

**University of Windsor
Senate**

5.6.2: **Student Experience Annual Report (2019-2020)**

Item for: **Information**

Forward by: **Academic Policy Committee**

1. Executive Summary

A. Introduction

The mission of the Office of Student Experience is to enrich the student experience through the provision of programs and services that advance student success, contribute to campus engagement and promote a safe, caring and inclusive environment.

There are 11 units within the Student Experience portfolio and approximately 85 staff, not counting any of the amazing students that work alongside us. The Student Experience portfolio includes the following units:

- Student Success and Leadership Centre (SSLC)
- Academic Advising
- Student Accessibility Services (SAS)
- International Student Centre (ISC)
- Student Health, Counselling and Wellness Services (SHCWS)
- Campus Community Police (CCP)
- Residence Services
- The Outstanding Scholars Program
- Turtle Island (Aboriginal Education Centre)
- The Academic Integrity and Student Support Office
- Writing Support Desk

B. Goals and Objectives of Reporting Year (19-20)

1. ***Provide an exceptional undergraduate experience***

- Improve and deliver UWindsor's second student leadership conference in Winter 2020 and deliver a new leadership training conference to students who lead societies, clubs and who play roles in academic departmental councils.
- Deliver the second year of our UWin Proud program that aims to increase student, faculty and staff pride in UWindsor. The signature events include: UWin Day on October 2nd and tailgate event at the UWindsor football game on October 5th.
- Continue our efforts to support a Welcome Week program that brings together our faculties and students into one community where students know they are welcomed and are Lancers.
- Make progress on the following capital projects: a) refurbishment of the CAW Student Centre seating area; b) the creation of a wellness centre that co-locates Health Services and the Student Counselling Centre.

- Implement recommendations from the Student Mental Health Strategy; communicate which recommendations will be delivered to students.
 - Implement the Mental Health Initiatives Fund, a \$24,000 fund that enables staff, faculty, and staff to deliver small wellness projects that will improve student mental health and wellness outcomes.
 - Implement the second year of the Residence Renewal Strategy, which over three years will result in \$5.5M in capital projects to improve student satisfaction in the Residence community.
 - Continue with efforts to develop and deliver a new student development curriculum for Residence students.
 - Investigate and deliver pronoun training across the portfolio.
 - Identify and deliver a new student relationship management system, Client Relationship Management (CRM) called AIM, in Student Accessibility Services to better facilitate exams and day to day student meetings.
 - Secure new vehicles and a golf cart for Campus Police.
 - Make ongoing efforts to make sure that more students, faculty, and staff are downloading the Safe Lancer safety and security app.
2. ***Pursue strengths in research and graduate education:***
- The Outstanding Scholar program continued to offer undergraduate research opportunities to 324 students over the 2019-2020 academic year.
 - Seek renewed funding to ensure Flip the Script (**E-AAA program**) remains available for UWindsor students.
3. ***Recruit and retain the best faculty and staff:***
- No goals set in this area for 2018-2019.
4. ***Engage and build the Windsor and Essex County community through partnerships:***
- Work with the City of Windsor to create a Rainbow Walkway across Wyandotte.
 - For the first time, participate in Windsor’s annual Pride Parade.
 - Work in partnership with the UWSA to deliver UWindsor’s first Clean-Up Day to clean the neighbourhoods that surround the university.
5. ***Promote international engagement:***
- Continue to build the Alternative Spring Break program with two international trips.

