

MEMO

To: UFV Community
From: Liana Thompson, on behalf of the Policy 70 Working Group members
CC: Al Wiseman, Secretariat
Date: April 21, 2026
Re: Draft Revisions of Policy 70 and Procedures

Executive Summary

Following a comprehensive three-year review, the Policy 70 Working Group has developed draft revisions to the Student Academic Misconduct policy and procedures to reflect current practices, address areas identified by the Senate Governance Committee, and align with UFV's guiding plans.

The revised policy and procedures are now being shared with the UFV community for formal consultation. Feedback received during this process will inform final revisions prior to submission through UFV's governance approval process.

Working Group Members

Liana Thompson	Executive Director, Student Academic Affairs (Chair)
Lisa McMartin	Manager, Policies, Projects, and Reporting, VP Students
Carl Janzen	Department Head, Business
Heather McAlpine	Department Head, English
Rose Anne Timbrell	Department Head, Child, Youth & Family Studies
Ben Vanderlei	Department Head, Mathematics & Statistics
Michael Maschek	Associate Professor, Economics
Sameena Karim Jamal	Assistant Professor, Adult Education
Maggie Meyers	Student
Jakob Petersen	Student
Victoria Surtees	Specialist, Teaching and Learning
Mallory Manley	Manager, Student Support Centre
Blaire Tempel	Student Support Navigator, Learning Support Facilitator
Hang Zhang	Office of the Registrar, Student Appeals Assistant

Milestones

MAY 2023	Consulted with Secretariat about opening Policy 70 early (revision date was Sep 2024)
JUN – SEP 2023	Gathered UFV community feedback and support to open Policy 70 early.
SEP 26, 2023	SGC approval to open Policy 70, assigning Liana Thompson as the policy proponent.
OCT 2023 – JAN 2024	Recruitment of Policy 70 Working Group members.
FEB 2024	First meeting of Policy 70 Working Group.
FEB – JUN 2024	Phase 1: Research and Information Gathering.
MAY 2024	Written update provided to Senate on the Working Group’s progress.
OCT 25, 2024	Senate approved minor revisions for Policy 70 procedures.
SEP 2024 – AUG 2025	Phase 2: Active Revisions and Early Idea Testing for Policy.
SEP 2025 – FEB 2026	Phase 2: Active Revisions and Early Idea Testing for Procedures.
FEB 2025	Presentation to the Senate on the progress of Policy 70 review.
APR 2026	Phase 3: Formal Consultation.

Process

Over the three-year review period, the Policy 70 Working Group’s work was guided by the areas of focus assigned by the Senate Governance Committee (SGC) and informed by ongoing input from the UFV community. Engagement followed a hub-and-spoke communication model, with Policy 70 Working Group members sharing monthly updates, questions, and emerging ideas with their networks across UFV, and bringing community feedback, insights, and concerns back to the Policy 70 Working Group. This continuous flow of information enabled the group to apply a design-thinking approach by making informed decisions, testing and refining ideas, and innovating in response to feedback and challenges identified within the system. Through this iterative process, the Policy 70 Working Group developed the draft of the revised policy and procedures and regularly checked proposed changes against the SGC assigned areas of focus to ensure alignment throughout. Monthly meeting updates are available on the Secretariat’s [policy updates webpage](#).

Areas of Focus

The areas of focus guiding this review were initially generated through a call for input to the UFV community, including students, faculty, staff, and academic leaders, who were invited to indicate their support for an early review of Policy 70 and to share concerns, issues, and suggestions related to the current policy. Feedback was collected between June 14 and September 8, 2023, from faculty, staff, students, and academic leaders, all of whom supported an early review of the policy and its associated procedures. These inputs formed the basis of the request to the Senate Governance Committee (SGC) to open the policy early. SGC further directed the Policy 70 Working Group to continue gathering community input throughout the review process, resulting in a final set of

areas of focus that reflect both the SGC direction and ongoing UFV community feedback. A summary of the areas of focus, including how each was addressed in the draft revisions, is included with this memo as Appendix A.

