SENATE LEARNING AND TEACHING COMMITTEE

Academic Integrity Sub-Committee
Terms of Reference
June 16, 2021

1. PURPOSE

The Senate Learning and Teaching Committee (SLTC) has, as part of its purpose, a mandate to oversee Senate's responsibility for broadly considering any emerging issues involving academic integrity, and to create and implement processes for handling matters where students are suspected of committing academic misconduct.

The purpose of the SLTC Academic Integrity Sub-Committee is to support the SLTC in these responsibilities and to recommend policies and practices concerning academic integrity that may be applicable at both the institutional and Faculty level.

2. SUB-COMMITTEE MEMBERSHIP

2.1 – Members, all of whom shall be approved by SLTC, shall comprise representatives from the following units and interest groups:

a) Chair of SLTC;
b) Faculty (3) – with at least one being a current or past Academic Integrity Officer;
c) Students (3) – with at least one being a member of the Dalhousie Student Advocacy Service;
d) Academic Quality Team;
e) International Centre;
f) English Language Program (Faculty of Open Learning and Career Development);
g) Accessibility Centre;
h) Centre for Learning and Teaching;
i) Agricultural Campus Student Success Centre;
j) Dalhousie Writing Centre;
k) Network Services;
l) Libraries;
m) Senate Discipline Committee; and
n) Manager, Discipline and Appeals, also serving as Secretariat support staff.

2.2 - Other relevant individuals and unit representatives may be invited to participate in the work of the Sub-Committee on an as-required basis.

2.3 – The Chair shall be Chair of SLTC unless otherwise elected by members of the Sub-Committee.

In accordance with Dalhousie's focus on equity and diversity and its Employment Equity Policy, appointments to the sub-committee will seek to achieve representation from designated and equity-

seeking groups[1] at or exceeding the availability pool (as quantified for designated groups in the most recent census, per the Federal Contractors program).

[1] Equity-seeking Groups: female-identified individuals, individuals of Aboriginal ancestry (and particularly Mi'kmaq individuals), racialized individuals (and particularly African Nova Scotian), person with disabilities, and individuals who identify as LGBTQ+.

3. RESPONSIBILITIES

The Academic Integrity Sub-committee shall support the SLTC in its fulfillment of responsibilities related to academic integrity as follows:

3.1 Serve as a quarterly forum for discussion, with a view to generating recommendations to SLTC related to academic integrity, which may include matters pertaining to pedagogy, evaluation, course design, detecting/investigating misconduct, and any emerging trends based on issues reported internally or by other institutions.

3.2 Plan and organize initiatives, in concert with other units as necessary and appropriate, to raise awareness of the importance of academic integrity and to foster a learning culture that values academic honesty at Dalhousie.

3.3 Review and make recommendations regarding university resources as they pertain to academic integrity issues (e.g. originality-checking software licenses, network applications, online learning tools, etc.).

3.4 Review quarterly and annual reports generated by the University Secretariat regarding the Faculty Discipline Procedures and matters considered by the Senate Discipline Committee.

3.5 Support SLTC in academic integrity policy and procedure review:

3.5.1 Consider and recommend amendments to the Faculty Discipline Procedures and the Senate Discipline Committee Jurisdiction and Procedures policy; and

3.5.2 Consider and recommend amendments to the substance and presentation of university statements and guidelines.

3.6 Apply an equity, diversity and inclusivity (EDI) lens in fulfillment of its mandate to identify gaps and areas for improvement.

3.7 Any other tasks or actions as required to fulfill the mandate of this Sub-Committee, either by its own direction or as directed by SLTC.

*Approved by Senate Planning and Governance Committee – June 16, 2021