C. Successes

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| <p>Aboriginal Education Centre (Turtle Island)</p> | <ul style="list-style-type: none"> • The Aboriginal Education Council (AEC) is playing a pivotal role by providing a vision for the university campus. Composed of students, staff, faculty, administration and community members, the AEC continues to meet the needs of Indigenous students and support the direction of the University of Windsor towards meaningful practice and results for Indigenous education. • Turtle Island coordinator developed and implemented Olde Sandwich Towne and UWindsor campus Indigenous 1-hour tour showcasing the rich local history, with an accompanying leaflet. • The Aboriginal Education Centre supported programs through consultation and input such as the Mental Health Strategy, Healthy Headwaters (GLIER) initiative, Centre for Teaching and Learning, Leddy Library space as well as serves as a resource to various committee and projects across campus and in the community. • Initiated a research project to support the enhancement of Indigenous student experience, including Indigenous post-secondary presence, programs and services broadly and Indigenous student recruitment and enrolment. Sisco |
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| | <p>Consulting was engaged in spring 2020 with data collection, engagements and analysis to occur through summer 2020.</p> <ul style="list-style-type: none"> • Turtle Island provided significant administrative support to the Faculty of Education-Beginning Time Teachings Aboriginal Training and Education Program which facilitates opportunities for mostly non-Indigenous students to participate in ceremonies learning about Indigenous beliefs systems. Students attend local ceremonies and visit other First Nations communities throughout the year. |
| <p>Academic Integrity and Student Support Officer</p> | <ul style="list-style-type: none"> • The Office of Student Experience has one full time Academic Integrity and Student Support Officer. However, 95 percent of this position’s time spent on supporting at-risk students and non-academic misconduct investigations. Academic processes are now dealt with by the Associate Deans. • Academic Misconduct Cases = 73 of which there were 69 where an infraction was determined to have happened <ul style="list-style-type: none"> ○ Plagiarism cases = 71% of the academic cases • Non-Academic Misconduct Cases = 3 • Sexual Misconduct Case = 10 • Behavioural Incident Report Cases = 109 (See Appendix 2) |
| <p>Campus Community Police (CCP)</p> | <ul style="list-style-type: none"> • Director Mike MacKinnon retired from UWindsor August 14, 2020. Matthew D’Asti was appointed as the new Director on August 10, 2020. • Campus Community Police is a 24-person team including 22 Special Constables and two administrators, including the Director and an administrative assistant. • Members of the Community Services Office participated in the annual province-wide Police Week in an effort to promote safer communities. • Provided on-site during welcome week promoting crime prevention and awareness to Students, Faculty and Staff. • Conducted numerous (16) Safety Assessments with a view to improving safety and security for users of campus facilities. • Provided several individual safety plans to provide awareness, and to improve safety for Students, Faculty, and Staff on campus. • Successful testing of the “UWindsor Alert Notification System” which provides users with timely up to date emergency notifications. • Campus wide lighting survey conducted in April 2019 and April 2020. • Blue pole and emergency phone audit conducted in April 2019. • Nine emergency call boxes added to various buildings on campus. • “Who We Are” presentations to Faculty, Staff, and Students at main and downtown campuses. • Continue to promote the Safe Lancer App as well as our Social Media presence. |
| <p>International Student Centre (ISC)</p> | <ul style="list-style-type: none"> • Total visits and event attendees: estimated 8,254. • Students utilized the updated online resources for immigration and other services. • Blackboard activities: 113,368 hits. Increased because of COVID-19 new program delivery method. • Used Blackboard virtual classroom as the medium for weekly immigration online Q&As (283 students used the online platform). • Facebook Live for daily immigration online Q&As (2234 participants). • Conducted a review of the Green Shield Benefit booklet and continuing to review and implement other enhancements to how the GSHIP program is administered. • Enhanced methods for the administration of the Green Shield (OHIP Equivalent) Health Insurance program in partnership with Green Shield. Expanded the |

partnership with the Immigration, Refugees and Citizenship Canada (IRCC), US consulate and Service Canada, and provided more workshops due to increased demand.

