AUSTRALASIAN ACADEMIC INTEGRITY NETWORK
2026 ACADEMIC INTEGRITY FORUM

Building and sustaining resilient academic integrity ecosystems

Friday, 11 September 2026

Register here

PROGRAMME

WELCOME AND ACKNOWLEDGEMENT OF COUNTRY

NZ: 11.45AM **AEST: 9.45 AM** **ACST: 9.15AM** **AWST: 7.45 AM**

- **Professor Michelle Picard,** Pro Vice-Chancellor Learning and Teaching, Flinders University
- **Emeritus Professor Bernie Marshall,** Deakin University, AAIN Coordinator

KEYNOTE: Professor Sarah Eaton, University of Calgary, and **Professor Stephen Marshall,** Victoria University of Wellington

NZ: 11.55 AM **AEST: 9.55 AM** **ACST: 9.25 AM** **AWST: 7.55 AM**

Academic Integrity as Enduring Foundation: Communication, Process, and Institutional Leadership in an Era of Generative AI

Contemporary discourse frequently positions generative AI as the central preoccupation of higher education. This conversation advances a different premise. Academic integrity, together with the ethical reasoning on which it depends, constitutes the enduring foundation of university education, while the technologies of any given moment remain transient. The tools that dominate present discussion will look substantially different within a year or two, yet the questions that integrity raises will persist.

Drawing on Australasian, Canadian, and broader international experience, the speakers examine two connected concerns. The first addresses how integrity is communicated and how institutions respond to misconduct, including the distinction between students who are not coping and students who are deliberately cheating, and the development of disciplinary processes that are fair, rigorous, and durable rather than punitive. The second locates the principal capacity for reform in institutional change and academic leadership, considering programme-level progression that cultivates student agency and accountability, the building of staff capability, and the affirmation of an educative institutional purpose.

A shared concern underlies both: the need for universities to remain publicly defensible as external voices question the value of degrees and seek to influence higher education for political ends.

View speaker profiles

ROUNDTABLE SESSION 1 – *40 mins*

NZ: 12.55 PM **AEST: 10.55 AM** **ACST: 10.25 AM** **AWST: 8.55 AM**

RT 1.1 **Building a Culture of Academic Integrity Through Targeted Communication Strategies**, Associate Professor Michelle Cavaleri, Margaret Redestowicz and Dr Anu Sharma, Education Centre of Australia

RT 1.2 **Streamlining Academic Integrity: An Automated, Fair, and Efficient Misconduct Reporting System Motivating Staff while Assisting Students,** Dr Thomas Denigan, Dr Ali Abusalem, Dr Siddharth Jain, Dr Prabhu Singh, Sanjay Lama, and Elaine Xu, Churchill Institute of Higher Education.

RT 1.3 **From professional development to professional learning ecosystems: Building integrity resilient educator capability through continuous improvement,** Anastasia Yeark, Kaplan Business School, Dr. Sandra Cherro Osorio, Melbourne Polytechnic, and Dr Rawan Nimri, Griffith University.

RT 1.4 **The 'dark figure of cheating' is structural and undermines attempts to assure learning in the context of AI**, Shaun Lehmann, University of Western Australia, and Kane Murdoch, Macquarie University

RT 1.5 **Beyond detection: rethinking assessment through program-level design in the age of AI,** Professor Elisa Martinez-Marroquin, University of Canberra, Associate Professor Fiacre Rougieux and Dr May Lim, University of NSW.

MORNING TEA BREAK – *25 Minutes*

NZ: 1.35 PM **AEST: 11.35 AM** **ACST: 11.05AM** **AWST: 9.35 AM**

PANEL 1: *INCLUSION, ACCESSIBILITY AND DISABILITY* – *40 mins*

NZ: 2.00 PM **AEST: 12.00 PM** **ACST: 11.30 AM** **AWST: 10.00 AM**

How can academic integrity be realised in ways that are genuinely inclusive, accessible, and fair? This panel explores how communication, assessment design, and institutional practices can support—or unintentionally hinder—students with disability and diverse learning needs and backgrounds. It will also examine how academic integrity policies and misconduct processes can be designed to be more transparent, accessible, and equitable, ensuring all students are able to understand expectations, participate confidently in processes, and experience fair outcomes. Together, the discussion will highlight how inclusive, system-wide approaches can strengthen both equity and integrity across the student experience.

