction Management at Red River College Polytechnic. She has dedicated over 20 years to higher education, beginning her career as an English as an Additional Language (EAL)

teacher in Tokyo, Japan. Lisa has published and presented on academic integrity at local, national, and international venues, sharing research findings and practitioner insights. She holds a B.A. in Intercultural Studies, a certificate in Teaching English to Speakers of Other Languages (TESOL), and an M.A. in Higher Education Administration and Leadership.

Open Access

Received

June 10, 2026

Accepted

July 4, 2026

Published online

July 30, 2026

Citation

Authors. (2026). *Title of specific work*. Proceedings of the Academic Integrity Inter-Institutional Meeting (AIIIM), June 10, 2025. *Canadian Perspectives on Academic Integrity*, 9(3), 15-18. <https://doi.org/10.55016/jgr85r45>

Copyright

©This is an open-access article distributed under the terms of the [Creative Commons Attribution License \(CC BY\)](#). The use, distribution, or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution, or reproduction is permitted that does not comply with these terms.