- Piloted the Co-Curricular Rewards Program to provide an incentive for students to attend ISC and other campus partner sponsored events and workshops. Campus Partners included: ISC, Writing Support Desk, Leddy Library -English Conversation, Career Development and Experiential Learning, Wellness Outreach Office.
- CCR Student participants: 53 met requirements of the program and were approved for CCR Credit. Given the uncertainty of the future of the CCR, the ISC will likely have to discontinue the CCR Rewards program but will look for alternative ways to provide incentives for international students eager for Canadian student experience opportunities. The ISC continues to promote the Student Exchange Program through a variety of social media posts, print publications and other outreach initiatives. We continue to work closely with faculty champions. Fall 2019/Winter 2020/IS 2020 saw 63 outbound and 77 inbound student participants.
- ISC Orientations:
 - Total of 11 orientations for F2019, W2020 and S2020
 - Total attendees: 2670 (F19/942), (W20/783), (S20/945)
- Immigration workshops:
 - Total 28 workshops for F2019, W2020 and S2020
 - Total attendees: 2359 (F19/685), (W20/674), (S20/1000)

Residence Services

- Using the \$5 million loan for capital upgrades from the Student Experience Fund, Residence completed an additional \$1.8 million in major renovations to benefit living environment for students.
- Achieved 96.5% occupancy (November 1st data).
- Recognized 160 undergraduate students for their academic achievements in the fall of 2019, an increase of 30 from the previous year.
- Recognized 90+ residence students for positive contributions to their community in a peer-to-peer and staff recognition program.
- 32% fewer incident reports which is attributed to a stronger focus on educational outcomes of the conduct process.
- Continued partnership with United Way to promote awareness of and provide fundraising money for On Track to Success program.
- Hosted practicum nursing students who liaised with Food Services and residence student staff to provide programming related to health eating and healthy lifestyles.
- Continued to develop the Residence Curriculum including devising a 4-year implementation and assessment plan.
- Continued partnership with the Faculty of Science on a Living Learning Community in residence.

Student Counselling Centre (SCC)

- Administratively, SHS, SCC, and Wellness were placed under the leadership of one director (Dr. Mohsan Beg).
- Continued with implementation of Stepped Care Model and it has been a resounding success as we are seeing students within 24-48 hours for a brief initial consultation.
- Currently Intake Coordinator and Group Therapy Coordinator position funded through ministry Mental Health Services Grant that ends in March 2021. These

are critical positions to timely and appropriate mental health services and will need on-going funding.

- The University of Windsor, in partnership with the UWSA, launched MySSP in December 2019, a program providing all students with access to a wide variety of self-help resources as well as both immediate and ongoing counselling support accessible across multiple modalities. In 2019-2020 there was 1,179 total app downloads and 1,159 clinical sessions (460 unique users), with 64% of the sessions requesting immediate support via chat and 66% of clinical sessions occurring after hours and on weekends.
- Continued expansion of wellness into curriculum as TAO (Therapy Assistance On-Line) which is a series of on-line therapy modules that we have successfully partnered with Nursing faculty to include in almost all of their courses as they recently underwent an overhaul of the nursing curriculum. Other faculties/departments are also using TAO in their courses (e.g., Engineering, ELIP, and law is exploring the possibility).
- Continued to provide training to students, faculty, staff on a variety of mental health of topics (e.g., Identifying and Supporting Students in Distress; Suicide Prevention, Mental Health First Aid, etc.).
- Pandemic – shifted to on-line delivery of mental health services and continued to offer appointments through tele-counselling or video appointments. There was, as to be expected, an initial drop in students accessing service but the numbers slowly began to rise again towards the end of 2020.
- 1034 unique students accessed SCC for mental health services with 5635 appointments (on par with 2018-19).
- 15% were international students, 11% residence students.
Three top faculties were FHASS, Science, and Law in terms of students seeking counselling services.