Panellists:

- Associate Professor Clare Farmer, Deakin University
- Anastasia Yeark, Kaplan Business School
- Sonu Sarda, Apex Australia Higher Education
- Ashleigh Westcott, Deakin University Student Association
- Aleece Brady, Deakin University

Facilitator: Emeritus Professor Bernie Marshall

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ROUNDTABLE SESSION 2: *two related presentations in each session – 50 mins total*

NZ: 2.45 PM **AEST: 12.45 PM** **ACST: 12.15 PM** **AWST: 10.45 AM**

RT 2.1 **(a) Shaping Academic Integrity Through Ongoing Student Workshops: An Institutional Initiative**, Dr. Raquel Ho, Adelaide Institute of Higher Education

(b) Integrity Ambassador: The Role of Effective Communication to Promote Academic Integrity (AI), Dr Amanpreet Kaur, Dr Uwe Kaufmann, Dr Kavita Goel, Dr Christiana Osei Bonsu, Dr Donald Winchester, and Kelly Hill, Australian Institute of Business .

RT 2.2 **(a) Assessing in the Age of Wearable AI** , Thomas Corbin, Sue Sharpe and Phillip Dawson, Deakin University

(b) Preparing for Wearable AI: Building Integrity-Resilient Assessment in Higher Education, Associate Prof Meena Jha, Central Queensland University

RT 2.3 **(a) Penalty to Pedagogy: A tiered educative response to minor AI misconduct,** Judi Warmerdam and Dr Nick Wilson, University of the Sunshine Coast.

(b) From Suspicion to Decision: Clarifying Evidence and Reporting Processes for Suspected GenAI-Related Academic Misconduct, Yan Lee, Tamana Ali and Sahaya Jesto, Torrens University Australia.

RT 2.4 **(a) Can We Still Assure Learning? Rethinking Academic Integrity in the Age of Generative AI,** Samar Shailendra, Melbourne Institute of Technology, Prof. Rajan Kadel, National Academy of Professional Studies, and Prof. António Carvalho Maneira, University of Saint Joseph, Macau.

(b) Redesigning for Integrity and Authentic Learning: Embedding Practical Approaches in Diverse and Dynamic Educational Contexts, Dr. Johnnel Smith, International College of Management Sydney

RT 2.5 **(a) Making Research Engagement Visible: Footnoted Evidence Trails and Interactive Oral Presentations for Academic Integrity,** Dr Uwe Kaufmann, Dr Amanpreet Kaur, Dr Kavita Goel, Dr Christiana Osei Bonsu, Dr Donald Winchester, and Kelly Hill, Australian Institute of Business

(b) Replacing written assessment with an oral ISBAR assessment in a 700-student cohort: cohort-level outcomes for performance, integrity, and staff experience, Dr Thea Ogle, University of Queensland and Paul Jarrett, Queensland University of Technology

LUNCH BREAK – *45 Minutes*

MEET THE POSTER AUTHORS

NZ: 3.35 PM **AEST: 1.35 PM** **ACST: 1.05 PM** **AWST: 11.35 AM**

Posters are now available online. Engage with the authors and other attendees: you can post comments and questions on the Padlet that is provided for each poster. And on the day of the Forum, you will be able to continue the discussion with a live lunchtime session with the authors.

Visit the posters: *Link* (Posters are available 2 weeks before the Forum.)

