Finding of a Departure from Academic Integrity

In accordance with the *Senate Academic Integrity Procedures – Requirements of Faculties and Schools October 2024 (*[*SAIP – RFS Oct 2024*](https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools)*)*

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| **Date** | Click or tap to enter today’s date. |
| **Student’s Name****Student’s University ID Number****Student’s Queen’s Email Address****Student’s Enrollment Status****Student’s Home Faculty** | Click or tap here to enter first & last name.Click or tap here to enter SUID.Click or tap here to enter Queen’s email.Choose type of student from list. **Not sure?** Look at your class list which can be downloaded using Power BI. Choose the student’s home faculty from list. |
| **Instructor(s)’ Names** | Click or tap here to enter first & last name. |
| **Course Number(s), Section, Term, Year****Course Faculty or School****Value of Work(s) under Investigation** | Enter appropriate information or write N/AChoose the course’s faculty or school from list. Click or tap here to enter a numerical value of the individual assignments or write N/A if departure is not tied to a specific or see below if too complicated to explain here. |
|  | SUMMARY OF FINDING AND SANCTION |  |
|  | **Finding**  | Click or tap here to enter the type(s) of finding that you selected in the list below. (e.g. “Plagiarism” or “Use of unauthorized materials & Failure to abide by academic rules” (Section 2 explains why) |  |
|  | **Level**  | Choose the level of finding that you selected in Section 3. (Section 3 explains why) |  |
|  | **Sanction**  | Click or tap here to enter either a statement on the type of sanction that you assigned. **No details are needed here – this is a short sentence**. E.g. “AI Lead assigned: requirement to withdraw for 2 years.” (Section 4 provides additional details and explains why) |  |

# Information about the Type of work submitted for credit

Click or tap here to enter a brief description of the type of work and/or the nature of the concern if not related to a course (e.g. “submission of a forged medical note for a request for academic consideration”). **HINT**: if appropriate, just cut-and-paste this section from your NOI.

# information about the departure and why there was a departure

Following the *Notice of Investigation of a Possible Departure from Academic Integrity* (NOI) dated Click or tap to enter date on the NOI., I have conducted a thorough investigation and concluded that there is sufficient evidence that you engaged in a departure from academic integrity.

## What type of departure(S) the decisionmaker concluded you engaged in

As per Section 2.2 of the *SAIP – RFS Oct 2024* your actions departed from academic integrity in the form(s) of

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| --- | --- |
| [ ]  Plagiarism[ ]  Unauthorized content generation[ ]  Contract cheating [ ]  Use of unauthorized materials[ ]  Deception | [ ]  Facilitation[ ]  Unauthorized use of intellectual property[ ]  Unauthorized collaboration[ ]  Failure to abide by academic rules[ ]  Departure from the core values of academic integrity |

## What evidence the decisionmaker used to make their decision

The evidence on which I based this decision included (**check all that apply and attach copies to DFAI**):

[ ]  Documentary evidence provided with the Notice of Investigation.

[ ]  Your written response

[ ]  Emails exchanged with you about the investigation following receipt of the NOI

[ ]  Other relevant documentation: Click or tap here to enter list of other evidence (e.g. study notes, screen shots of text exchanges, documentation to support mitigating circumstances, records of assignment submission or engagement with material in D2L.) **NOTE:** *All evidence here should have been supplied by the student or used to confirm/counter a statement made by the student*. **IF no additional evidence please enter a space to remove this note**

[ ]  Statements made and/or evidence presented at the meeting held with you on Click or tap to enter the meeting date. (summary below)

## What was said in the meeting you had with the decisionmaker

Click or tap here to enter a summary of the meeting. The summary should contain who attended (including support person if applicable), date, time and type (e.g. Zoom, in-person). There doesn’t need to be a transcript of the meeting, but ***all key points and mitigating circumstances should be highlighted***. Importantly, **if the student explains that they did not depart from academic integrity** (i.e. it is not what it seems) then include their explanation here. **If the student admits to departing from academic integrity** and provides a reason for why they did so state this here.

You will also want to highlight any information that you shared with the student in the meeting (e.g. explanations of what constitutes plagiarism, fact checking that you said you would do, range of sanctions you might assign).

**If the student submitted a written statement only** then please note this here and reference and attach any emails that confirm that the student chose to submit a written statement only.