Student Health Services (SHS)

- SHS provides all-inclusive care within the scope of Family Medicine. When medically indicated, the doctors refer students to appropriate specialists.
- Administratively, SHS, SCC, and Wellness were placed under the leadership of one director (Dr. Mohsan Beg).
- New lead physician Dr. Matt Scholl was hired on a one-year contract basis with a focus on clinical duties.
- Increased focus on timely delivery of service by introducing walk-in model so students would not have to wait weeks for an initial appointment.
- Number of patients seen 9591 (we were on track for a good increase over the previous year, but pandemic resulted in a significant decline in student visits)
- 1815 patient visits with a mental health diagnosis = 19%. However, about 38% of our doctors' time was spent with mental health issues. Almost every mental health visit is twice as long as a "non-mental health" visit. Some mental health visits are triple the length of time of a regular 10-15 minute appointment.
- Approximately 47% of our patients were international.
- Participation in a thorough review of the Green Shield OHIP equivalent health insurance plan for our international students.
- Pilot project of placing a therapist from SCC at SHS one day per week to assist with initial mental health assessments. Project was well received by both students and SHS physicians. Will look to expand in the coming year.
- Two part time RNs allowing for flexibility with the schedule, assistance with health education and promotion, and special projects, e.g., Health Care 101 for ELIP .
- Pandemic: Early preparations included providing educational materials and medical guidelines, acquiring PPE and getting protective barriers in the clinic.

SHS remained open and students were still being seen in person if necessary (and after proper screening).

Student Success and Leadership Centre (SSLC)

- 324 Outstanding Scholars completed 452 research placements during the 2019-20 academic year.
- The improved OS recruitment process resulted in a record field of 198 applicants for first year and 184 applicants for second year admission. After the Student Awards profile, Outstanding Scholars is the second most-frequently clicked link on the Scholarships Canada website.
- SSLC staff continued to provide external award information via the web as well as chairing the university's Rhodes Scholarship committee. The Rhodes Scholarship received no applications in 2019-20.
- Continued development of the Leadership Hub website to provide information about over 500 student leadership opportunities on campus.
- The Leadership Network produced three successful events in 2019-20:
 - AIM, a leadership training symposium for students serving on university committees (54 students registered);
 - BOOST, a leadership training symposium for Residence Life, Lancer Recreation, and other student leaders (118 students registered);
 - and the second Lancer Leadership Conference (45 students registered).
- Level of Co-Curricular Record participation:
 - September 1, 2019 – April 30, 2020 Co-Curricular Records with at least one position: 4,668.
 - The number of approved positions available on the CCR during the 2019-2020 time period was 1093.
 - The total number of activities that were active during the 2019-2020 time period was 231.
 - 5.1% of the UWindsor student body make use of the CCR.
- Summer 2019 was the third year of delivering the re-designed Head Start program. Updates have been well received by students and parents. 467 of 689 students that attended Head Start completed assessments (67.8% completed the assessment).
 - 94% of students indicated that they felt better prepared to start school in September as a result of attending Head Start.
 - 99% of students indicated that they felt they had a better sense of what it takes to be a successful student.
- Campus tours and program advising were rated the most valuable parts of Head start.
- In 2019 we had 890 register for welcome week and saw 1,104 attend. We concentrated our efforts on building momentum in our Faculty Leader teams towards welcome week event, which translated into more connectedness and community amongst the incoming students on those teams and therefore a higher likelihood of participation in our Welcome Week events.
- 900 Welcome Week Assessments were distributed during Program Orientations, 718 were completed and 501 of those respondents attended welcome week and were able to answer the welcome week related questions (55%).
- The results of the assessments that Welcome Week participants filled out are as follows:
 - Most students rated their welcome experience "3" or above
 - 21% rated their Welcome Week Experience a "5"
 - 54% rated their Welcome Week Experience a "4"