Meet the poster authors over lunch: Posters 1-14 Posters 15-27

DIGITAL POSTERS

P1 **More carrots, less sticks: students' reflections on assessment milestones**, Dr Ann Parkinson and Dr Nicole Reinke, University of the Sunshine Coast

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P2	**Communicating AI-use expectations in assessment: A two-layered framework for clarity, consistency, and learning, Presenter:** Brock Stannard-Brown, University of Western Australia.
P3	**When TikTok Teaches: A New Frontier for Academic Integrity in Hospitality Education,** Dr Madura Thiwanka Pathirana and Olivier de Chauliac, British University Vietnam, and Vipula Wanigasekara and P. Senadheera, Edith Cowan University
P4	**Best Academic Practices in Reducing Academic Integrity Cases in a Subject: Case of Transforming Business towards Net Zero**, Hafij Ullah, Flinders University
P5	**Closing the Support Gap: Communicating Academic Integrity as Learning and Growth**, Emma Lin and Charlotte Brockley, University of Sydney
P6	**Automation vs Evidence of Learning: Can Design Driven Integrity Bridge the Communication Gaps in AI Enabled Education? "AI is not a threat, but a design challenge for evidencing cognition."** Sitalakshmi Venkatraman, Melbourne Polytechnic
P7	**Assuring learning under the two-lane approach at Sydney**, Dr Alix Thoeming and Professor Adam Bridgeman, University of Sydney
P8	**Ethically Evolving in the Age of AI: Inclusive of the Student Voice**, Dr Agli Zavros-Orr, Dr Fleur Gabriel, Anthony Pearce and Dr. Catherine Oxworth, Federation University
P9	**The grade as a warranted claim: reclassifying AI misuse as a quality problem**, Russell McPhee, Bond University
P10	**Enhancing learning through integrity-resilient curriculum design**, Dr Akther Shermin, Apex Australia Higher Education
P11	**When Everyone Has AI: What Are We Really Assessing?** Mamun Ala, Australian Institute of Business
P12	**Beyond Upskilling: Building AI Capability for Educators,** Inez Chai and Lorna Clark, Navitas Learning and Teaching Services
P13	**Balancing Priorities: Integrity, Employability and Public Trust in the Age of AI**, Associate Professor Christine Slade, University of Queensland
P14	**Beyond Detection: Designing AI-Transparent Assessment Cultures for Academic Integrity in Higher Education**, Associate Professor Amoakoh Gyasi-Agyei, Associate Professor Samar Shailendra, Dr. Urvashi Saxena, Dr. Deepani Guruge, Dr. Aakanksha Sharma and Dr. Ken Mardaneh, Melbourne Institute of Technology
P15	**Strengthening AI Literacy at TUA through Integrity-Informed Teaching and Assessment**, Padmini Chevi Reddy, Prashant Singh and Dr Bahar Ghodoosi, Torrens University Australia
P16	**From Classroom Engagement to Academic Integrity: Building Student Capability in Large Cohorts**, Prabhash Parameswaran, Auckland University of Technology
P17	**Enhancing Assessment Integrity through Interactive Oral Assessment Training and Capacity Building for Academic Leaders**, Dr. Johnnel Smith, International College of Management Sydney (ICMS)
P18	**From Citation to Verification: Using GenAI to Strengthen Paraphrasing and Address Misattribution**, Dr Uwe Kaufmann, Dr Amanpreet Kaur, Dr Kavita Goel, Dr Christiana Osei Bonsu, Dr Donald Winchester, Kelly Hill, Australian Institute of Business
P19	**Students as Co-Designers of AI Literacy Training: Building Integrity-Resilient Learning**, Dr Rawan Nimri, Dr Mona Yang, Associate Professor Elaine Yang, Dr Tommy Soesmanto, Griffith University
P20	**Creating and Promoting an AI Hub to Strengthen Academic Integrity Communication Across the Student Lifecycle**, Rian Hernandez, Australian Institute of Higher Education
P21	**Securing Academic Integrity Through Individualised Paper-Based Assessments**, Dr. Ilya Kavalchuk, Swinburne University of Technology
P22	**Student-as-Partner Approaches for Building Ethical, Critical, and AI-Literate Graduates,** Dr Sabiha Sultana, Sydney Metropolitan Institute of Technology