**If the student did not respond to the NOI in the time period,** please state that they chose not to meet or submit a statement and reference and attach any emails that demonstrate that you reached out to them at least once after sending the NOI and that they did not respond to your emails.

## ***Why*** the decisionmaker concluded there was aN academic integrity departure

Click or tap here to enter the reasons you have concluded that the student departed from academic integrity in the form(s) that you selected above. **If the student admitted to the departure**, this section will be very short and state something like “based on the evidence and the fact that you admitted to the use of unauthorized materials and failure to abide by academic rules, I have concluded that you departed from academic integrity.”

**If the student denies the departure**, and after meeting and/or reading their written statement, you still conclude that they have departed from academic integrity this is known as a finding based on the balance of probabilities. In this situation, use this section to first acknowledge the student’s explanation and then to explain why the evidence that the you have previously shared with the student provides stronger support – i.e. a more probable explanation – for the type of departure that you have concluded they engaged in.

# Information about departure level & why that level was chosen

## What Level the decisionmaker categorized the departure

I consider this to be a (check appropriate level):

[ ]  Level I Finding of a Departure from Academic Integrity (DFAI)

[ ]  Level II Finding of a Departure from Academic Integrity (DFAI)

## ***Why*** the decisionmaker categorized the departure at the level they did

Section 3.4.3 of the *SAIP – RFS Oct 2024* lists the factor I must consider when categorizing a finding as Level I or Level II. Taking these factors into consideration, the above categorization is appropriate for the following reasons:

Click or tap here to briefly state the factors that you relied on to categorize the level of departure.

**If the student has a prior finding** (check with your AI Administrator if the student has a prior finding on record *after* concluding the student departed from academic integrity and *before* determining the sanction) then you will *categorize the finding as Level II regardless of how minor the departure*. In this case, **please include the statement**: “The departure has been categorized as a Level II finding because you have one or more prior departures from academic integrity on file.”

**If the student doesn’t have a prior finding on file** then Section 3.4.3 states that you should consider the relevant combination of factors in deciding the level of the departure. Section 3.4.3 goes on to say that it is not necessary that all factors be considered and that you are encouraged to obtain advice from the AI Administrator about the categorization of the departure.

**Please include a statement here that *specifically references the appropriate factor(s) from the policy*** (see below) which **led you to assign the departure as a Level I or Level II departure**.

Instructors may be guided by a combination of the following and similar factors when categorizing the departure as **Level I**:

* this is the first finding of a departure from academic integrity by the student;
* the departure is related to academic work that does not count for a significant proportion of the course grade;
* the sanction will not necessarily result in a failure in the course;
* the student is at an early stage of their academic career, especially a first-year student; or
* the student has little or no experience in a course in the Department (for example, a first-time experience in a particular department).

Instructors may be guided by a combination of the following and similar factors, as well as any aggravating circumstances [see Section 4 of this document], when categorizing the departure as **Level II**:

* the departure is related to academic work that counts for a significant proportion of the course grade;
* the sanction will result in a failure in the course;
* the student is in an upper year and has taken several previous courses in the discipline;
* significant and unacknowledged use of one or more sources is involved;
* significant departure from professionalism or accreditation standards is involved;
* the incident involves more than one type of departure;
* direct damage to the integrity of the student’s program or the integrity of the University is involved; or direct negative impact on other students is involved (for example, stealing another student’s academic work)

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## How the Finding will be stored and subsequently accessed based on its level

### Level I Finding: What you need to know

Level I findings are retained by the Academic Integrity Administrator in a separate academic integrity file in your home faculty or school.

A Level I finding does not show up on your transcript and is not known by program administration or any instructors (except the instructor(s) who determined the finding). If you do not have a subsequent departure from academic integrity the finding and accompanying files will be destroyed upon graduation.

### Level II Finding: What you need to know

Level II findings are added to your official school file and are retained for 10 years after your graduation.

Level II findings do not appear on your transcript unless your sanction is a requirement to withdraw. In this situation, a notation will appear on your transcript *only* during the period from which you are withdrawn from the university. Level II findings are not known by any instructors (except the instructor(s) who determined the finding). They are also not known by the Academic Integrity Lead, unless they sanctioned the finding.

