

**Minutes**

**Vice-Provost (Teaching and Learning)**

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| **Meeting:** | **Academic Integrity Subcommittee** | | **Date & Time:** | **Friday, December 11, 2020 2:00 to 3:00 p.m.** | |
| **Platform:** | Via Zoom | | | | |
| **Chair:** | John Pierce, Vice-Provost (Teaching and Learning) | | | | |
| **Members:** | * Johanne Benard (Faculty, French Studies) * Tamara Mitterer (SGPS Member-at-Large) | | * Cheryl Pulling (School of Nursing) * Kate Rowbotham (Smith School of Business) * Vacancy (AMS student-at-large) | | |
| **Observers** | * Lavonne Hood (University Ombudsperson) * Lon Knox (University Secretary) | | * Anthony Lomax (SGPS VP Community) * Matthew Mellon (AMS – Commissioner External Advocacy | | |
| **Guest** | * Sue Blake * Lisa Newton * Claire O’Brien | * Gillian Ready * Melissa Seal | | | |
| **Administrative Support** | * Peggy Watkin (Office of the Provost and Vice-Principal Academic) | | | | |
| Before the meeting was called to order, the Chair acknowledged Queen’s University’s presence on the traditional lands of the Haudenosaunee and Anishinaabe.  The Chair welcomed several guests: Sue Blake (Special Projects, Vice-Provost (Teaching and Learning) Portfolio); Lisa Newton (University Counsel); Claire O’Brien (Arts and Science Faculty Office); Gillian Ready (Special Projects, Office of the Provost and Faculty of Law); and, Melissa Seal (Legal Counsel) | | | | |
| **Opening** | | | | |
| **Agenda**  It was agreed to adopt the Agenda as circulated. | | | | |
| **Minutes of September 29, 2020**  It was agreed to accept the Minutes of September 29, 2020 as circulated. | | | | |
| **Business Arising from the Minutes** | | | | |
| **Technology to Track and Streamline Academic Integrity Offences and Procedures (Demonstration of *Advocate*)**  The Chair invited Sue Blake to demonstrate the central case management tool *Advocate* which is being configured to be used by the Vice-Provost (Teaching and Learning) portfolio to streamline and standardize faculties and schools procedures related to academic integrity. It was reported that the capability of the software includes initiating cases, scheduling meetings, issuing communications to students, running reports, recording outcomes (including sanctions) and customizing an incident archive schedule. Sue Blake illustrated how reporting of an incident by an instructor using the web-based tool will trigger a new case. *Advocate* can contact the student(s) via email and set parameters around when a response must be filed. The system also has the capability of managing incidents involving multiple students and generating reports. Once the tool is configured, the goal will be to pilot the system in a faculty/school.  During discussion, the following highlights were recorded:   * It is important that the student(s)’ home faculty is informed of the case if the offence occurs in another faculty/school * Special attention should be paid to when a student will receive the initial email from the instructor. Emails should not be sent during a time-period (late at night; weekends, etc.) when the student is unable to contact support personnel or during final exams which will add additional stress on the student * Ensure the system recognizes Pass/Fail courses, i.e. no percentage is required in a specific field * When a notice is issued, the instructor and home faculty office should be notified * The workflow built into the system should include a schedule to eliminate records of investigation that result in dismissal | | | | |
| **Proposed Amendments to the *Senate Academic Integrity Procedures – Requirements for Faculties and Schools***  The Chair drew attention to the document circulated with the Agenda outlining the proposed amendments to the *Senate Academic* *Integrity Procedures – Requirement for Faculties and Schools.* It was noted that the intention is to repeal the current document and adopt a completely revised policy. The Chair highlighted several sections including the scope of procedures (page 3), examples of departures from academic integrity (pages 6 & 7), levels of departures (page 12) and appeals (page 14). The Chair also stated that the issues of jurisdiction and cases involving multiple students will require special attention. To improve the student experience, consideration is being given to splitting the document into two, i.e. policy and procedures. The Chair welcomed any comments/questions and stated that the document will be taken to the Academic Integrity Roundtable for its input. In closing, the Chair thanked Gillian Ready for her work on the document. | | | | |
| **Chair’s Report** | | | | |
| **SCAP’s *Annual Academic Integrity Statistics Report* to Senate**  Attention was drawn to the *Annual Academic Integrity Statistics Report* that was presented to Senate on December 1, 2020. As recorded in the report, the explosion of the number of departures from academic integrity is being experienced system-wide and corresponds to the urgent change to remote learning predicated by the COVID-19 crisis. The Chair acknowledged that all universities are in a difficult predicament and that one solution is to encourage instructors to reconsider how students are evaluated. | | | | |
| **Hiring of Academic Integrity Coordinator**  The Chair reported that the Vice-Provost (Teaching and Learning) portfolio will be advertising for a Grade 8 staff person, in early January 2021, to fill the new position of Academic Integrity Coordinator. The position will be responsible for:   * administrative operations to support the work of the VPTL relating to academic integrity. * serving as a liaison with Associate Deans and Academic Integrity Administrators in all Faculties and Schools and other senior administrators. * coordinating procedures and systems to ensure Academic Integrity policy and practices are administered on a consistent and equitable basis across the University. * gathering and sharing information on best practices at Queen’s and across the post-secondary education sector and for collecting, retaining, reviewing, and preparing an annual report for the Senate on central, University-wide academic integrity data/statistics   In response to a question, the Chair confirmed that the position is not “student facing”. | | | | |
| **Piloting of onQ Academic Integrity Module by Faculty of Engineering and Applied Science**  The Chair reported that two 2021 Winter courses in Mechanical and Materials Engineering plan to embed the onQ Integrity Module into their course materials. The Faculty of Engineering and Applied Science has also started to enroll students, who have been flagged by the Associate Dean as needing some education on academic integrity principles, in the onQ module. The students are expected to review the module and complete a short quiz to check for understanding of the values of academic integrity.  It was noted that both Arts and Science and Student Academic Success Services have also recently created their own academic integrity modules. | | | | |
| **New Business** | | | | |
| **Open Book Exam Policy Statement**  The Chair drew attention to the draft Open Book Exam Policy Statement written by Johanne Benard and circulated with the Agenda. Key actions that assist with protecting the integrity of an open book exam is to: restricted resources; be specific on material that is allowed and not allowed; and, create exam questions that require deep understanding of the material. There was general agreement that guidelines for instructors will need to be descriptive and articulated using generic words (e.g. crowd sourcing when referring to web-based tutorial companies that prey on students’ anxiety regarding academic success). It was cautioned that the University can not set policy that dedicates to instructors how they set their exams. The Chair suggested that Lauren Anstey, Educational Developer in the Centre for Teaching and Learning, be consulted regarding re-wording the policy statement. | | | | |
| **Challenges Responding to Large-Scale Departures from Academic Integrity**  Due to time constraints, this topic was deferred to a future meeting. | | | | |
| **Coordination/Streamlining Academic Integrity Responses**  As noted earlier in the meeting the Centre for Teaching and Learning (onQ), the Faculty of Arts and Science and the Student Academic Success Services have recently created academic integrity modules. There was general agreement that all modules must be consistent in their overarching substance, align with Senate policy and used for similar purpose. | | | | |
| **Other Business** | | | | |
| There being no Other Business the meeting adjourned at 3:05 p.m. | | | | |
| **Next Meeting: January 26, 2021** | | | | |

Queen’s University is situated on the territory of the Haudenosaunee & Anishinaabek