We need to identify the problem we intend to solve by employing an online system. We are aiming to address several issues via an online reporting system

> (1) Instructors' frustrations with what to do with AI departure cases. An automated system may help to some extent.
>
> (2) An online system would provide tools needed to track resolved and in process cases.
>
> (3) It would make it easier to process cases related to students outside their home faculty.

Purely Interactive developed an online system for academic considerations that has been helpful.

The instructors would be the primary users of the system. An online system might be challenging for novice instructors as they need to fill out forms, however, these forms could be automated and prepopulated.

Some cases involve several or many individuals, and we are not sure how the system is helpful for those cases.

An online system could be beneficial depending on its capabilities and how we can program it so it would cover most of the AI departure cases.

Budget needs to be considered.

The question of what other institutions do in this regard was discussed. This has been discussed through the Academic Integrity Council of Ontario (AICO), a body including staff and faculty involved in academic integrity at Ontario colleges and universities. Some post-secondary institutions use an online reporting system. It was suggested that we ask those institutions whether they use any leading third party companies and how they feel about their services.

It was agreed that educational research into why students cheat would be useful. A pilot of an online system may help answer some of those questions, but is not a substitute for educational research. The chair concluded that adoption of an online reporting system would need further investigation, a compelling business case, and piloting before any university-wide adoption.

8 Academic Integrity Priorities

The following future directions were discussed:

Revisiting the annual data collection templates. AI Leads could be asked what information we should collect on AI departures and what we can learn from them. Exploring ways of clarifying the AI messaging; such as hiring actors as indicated by the Ombudsperson Office. Creating a video to demonstrate how specific actions can be departures or how actions might lead to blackmailing issues may be helpful. Qualitative research might help us learn more about the reasons for departures from academic integrity, for example, learning about the pressures Queer's students are

c) Investigation into online reporting systems (Klodiana to find out about budget, Matt to explore other institutions)
d) Employing actors and recording videos to demonstrate problematic academic integrity behaviours (Ombudsperson Office)
e) Investigating reasons for cheating; starting with the Smith School of Business projects (VPTL Office)