- 20% rated their Welcome Week Experience a “3”
 - River Games was the most attended Welcome Week program (based on the attendance list) and rated the best program (based on the assessment)
 - 97% would recommend attending welcome week to other incoming first year students
 - 91% indicated welcome week addressed their top concerns in starting school in September
 - Students rated their top concerns in the following order
 - 1) academics
 - 2) getting involved on campus
 - 3) making friends
 - When asked how comfortable students felt on campus after attending Welcome Week, most rated their comfortability above a “3.”
 - 19% rated their comfortability at “5”
 - 41% rated their comfortability at “4”
 - 33% rated their comfortability at “3”
- Head Start and Welcome Week have a thriving volunteer program element with specially designed training that augments students’ leadership skills and supports our newest campus community members’ arrival to UWindsor.
 - Lead Event Volunteers 2019 - We had 76 volunteers accepted into the event volunteer training program.
 - Head Start Event Volunteers 2019 - Of the 76 trained volunteers, 34 opted to participate as event volunteers for Head Start.
 - Welcome Week Event Volunteers 2019 - Of the 76 trained volunteers, 30 opted to participate as event volunteers at Welcome Week. Many wanted to participate as faculty leaders instead of Event Volunteers because they enjoy the competitive inter- faculty rivalry element.
 - Faculty Leader Volunteers 2019 - We recruited 182 faculty leaders and 102 of those leaders continued to lead their teams of incoming undergraduate students throughout the summer and our September Welcome Week events. These are the upper year students who lead their newest faculty members as motivators and school pride promoters, coordinating the teams, leading the cheers, etc.
- The Bounce Back Program is designed to help struggling students identify actions, behaviours and skills that will improve their academic performance through a holistic approach. Bounce Back experienced growth in 2019-2020:
 - There were 160 active participants, 72.5% graduated.
 - The average increase in GPA for graduates of the program were almost 3%.
 - The program also saw significant decreases in distress scores and saw a collective 26.73% decrease post intervention as well as an increase of 37.66% increase in felt sense of connection to their campus post-intervention.
- Bounce Back 2.0 was introduced to the graduates of Bounce Back program and led by a graduate of the original program to allow for a continuation of support, accountability and skill-building. Over 50 students actively participated.
- Even though Relay For Life was not able to take place due to COVID, students rallied together to raise over \$30,000 toward the Canadian Cancer Society.

Writing Support Desk (WSD)

- The Writing Support Desk continues to be a highly regarded service by students from all disciplines and levels of study.

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| | <ul style="list-style-type: none"> • Customized workshops continue to be designed for specific academic disciplines (by request). Additional workshops were offered at Leddy Library to support general student writing needs. As COVID 19 required us to provide services through Zoom and then later Teams, we were able to maintain all regular services to students and surpass past workshop and one on one numbers. • The Writing Support Desk saw a total of ,5704 students for one-on-one appointments, and 8,043 workshop attendees in 2019-20. The WSD continues to find more efficient methods to support students. • Increased promotion through social media, faculty outreach and individual Advisor outreach initiatives have contributed to increased numbers. |
| Student Accessibility Services (SAS) | <ul style="list-style-type: none"> • The number of exams being delivered in SAS continued to grow. However, Winter 2020 were not conducted f2f starting mid March, so annual numbers would appear down from the previous year. 5,928 (2017-18), 6,260 (2018-19), and 4,949 (2019-20). • In 2019-20, SAS began to log the number of hours worked by student proctors to deliver exams. Over 3900 hours were logged by 28 proctors prior to the university switching to remote operations. The total cost of administering this service was \$55,000. • SAS’s four disability advisors supported 854 registered students with 1024 documented disabilities. The number of students registering with SAS and the complexity of the disabilities they are bringing forward both continue to increase. • A part time disability advisor was hired to work specifically with students registered in the Faculty of Law. • SAS ran an online transition support session (BUILD) in late August. This program is specifically designed to help students with learning disabilities and ADHD to prepare for their first year of university. We suspect attendance was less this year because early residence move in was not feasible due to the pandemic. |
| Academic Advising | <ul style="list-style-type: none"> • In 2019-20 the three Academic Advisors met with 6972 students, a substantial increase from last year. • 40% of March and April advising appointments were via e-mail or phone. • The Academic Advising Team offered on-line “How to Register” webinars for newly admitted undergraduate students. • Separate transfer student orientations were run in September and January. • Semesterly meetings/workshops were held with faculty advisors. |
| Office of Student Experience | <ul style="list-style-type: none"> • Key outputs in 2019-20 include: • Hired a full-time Communications Assistant who worked with the various units to develop and implement communication plans that increase awareness of programs, services and key initiatives within the portfolio, including the creation of digital and print material. • The UWin Proud spirit program hosted 5 events, produced 10 contests, distributed 1,200 promotional items, and engaged with over 5,000 students throughout the program. • The Student Newsletter produced 18 newsletters, 9 each term, highlighting the latest student news and information. The average open rate was 57.27%. • Continued to work towards the 39 recommendations for the Student Mental Health Strategy, including the distribution of \$26,900 in funding to 9 projects/initiatives that align with the recommendations. |

