## Academic Integrity Subcommittee the Senate Committee on Academic Development and Procedures

## Meeting21 October 2024, 1.30.50pm

Present: Gavan Watson (chair) Erin Meger, Kelley Packalen, Brian Frank, Katie Zutautas, Sylvie Garabedian, Dreyden George, Emils Matiss Claire O'Brien (secretary).

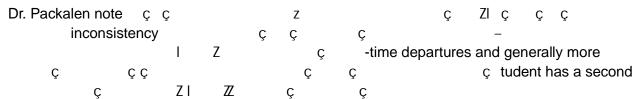
The chair welcomedDr. Erin Megera newfaculty member representative on the subcommittee.

Subcommittee member Kelley Packalen acts as Special Advisor to the Videovost (Teaching and Learning) on academic integrity. She draftethe proposed changesto the AI Procedures(that were shared with the subcommittee ahead of the meeting following consultation and discussion over the past 18 months with Academic Integrity Leads and Assistants. Dr. Packalen summarized the four main areas for discussion today:

- 1) Categorization of ÇÇÇÇ ÇIZIZ Associated with this, thelength of time that records IZ Ç
- 2) Cross-faculty coordination procedures.
- 3) Poteoinvestigation hasabete hed. Namely, not apply to have the course marked on a pass/fail basis, and not apply for credit standing in the course.

Other more minor edits are proposed throughout the procedures that are outside of these main categories. Dr. Packalen invited subcommittee members touse the comment function to make comments and changes on these in the shared document.

1) Categorization of Findings as Level 1 and Level 2.



university career and forten years after graduation. Some faculties have categorized way for many years Others began in 2021/2022 when required by latest revision to the procedures. While criteria for making the decision are included in the procedures is the case that some may concludeç I evel 1 and some bevel 2 using those same criteria Some AI Leads

see	the categor	ization a	as a penalty	in itself	, and	l others see i	t as a rece <b>k</b> a	eping decision	.The
Ç	Ç	Ç		Ç	Ç				
_	Ç	Ç				Ç	Ç	3 → Ç	Ç
has	worked with	h that th	ne current re	tention	perio	nd for Level II	departures	(10 years pesita	aduation)

consequences in the student's home However, following the procedural revappropriate consultation, but the level Associate Deans) —	ision of of ç ined	n, therecomm	e is nowto unication Ç procedu	oo much co required - ç ressection (	onsi betv	ultation. ween Al Ç	Al Leads su Leads (usu ç A	upport ally J Leads
Dr. Packalen gave an example from he An Engineering student pagiarized in opportunity to resubmit, the student pathe course would be a reasonables are factors; this was the last course the sit, and it would have stopped them gueral Lead would want to be consulted on the state of the state o	an as plagia nctior tudei radua	ssignn arized n for th nt requating.	nent wort again irth nat behav uired in a These ar	h 40‰f th ne resubm riour.But D stream, th	ie co itted r. Pa ney	ourse m d assign ackalen had no	ark. Given t ment. A fail was aware opportunity	he ure in of other to retake
<ol> <li>Assignment of Sanction of Fa Course</li> </ol>	ailure	in the	e Course,	or Sanction	on th	hat lead	s to Failure	in the
There was discussion of how the lan to reduce that would be to set a thres course failure –for example, 40%			-		-		=	-
It was noted that it is rare for instruct	ors to	o impo	ose <b>a</b> anc Ç		ight Ç	failure (		ro) in the
failure becomes a likely outcome. Al Ç Ç we must be careful not to treat each		Ç	clear tha	t they wou	ıld li –		Ç	nction for Ç
It was also noted that in a profession expectations $Z \ \varsigma \ \ \varsigma \ \ \varsigma$ expectation and therefore the course departure, but the end result for the s	. Tha	Ç at is m	ore of an	Zin the co	ours	e, they v	vould fail tha	at
It was pointed out ç student is at risk of failing, when assi							shold of whe	
Ç				Ç	Ç		Ç	
assigning a sanction. z failing a c253	Ç	Ç	Ç	Ç		Ç		