Literature and External Resource Review

- More than twenty (20) articles
- Ten (10) policies and procedures from other PSI
- Previous revisions of committee minutes and documents
- See Appendix B for the full reference list

Informal Consultation

Informal consultation was embedded throughout the review process and took multiple forms. Early in the review, the Policy 70 Working Group consulted with the previous chair of UFV's Policy 70 revisions committee, Dr. Alisa Webb, and the chair of Capilano University's Academic Integrity Policy revision committee to learn from their experiences, approaches, key focus areas, and lessons learned. Leanne Joe and Lorna Andrews offered valuable feedback to align language and actions with Indigenous worldviews and embed the principles of relationality, reciprocity, and respect.¹ Bryanna Anderson facilitated training in Administrative Fair Process and Investigations, and this offered the Policy 70 Working Group insight into opportunities to increase fair process in the policy and procedures. Ongoing informal consultation was also built into the Policy 70 Working Group's hub-and-spoke communication model, with members taking monthly ideas and questions to their UFV colleagues, listening to lived experiences, and bringing the feedback back to the Policy 70 Working Group. Student perspectives were incorporated through two student members of the Policy 70 Working Group who engaged regularly with peers, facilitated two student focus groups on the draft policy and procedures, and supported additional student feedback through a survey distributed during Academic Integrity Week in 2025 (222 respondents). The Working Group and its members also facilitated discussions at Senate, Faculty Councils, academic department meetings, and student meetings. Following each monthly meeting, a summary of discussions and decisions was posted to the UFV Secretariat website to ensure transparency and to allow any member of the UFV community to follow the progress of the review.

Highlights of the Revisions

- Moving from "academic misconduct" to "academic integrity" reflects a shift toward an Indigenous worldview centered on relationality, reciprocity, and respect, as well as the values we seek to cultivate in students
- Using plain language in the policy and procedures revisions (e.g., changed 'Aiding and Abetting' to 'Contributing to Someone Else's Dishonest Coursework')
- Alignment to the principles of procedural fairness (BC Ombudsperson)
- Explicitly naming unauthorized AI use as a form of academic misconduct

¹ Kirkness, V. J., & Barnhardt, R. (1991). *First Nations and Higher Education: The Four R's—Respect, Relevance, Reciprocity, Responsibility*.

- Addition of three new forms of academic misconduct: Lying, Misuse of Sources and Perpetuating Misinformation or Disinformation, and Unauthorized Use or Distribution of Intellectual Property. Reworded “Aiding and Abetting” to be “Contributing to Someone Else’s Dishonest Coursework” to support plain language use.
- Reduced workload through digital reporting and record keeping
- Retiring the faculty-led approach for minor cases of plagiarism
- Introducing student options for taking responsibility
- Introducing the Student Rights and Responsibilities Office early in the procedures to provide information and support to students, instructors, and decision makers as they navigate the process

A more comprehensive summary of the changes to the policy and procedures can be found in Appendix A

Educational Resources

The Policy 70 Working Group has identified a range of resources to support the implementation of revised policies and procedures. Instructors, Department Heads/School Directors, and Associate Deans/Deans indicated a need for guidance on navigating the procedures and communicating with students, while students sought tools to uphold academic integrity and prevent misconduct. To address these needs, the Policy 70 Working Group has compiled a list of practical resources, including scripts, communication templates, and checklists for avoiding plagiarism and misuse of sources which is included as Appendix C. Many of these items have already been developed and are being used in the UFV community and others are scheduled to be created during the consultation period and before the effective date of the revised policy and procedures.

Invitation for Feedback

As part of the formal consultation period, the Policy 70 Working Group invites all members of the community to review the proposed policy and procedure revisions and provide their feedback. The questions below are intended to guide your review, highlighting key areas where input is particularly valuable.

Your perspective is important in helping shape a policy that reflects our shared priorities. We encourage you to take a few moments to share your feedback by emailing policyconsult@ufv.ca

1. Do you see any substantive risks, gaps, or implementation concerns in the policy or procedures?
2. In section 7 of the procedures, do the outcomes outlined feel appropriate and proportionate to the types of academic misconduct described? Are there outcomes you feel should be revised, clarified, or added? Also, should we continue with F and FD grades or both as outcomes?

3. AI use is now explicitly addressed in the policy, with examples of academic misconduct involving AI included. What resources or supports would help you effectively respond to academic misconduct cases involving AI?
4. From an equity, inclusion, and accessibility perspective, do you see any aspects of the revised policy or procedures that may disproportionately impact members or groups within our community? If so, please describe.
5. Have you experienced/responded to a case of academic misconduct that isn't represented in the revised policy and procedures?
6. Do you feel that the revised policy and procedures reflect your role and experiences within the academic community, and that they provide appropriate direction/support for responding to academic misconduct? Please explain.
7. After reviewing the expanded list of types and examples of academic misconduct, what is missing?

