

while, at the same time, resembling other units' procedures closely enough to maintain fairness and consistency, for stude

1. Senate Academic Integrity Policy Statement

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (as articulated by the Centre for Academic Integrity, Clemson University; see www.academicintegrity.org) all of which are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see [Report on Principles and Priorities](#)). Queen's students, faculty, administrators and staff therefore all have ethical responsibilities for supporting and upholding the fundamental values of academic integrity.

2. Policies with respect to Jurisdiction, Offences, and Sanctions

2.1 Jurisdiction

2.1.1 Faculty/School Offices are required to maintain a record of all cases of which they are informed, for students registered in their Faculty/School. The offices provide advice and assistance to instructors and students as requested, from a designated person who will not subsequently be in a position to pass judgment on the case or who is biased in any way.

2.1.2 Academic integrity concerns within a course shall be dealt with in the first instance by the instructor offering the course. The instructor has the responsibility to take action when they become aware of an academic integrity concern. The instructor also has the responsibility to make a decision as to whether there has been a departure from academic integrity and if there has, the responsibility to make a decision on an appropriate sanction under the guidelines detailed in *Section 2.4* of this policy.

2.1.3 If the instructor believes the matter is of a particularly serious or complex nature, he or she must refer it to the appropriate representative of the Faculty/School in which the course is offered. If there is a previous finding for the student, the instructor must refer the matter, including their finding, for sanctioning to the Faculty/School office.

2.1.4 Academic integrity concerns within a course shall be dealt with under the policies and purview of the Faculty/School offering the course until an appeals process is initiated at which time section 2.1.6 takes effect.

2.1.5 If the student is enrolled in a course which does not belong to his or her home Faculty/School, the student's home Faculty/School shall be informed of any finding of a departure from academic integrity.

2.1.6 Regarding appeals of decisions, in keeping with [*Faculty Jurisdiction With Respect To Student Appeals of Academic Decisions*](#), approved by Senate March 3, 2005:

1. The jurisdiction for matters of academic appeal shall, in all instances, reside in the Faculty in which the student is registered.
2. While the jurisdiction for matters of academic appeal shall reside in the Faculty in which the student is registered, the Faculty in which the course(s) in question resides shall be consulted as a normal part of the appeals process to ensure that the interest of the Faculty in which the course(s) resides is taken into consideration.
3. All Faculties and Schools should incorporate the above policy recommendations into their current administrative procedures.

2.1.7 Departures from academic integrity other than a course-related issue (e.g., falsifying a transcript), are dealt with by the Faculty/School in which the student is registered.

2.2 Offences

The following list defines the domain of relevant acts without providing an exhaustive list. This list and associated definitions must be included in Faculty and School based academic integrity regulations.

- **Plagiarism**
Presenting another's ideas or phrasings as one's own without proper acknowledgement.
Examples: copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student; using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s).
- **Use of unauthorized materials**
Examples: possessing or using unauthorized study materials or aids during a test; copying from another's test paper; using an unauthorized calculator or other aids during a test; unauthorized removal of materials from the library, or deliberate concealment of library materials.
- **Facilitation**
Deliberately enabling another's breach of academic integrity.
Examples: knowingly allowing one's essay or assignment to be copied by someone else for the purpose of plagiarism; buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.

- **Forgery**
Submitting counterfeit documents or statements.
Examples: creating a transcript or other official document; creating a medical note.
- **Falsification**
Misrepresentation of one's self, one's work or one's relation to the University.
Examples: altering transcripts or other official documents relating to student records; impersonating someone in an examination or test; submitting a take-home examination written, in whole or in part, by someone else; fabricating or falsifying laboratory or research data.