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P23	**Plagiarism-Resistant Features of the TechnoLab™ Experiential Learning Platform for the Key Subject Areas: Engineering Statics, Mechanics, and Dynamics**, Nicholas Haritos, Swinburne University of Technology
P24	**Making Integrity Visible: Discomfort, Embodied Learning and Process-Based Assurance of Learning**, Fiona Gentle and Mark Seaton, Excelsia University College
P25	**It takes a village: advancing academic integrity together**, Dr Rebecca Awdry, Cassandra Doherty and Kit Phillip, University of Western Australia
P26	**From Enforcement to Shared Understanding: Co-Designing Sustainable Academic Integrity in the Generative AI Era**, Dr Md Badiuzzaman and Dr Sweta Thakur, Kings Own Institute
P27	**From Punitive to Formative: Validating the Authentic Learning Journey Over Policing Outputs in Higher Education**, Professor Judyth Sachs, Studiosity

PANEL 2: *STUDENT VOICE, AGENCY, AND PARTNERSHIP IN ACADEMIC INTEGRITY SYSTEMS* – *40 mins*

NZ: 4.20 PM **AEST: 2.20 PM** **ACST: 1.50 PM** **AWST: 12.20 PM**

How can students move from being positioned primarily as subjects of academic integrity policy to active partners in shaping integrity cultures?

The panel explores how students interpret integrity expectations within AI-enabled learning environments, diverse educational pathways, and evolving assessment practices. Panel members from the Melbourne University Nursing Student Society (MUNSS), a group of mature-aged nursing students, will draw on their undergraduate and postgraduate experiences to share insights into how academic integrity is understood and experienced across different stages of learning, including returning to study, professional alignment, and changing academic expectations.

Their shared institutional context enables informed reflection on policy, assessment, and communication, while their diverse life and professional experiences, common within nursing cohorts, illustrate the realities of academic integrity in practice. These realities include balancing clinical placements, employment, family responsibilities, and the integration of prior knowledge with new academic demands. The discussion will examine gaps between institutional intent and student experience, and how these may contribute to confusion, disengagement, or increased misconduct risk. It will also highlight how student partnership through co-design, peer leadership, and feedback can strengthen trust, clarity, and shared ownership of academic integrity.

Together, the panel will demonstrate how student perspectives can inform more transparent, relevant, and sustainable academic integrity ecosystems.

Panellists: Members of the Melbourne University Nursing Students Society

Facilitators: Associate Professor Christine Slade and Niraj Pandya

ROUNDTABLE SESSION 3 – *40 mins*

NZ: 5.05 PM **AEST: 3.05 PM** **ACST: 2.35 PM** **AWST: 1.05 PM**

RT 3.1	**Building a Shared Language of Academic Integrity,** Megan Axelsen and Dianne Stratton-Maher, University of Southern Queensland
RT 3.2	**AI Has Changed the Game, But Contract Cheating Persists: A Practice-Led Framework for Effective Case Management**, Lesley Sefcik, Hannah Carson, Katie Fielding and Rebekah Harley, Curtin University
RT 3.3	**Building out the Academic Integrity Ecosystem: Creating an Institution-wide Academic Integrity Community of Practice,** Nick Wilson, University of the Sunshine Coast
RT 3.4	**Navigating tensions in a changing landscape: Designing assessment for inclusion and integrity in an age of AI**, Sue Sharpe, Nicole Crawford and Paige Mahoney, Deakin University.

RT 3.5 **The Digital Pirahã Condition: Aligning Academic Integrity Expectations with Digital Learning Realities**, Dhushy Thillaivasan, Sathyapriya Govindarajulu and Monica Chaudry, Melbourne Institute of Technology

PANEL 3: *LEADING RESILIENT AND SUSTAINABLE ACADEMIC INTEGRITY SYSTEMS,* - *40 mins*

NZ: 5.50 PM **AEST: 3.50 PM** **ACST: 3.20 PM** **AWST: 1.50 PM**

Building and sustaining resilient academic integrity ecosystems requires leadership at every level of the institution: strategic, operational, and grassroots. This panel explores what effective leadership for academic integrity looks like in practice, from senior executives shaping institutional direction to educators and professional staff enacting integrity in everyday decisions and interactions.