Appendix A

Summary of P70 revisions by Areas of Focus

Language and tone	<ul style="list-style-type: none"> • Tone reflects shared responsibilities of the teaching/learning relationship. • Moved away from negative/ punitive language to focus on the behaviour we want (positive language) in the policy name and content. • Explained early in the policy why integrity is important, and how this translates outside student's education. • Rewrote the policy and procedures using plain language.
Length and organization	<ul style="list-style-type: none"> • Combined like concepts/statement, removed redundancies. • Removed definitions of terms not raised in the policy document. • Reduced the length of the policy and procedures through use of plain and concise language • Moved the types and examples of misconduct to the end of the Procedures.
Use of Artificial Intelligence	<ul style="list-style-type: none"> • AI guidelines added to the related policies section. • Specifically named in the definition of academic misconduct and as one example of an unauthorized resource/tool in the rights and responsibilities section. • Added specific examples of AI use in the Procedures.
Faculty-led Approach Challenges	<ul style="list-style-type: none"> • Retired the Faculty-led approach to streamline the Procedures. • Retained the outcomes from the Faculty-led approach (no penalty, >50% mark reduction, etc) for a first incident of academic misconduct.
Power Differential	<ul style="list-style-type: none"> • Student, Instructor, UFV rights and responsibilities have been revised, balancing against each other to ensure alignment. • Language regarding retaliation due to the decision was added to the Instructor rights section.
Communication, Reporting, Record Keeping	<ul style="list-style-type: none"> • Adopted digital reporting and record keeping • Record keeping and retention information added to policy. • Centralized record keeping practices.
Workload	<ul style="list-style-type: none"> • Introduced SRRO as added support for students, instructors, and decision makers. • Digitized recordkeeping reduced record retrieval time. • Streamlined the reporting process to reduce unnecessary back-and-forth • Introduced an accountability option for students who accept responsibility, eliminating the need for a Resolution Meeting. • Added a digital reporting form to streamline instructor reporting.
Procedures & Penalties	<ul style="list-style-type: none"> • Simplified the procedures • Reduced the length of the procedures

	<ul style="list-style-type: none"> Added decision making structure for outcomes (penalties)
Broaden Scope of Fabrication	<ul style="list-style-type: none"> Broadened scope to include all documents or records
Investigations & “Standard of Proof”	<ul style="list-style-type: none"> Definition of standard of proof added. Referred to in several areas of the policy. Aligned with principles of administrative fairness.
Clarity In Roles & Responsibilities	<ul style="list-style-type: none"> Revised for clarity and added rights and responsibilities for students, instructors, and the university.
Decolonize	<ul style="list-style-type: none"> Changed policy title to “student academic integrity” to reflect indigenous worldview. In Stolo culture, the word “misconduct” does not exist. moved away from negative/ punitive language to positive language in the policy. Policy purpose speaks to trust, shared responsibility, sharing of knowledge. Included Indigenous principles in the definition of Academic Integrity (relationality, reciprocity, and respect). Layered throughout with references to cultural -specific handling of intellectual property.
Discipline Specific Adaptation	<ul style="list-style-type: none"> Added information on discipline-specific citation and attribution within academic fields under rights and responsibilities section. Adjusted outcomes (penalties) section to reflect academic area’s current practices
Greater Training & Support	<ul style="list-style-type: none"> Add the responsibility of UFV to provide training and support to instructors and students. Identified specific educational resources to support the revised policy and procedures Introduced SRRO as an added support for all roles.

OTHER	
Intellectual property	<ul style="list-style-type: none"> Added a student responsibility to safeguard Instructor’s intellectual property
Administrative Fairness	<ul style="list-style-type: none"> Identifies that the University will respond to incidents using the principles of administrative fairness Added to definitions
Lying	<ul style="list-style-type: none"> Included in the definition of academic misconduct and will be included as a separate type of academic misconduct

Housekeeping	
Responsible Executive	<ul style="list-style-type: none"> Changed to Executive Director, Student Academic Affairs
Related Policies / Legislation	<ul style="list-style-type: none"> Added Freedom of Information and Protection of Privacy Act (FIPPA) Added UFV Artificial Intelligence Guidelines

Appendix B

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Book Chapters

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Appendix C

List of Resources to Support Policy 70

For Instructors

- Quick-start guide for Instructors to navigate P70 procedures, including a visual flow chart of steps
- Student Notification Email Template
- Instructor pre-reporting checklist
- Evidence Guidance: examples of good evidence
- Examples of a completed Notice of Concern
- AI-Related Misconduct Guidance
- Administrative Fairness Tips
- FAQs for Instructors
- When You Need Help: Who to Contact for What

For Department Heads and School Director

- Decision Making Framework
- Procedural Fairness Checklist
- Resolution Meeting Script
- Sanction Alignment Guide
- Templates for Key Communications
- How to Conduct a Resolution Meeting
- Questioning Strategies
- Examples of a completed Notice of Disciplinary Action

For Students

- What to Expect Student Guide
- How to respond to a concern
- Evidence awareness guide
- Rights and Responsibilities summary
- Support and consultation guide for students
- FAQ for students
- Appeal Process overview
- Academic Integrity Learning Resources