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| Recommendation | Category | Responsible body | Achieved? |
| Initial exposure to the Queen’s culture of academic integrity should occur during Orientation period. Changes to be made as appropriate to the Goals of Orientation (approved by Senate in 2002) and to orientation activity policy. | Awareness | Senate orientation activities review board | No.  According to University Secretariat website, the Goals of Orientation have not been updated since the version approved by Senate in 2002.  Unsure of status re: orientation activity policy. Inclusion of academic integrity messages in orientation week may vary by faculty. |
| Graduate students should be engaged when they arrive on campus; focus both on their role as teaching assistants and on issues related to their own graduate work | Awareness | School of Graduate Studies and Centre for Teaching and Learning | Mygradskills module on academic integrity is made available to new graduate students. |
| Initiate campus debate on issues related to academic integrity through a variety of focus groups, town hall meetings etc. Use of campus media and publications. | Awareness | None listed | No consultations have occurred on a campus wide basis. |
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| Make available to all students a comprehensive definition of plagiarism and clear guidelines on how to avoid plagiarism in their work | Education | Writing Centre  SASS | The writing centre provides a [guide to plagiarism](http://sass.queensu.ca/writingcentre/wp-content/uploads/sites/3/2013/06/Avoiding-Plagiarism.pdf) on its website, which includes a definition.  This is promoted to undergraduate students during orientation week when they receive a guided tour of the writing centre from a member of staff.  Many individual instructors undertake discussions of academic integrity in class time. |
| Include in all courses an educational component which addresses expectations regarding academic honesty and avoiding plagiarism, especially in “grey” areas | Education | Department heads | Not aware of systematic coverage of all courses. In a study of 25 cyclical program review self-study documents, 13 units indicated that they provide online/in-person modules on academic integrity. This includes the mygradskills module. |
| Offer a broad range of faculty development programs through the CTL including for instructors, teaching fellows and teaching assistants | Education | CTL | No.  The CTL offers a wide range of services but no programs specifically focused on academic integrity. |
| Educate instructors, teaching fellows and teaching assistants on definitions and procedures related to academic dishonesty (suggestion of a handbook to be made available to all the above). | Education | Department heads and office of the provost. | University procedures on academic integrity are communicated by department heads at the beginning of the year in many but not necessarily all departments. In a sample of 25 cyclical program review self-study documents, 18 reported this happening.  The provost’s office operates a [website](http://www.queensu.ca/academicintegrity/ai-queens) with resources on academic integrity.  Handbook has not been developed. |
| Consider introduction of comprehensive “University 101” course for first year undergrad students to prepare them for academic success, to include AI. | Education | None listed | No. |
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| Overall approach to AI should encompass entire academic and broader learning environment but not directly attempt to exert control over non-academic environment. | Policies and Procedures | None listed | Yes.  As experiential learning and undergraduate research opportunities increase, procedures and practices will need to evolve to encompass these learning experiences. |
| Consider adoption of “honour code” (value system) to be introduced to students at time of recruitment/admission. Highlight this regularly in implicit and explicit ways. | Policies and Procedures | Orientation leaders and faculty. | Academic integrity features during orientation week, no honour code. |
| SCAP should review existing policies on academic dishonesty and consider viability of a single university-wide policy with faculty-specific additions as needed. Goal = consistency and commonality of practice across faculties. | Policies and Procedures | SCAP | Yes.  A [Senate policy statement on academic integrity](http://www.queensu.ca/secretariat/policies/senate/academic-integrity-policy-statement) was adopted in 2006.  Faculties developed procedures based on the [Senate Policy on Academic Integrity Procedures](http://www.queensu.ca/academicintegrity/sites/webpublish.queensu.ca.aiwww/files/files/Quick%20Links/AcademicIntegrity%20(3).pdf) which are in many respects closely aligned across the University. |
| Benefits and liabilities of plagiarism detection devices such as turnitin software be fully examined, and university-wide consultation undertaken, prior to a recommendation on whether Queen’s should adopt such a tool. | Policies and Procedures | None listed | Certain schools and departments, including the Smith school, implemented Turnitin. In 2016 a decision was taken to purchase a university-wide licence for turnitin.com |
| Confirm that commercial tutoring and exam preparation businesses will not be permitted to operate on Queen’s campus; take all necessary steps to ensure this is the case. Alert students to unregulated nature of services offered. Take action against any organization that attempts to use the intellectual property of any member of Queen’s community or improper use of Queen’s name. Inform TAs of conflict of interest in tutoring students in same course they are hired to teach. | Policies and Procedures | None listed | Incomplete. |
| Office of the Vice-Principal (Academic) will have responsibility in the broadest sense for the promotion of the values of academic integrity at Queen’s. | Policies and Procedures | Provost’s office | Active promotion has not occurred since departure of Academic Integrity Advisor to the Provost in 2012. |