2.3 Factors to Consider when Assigning a Sanction

Factors that should be considered in assigning a remedy or sanction include:

- Evidence of a deliberate attempt to gain advantage;
- The seriousness of the departure having regard to its actual or potential consequences;
- The extent to which the work or conduct in question forms a significant portion of the final grade and whether the extent of the departure is substantial as demonstrated by the work or conduct in question;
- Injury to another student or to the institution;
- Multiple departures within a single incident or multiple departures over time, rather than an isolated aberration;
- Whether the departure has been committed by a student who ought to be familiar with the expectations for academic integrity in the discipline, Department and/or Faculty;
- Conduct that intimidates others or provoked the misconduct by others.

Any sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the academic unit, taking into account any mitigating circumstances. The onus is on the student to provide evidence of mitigating circumstances.

- The right to respond to allegations
- The right to be heard by an unbiased decision maker
- The right to a timely process
- The right to a clear decision
- The right to an appeal

3.1.2 Key Elements

Faculty/School procedures must contain the following key elements:

- The specification of roles and responsibilities within the Faculty/School for handling academic integrity concerns.
- A process whereby the student is notified, in sufficient detail, of the allegations against them.
- The provision of opportunity for the student and the instructor to meet before an outcome is determined, and requirements with respect to the student being notified of the meeting.
- A process for determining the outcome of the concern, including both the finding and any sanction that may result.
- A requirement that instructors report all findings of departure from academic integrity to the Faculty/School in which the student is registered.
- A requirement that instructors check with the Faculty/School in which the student is registered for any previous finding for the student.
- The clear indication of timelines throughout the investigation process.
- An appeal process.

3.2 Forms

Each Faculty/School is required to provide forms for instructors to use in dealing with academic integrity concerns to ensure consistency and clarity. Forms should include one sent to the student giving notice of allegation and investigation as well as one that will communicate to the student the outcome of the investigation. Information provided to students, including written correspondence and forms, will include the contact information for the Coordinator, Dispute Resolution

3.5 Education

Each Faculty/School is required to ensure that its instructors are fully informed of these procedures. Furthermore, instructors must insure that students in their courses are aware of these procedures.

3.6 Annual Reporting Requirements

Faculties/Schools are required to report each year, in writing, to the Senate Committee on Academic Procedures on the number and types of academic integrity issues or cases they have dealt

not make a written submission, the process will continue without the student's input. If a meeting is arranged, both the student and the instructor have the right to be accompanied for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. Each party will be given the opportunity to make a statement and have their case heard.

4.2.3 Following the investigation and initial meeting, the representative shall make a decision. Two options are available to him/her:

- a) A decision that there has been no departure from academic integrity. If this is the case, all documents will be destroyed and the student will be informed of the decision in writing.
- b) A decision of a finding that there has been a departure from academic integrity.

4.2.4 If there has been a finding of a departure from academic integrity, the representative will decide on a sanction under the guidelines of *Section 2.4*. The student shall be notified in writing of the decision in writing.

4.3 Faculty/School Guidelines for Dealing with Referral of a Finding by an Instructor

4.3.1 If there is a previous finding of departure from academic integrity on file in the Faculty/School office, or if the finding appears to warrant a sanction more serious than the instructor may impose, the instructor must refer the case to the Faculty/School office. The Faculty/School representative may impose sanctions as outlined in *Section 2.4*.

4.3.2 In referring a case of departure from academic integrity to the Faculty/School office for sanctioning, the instructor must advise the student in writing.

4.3.3 The Faculty/School representative will convene a meeting with the student, the instructor and witnesses where appropriate, t o u s t 0 T w - w i t h 8

4.3.4 If, after an investigation of the evidence and consideration of the response by the student, the Faculty/School representative determines that there are no

4.7 Timing Requirements

No specific time limits are being specified

Appendix A - Handling Departures from Academic Integrity

Potential Issue Comes to Attention of Instructor

Notice of allegation to student from instructor, requesting meeting

Meeting between student and instructor

Finding by instructor

At any point, instructor may refer serious or complex case to Faculty/School

11 No departure
all documents

departure
Faculty/School

Severe departure
referral of