The discussion will examine how leadership, both formal and distributed, can align policy, practice, culture, and capability to respond to increasing complexity, including AI, evolving assessment practices, and growing case volumes. It will also consider how institutions can intentionally develop and support leadership capacity to ensure integrity systems remain robust, fair, and adaptable over time.

Panellists:

- Professor Michelle Picard, Flinders University
- Professor Sheridan Gentili, Adelaide University
- Dr Neil Ulrich, Massey University
- Dr Dianne Stratton-Maher, University of Southern Queensland
- Emeritus Professor Bernie Marshall, Deakin University

Facilitator: Amanda Janssen, Adelaide University

ROUNDTABLE SESSION 4 – *40 mins*

NZ: 6.35 PM **AEST: 4.35 PM** **ACST: 4.05 PM** **AWST: 2.35 PM**

RT 4.1 **Pitching Integrity to AI-Natives**, Dr Dimuthu Ekanayake. Melbourne Institute of Technology

RT 4.2 **From Policing to Partnership: Reframing Academic Integrity through Postgraduate Capability Development in the Age of AI**, Dr Kathy Lee, Associate Professor Harold Culala and Dr Safoora Pitsi, Excelsia University College.

RT 4.3 **Caught in the Drift: The Limits of Viva and Training in AI-Assisted Assessment**, Dr Armin Alimardani, Western Sydney University

RT 4.4 **Navigating Generative AI and Academic Integrity: A Capacity-Building Partnership in Papua New Guinea**, Mat Hardy, Raoul Mulder, Tracii Ryan and Leah Schwartz, University of Melbourne

RT 4.5 **Academic Integrity Through a Cultural Lens: Supporting CALD and Refugee Students in Australian Higher Education**, Seham Al-Shwayli, Victoria University.

CLOSING REMARKS AND ATTENDEE FEEDBACK - *10 minutes*

NZ: 7.15 PM **AEST: 5.15 PM** **ACST: 4.45 PM** **AWST: 3.15PM**

Emeritus Professor Bernie Marshall, Deakin University

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The 2026 Academic Integrity Forum is hosted by Deakin University and Flinders University

Registration link

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JOIN THE AUSTRALASIAN ACADEMIC INTEGRITY NETWORK

Membership of the AAIN is free and open to academic and professional staff working in the higher education sectors in Australia and New Zealand. It brings together people with roles in

- student academic integrity practice, as educators or professional staff involved in promoting integrity, and detecting or responding to suspected academic misconduct
- academic integrity policy development, implementation, and review
- academic integrity research.

Benefits of becoming an AAIN member

- Links with people with similar academic integrity roles in other institutions
- Sharing good practice
- Seeking advice
- Getting access to the latest information on academic integrity
- Benchmarking your academic integrity practices and policies
- Knowing about academic integrity events in Australia, New Zealand and internationally

To join, visit https://academicintegrity.edu.au/membership/

KEYNOTE SPEAKERS

Professor Sarah Eaton

Professor Sarah Elaine Eaton is the Director of the Postplagiarism Research Lab at the University of Calgary. She researches in the areas of ethics and integrity in higher education contexts, including the ethical use of artificial intelligence and advanced technologies. She is the editor-in-chief of the International Journal for Educational Integrity and the Second Handbook of Academic Integrity.

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Professor Stephen Marshall

Professor Stephen Marshall (PFHEA) is Director at the Victoria University of Wellington Centre for Academic Development. He researches in the areas of organisational change in higher education, quality, benchmarking, plagiarism and academic integrity, extended reality, artificial intelligence, and the development of policy and strategy supporting and encouraging the effective use of technology for learning and teaching. He is co-editor and special issues editor for the top ranked journal Higher Education Research and Development and he is a faculty member of the biennial ACODE Learning Technologies Leadership Institute. He is co-creator of the internationally recognised and applied e-learning maturity model (eMM, http://e-learning.geek.nz/emm/) and author of the 2018 Springer book: Shaping the University of the Future: Using Technology to Catalyse Change in University Learning and Teaching

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