Information in your Official File may only be released as permitted or required by 1) these Academic Integrity Procedures (e.g. providing a prior finding to the Academic Integrity Lead if you have a second finding); 2) by other University regulations (e.g. if you subsequently appeal a decision related to academic progress, the decisionmaker(s) for the appeal may receive a copy of your finding); or 3) with your consent.

Please see Sections 1.6.3 and 1.7 of the *SAIP – RFS Oct 2024* for more information on your Official File.

#### exchange, letter of permission & collaborative degree students: what you need to know

As a student studying at Queen’s on an exchange program, on a Letter of Permission or in a collaborative degree program offered jointly with another post-secondary institution (the “partner institution”), *if the finding is a Level II Finding* your home university or the partner institution, as applicable, will be notified of the finding and remedy or sanction after the period to appeal has expired or the finding is confirmed after all avenues of appeal have been exhausted (see Section 3 of the *SAIP – RFS Oct 2024*).

# Information about the sanction

As per Sections 3.3.2.1., 3.4.4. and 5 of the *SAIP – RFS Oct 2024* following my conclusion that you departed from academic integrity, I have consulted with the Course Academic Integrity Administrator as required.

[ ]  you have one or more prior findings of a departure from academic integrity on file which will also be taken into consideration when determining the sanction.

[ ]  this will be your first finding of a departure from academic integrity on file.

## What sanction or remedy the decisionmaker has assigned

**I am imposing the following remedy(ies) or sanctions(s):**

[ ]  a written warning (this document) that such infractions constitute unacceptable behaviour;

[ ]  a learning experience involving rewriting or revising the original work within a stipulated period of time (see below for details);

[ ]  the submission of new or other work within a stipulated period of time (see below for details);

[ ]  the deduction of a partial or total loss of marks for the work (see below for details);

[ ]  a deduction of a percentage of the final grade in the course (see below for details);

[ ]  a failing grade (down to a grade of zero) in the course;

[ ]  an official written warning (this document) that the penalty for a subsequent offence could be a requirement to withdraw from the University for a specified minimum period of time;

[ ]  the rescinding of University- or faculty-awarded scholarships, prizes and/or bursaries;

[ ]  a requirement to withdraw from the University for a specified minimum period of time;

[ ]  the revocation or rescinding of a degree.

### Details on the remedy or sanction (if applicable): what you Need to know

Click or tap here to enter text.

**If you are assigning** **a** **deduction in grades in some format** please be as clear as possible. For example, is a 10 percent deduction of the value they received or absolute? To avoid confusion, please use actual values if possible (e.g. “Your grade on your final assignment will be deducted by 10 percent. Thus, if for example you received 68/80 prior to the deduction, you would receive 60/80 after the deduction”). Also, if there are conditions in your syllabus that might impact whether the assignment is included in their final grade, please address those here (e.g. “The zero on this weekly assignment will be included in your final grade. In other words, it will not be one of the ‘lowest three’ weekly assignment grades that I drop before calculating your final grade.”)

**If you are assigning a rewrite, revision or new assignment** then please provide 1) clear assignment guidelines; 2) a specific deadline; 3) what the sanction will be if the deadline is not met (typically a zero on the assignment for which the opportunity to revise has been provided unless the student has received approved academic accommodations for extenuating circumstances); 4) the specifics of any additional sanctions such a partial deduction on the new submission (see above for guidance on how to write these clearly).

## ***why*** decisionmaker concluded the sanction was reasonable

Section 3.4.1. of the *SAIP – RFS Oct 2024* lists the factor I must consider when assigning a remedy(ies) or sanction(s) as well as any mitigating or aggravating circumstances for which I should account. Taking these factors and circumstances into consideration, the above remedy(ies) or sanction(s) is appropriate for the following reasons:

Click or tap here to enter text.

Otherwise enter the reasons the remedy(ies) or sanction(s) is appropriate. ***It is important for the student to understand why the sanction or remedy which you assigned them was reasonable.*** Simply stating “you received a sanction of zero on your assignment because you plagiarised” is not sufficient. The student needs to understand why a zero and not, for example, a learning experience and/or a partial grade deduction is appropriate. **HINT**: To explain why, list the specific factors (see below) that you considered when determining the sanction as well as how any mitigating and/or aggravating circumstances as described in the policy (see below) influenced the severity of the sanction you assigned.

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

* the extent and seriousness of the departure;
* any educational measures that may be undertaken to ensure that the student understands the departure and what should have been the appropriate conduct in such circumstances;
* the value of the academic work in relation to the overall grade for the course;
* the experience of the student (for example, a first-year or an upper-year student; a student experienced in the discipline or a student in an elective course);
* any mitigating and/or aggravating circumstances; and
* possible direct injury to another student or the institution.

Examples of *mitigating circumstances* that may be relevant include:

* documented evidence from an appropriate health care professional of factors directly compromising the student’s capacity to understand or adhere to the standards of academic integrity at the time of the departure;
* prompt admission to the alleged departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies; or
* evidence that reasonable steps were not taken to bring the standards and expectations regarding academic integrity to the attention of the student (for example, expectations were not included in the course syllabus).

Examples of *aggravating circumstances* that may be relevant include, but are not limited to:

* evidence of a deliberate attempt to gain advantage;
* evidence of an active attempt to conceal the departure;
* the departure has been committed by an upper-year student who ought to be familiar with the expectations for academic integrity in the discipline, department and/or Faculty/School;
* conduct that intimidates others or provokes misconduct by others; or
* direct harm to another student or to the University

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# information on your Right to appeal

## What you can appeal

Once you have received both your finding and your sanction you have the right to appeal 1) this finding, 2) the remedy/sanction, or 3) both.

## Why you can appeal (i.e. grounds for appeal)

To initiate an appeal, you must be able to explain why 1) the decisionmaker (e.g. Academic Integrity Lead) failed to act in accordance of the rules of procedural fairness; or 2) the decisionmaker (e.g. Academic Integrity Lead) acted without, or exceeded, their jurisdiction. These grounds are explained in detail in Section 4.1 of the [*SAIP – RFS Oct 2024*](https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools) and also Office of the University Ombudsperson’s webpage on [appealing an academic integrity decision](https://www.queensu.ca/ombuds/academic-integrity/appealing-academic-integrity-decision).

## How you appeal

Once you have determined the grounds on which you are eligible to appeal, within 10 business days of receipt of this finding you must submit the [**appeal form**](https://www.queensu.ca/academicintegrity/forms) **and your statement of appeal** to the **Choose the AI Administrator who coincides with the student’s home faculty or school from list**.

The Academic Integrity Administrator will then forward your appeal package and all relevant documentation (e.g. the *NOI* and *DFAI* forms and all appendices for this finding) to the appropriate individual in the **Choose the student’s home faculty from list** who will contact you about next steps in the appeal process once they have reviewed your appeal package.

## What you should keep in mind

If you intend to appeal and the course is still in progress, please continue giving it your best effort while we work toward resolving this matter in a fair and timely manner. **While the appeal process is underway, you will not be allowed to drop this course.** If you do drop the course and the finding is confirmed after all avenues of appeal have been exhausted you **may be reinstated in the course.**

If you do not appeal the finding or sanction and if the remedy or sanction affects your grade in the course, you may not drop the course regardless of the drop deadlines, and you may be reinstated in the course if the course was dropped. If the remedy or sanction doesn’t affect your grade in the course (e.g. an oral or written warning) and you subsequently drop the course, the academic integrity departure will be retained as per the Level I or Level II finding retention requirements.

The new [*SAIP – RFS Oct 2024*](https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools) were approved by the Senate Committee on Academic Development Procedures on behalf of Senate on October 2, 2024 and took effect immediately. If there is a discrepancy between our faculty’s or school’s most recent academic integrity regulations or other academic regulations and the *SAIP – RFS Oct 2024*, the *SAIP – RFS Oct 2024* take precedence.

You may also contact the [Office of the University Ombudsperson](https://www.queensu.ca/ombuds/) for information about student rights and responsibilities and guidance on policy and procedure related to [academic integrity](https://www.queensu.ca/ombuds/academic-integrity).

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| Decisionmaker’s NameDecisionmaker’s TitleDecisionmaker’s Faculty or SchoolDecisionmaker’s Queen’s Email AddressDecisionmaker’s Role | Click or tap here to enter first & last name.Click or tap here to enter title (e.g. Assistant Professor).Choose your faculty or school from list. Click or tap here to enter Queen’s email.Choose a role. |