D. Challenges 2019-20

Resources:

- Student Counselling Centre (SCC) – some key critical positions within SCC (e.g., intake coordinator and group therapy coordinator) are paid from a Government Mental Health Grant that will expire March 31, 2021. These positions are essential services within the SCC, there needs to be a permanent funding commitment in place.
- Central Advising (CA) – There are two advising positions that are funded partially by operating within CA's operating budget, partially through the CTIG grant that we receive a portion from through Registrar's, and partially through Student Experience Carry forward. The CTIG grant will be ending, and this is concerning as CA is already understaffed for the number of students that seek support.
- International Student Centre (ISC) – The ISC faced staffing challenges, since the implementation of remote services, many of our international students (8-9) that were hired to work the front desk were laid off and reduced to only a few hires. This did not meet the significantly increased number of email communications due to the pandemic for ISC staff to respond to.

Space:

- Wellness Centre – need to look for an appropriate space for a Wellness Centre that is home to Student Health Services, Student Counselling Centre, and Wellness Outreach Office. This space needs to take into account expanded growth and increased demand for mental health services.
- The Residence Services - there is a lack of space to provide programming for all residence students.
- Student Success and Leadership Centre (SSLC) and, certainly, Turtle Island face challenges with space. Much of our work is programming which means that groups of students are gathering for regular meetings, collaborations or events.
 - Bounce Back Program - our most academically vulnerable students who have taken the step to join the Bounce Back program benefit greatly from a regular space at a set day and time. The more regular we are able to establish these sessions, the fewer barriers that are present for skipping a session, or increasing anxiety by needing to navigate to a new location.
 - The space situation for Turtle Island remains unchanged from 2016-17 through to 2019-20. Turtle Island's most stated concern is lack of space for gathering as well as having appropriate office space for staff to have more privacy when speaking with students. Currently staff do not have doors on their desk space, and every conversation that is had is public. Many Indigenous students seek the guidance of the Turtle Island staff on personal matters.
- Central Advising - Offices are less than 200sqft in space, this space is not able to accommodate face-to-face advising appointments.
- Student Accessibility Services - Challenge of accommodating individualized exam settings for students requiring that accommodation.

Programs or Services

- In the Spring of 2020, the Office of Student Experience and the Office of Recruitment & Enrolment Management initiated a research project to better understand the needs and best practices to support our Indigenous students.
- Central Advising - Ability to meet student demand for appointments during peak periods throughout the year.
- International Student Centre (ISC) - The mental health and wellness of international students studying in Canada was impacted during the pandemic and additional supports and resources from our staff was required. Many students felt isolated and lost their jobs. Many reached out to us for financial support when they could no longer afford food or rent. The ISC worked closely with the Campus Food Pantry and Student Awards to ensure that additional resources and financial support was available to international students. International students felt isolated and alone during the initial University closure on March 18th because they could no longer attend the ISC and other campus events.
- International Student Centre (ISC) - Student Exchange Program -Prior to COVID the ISC had begun several marketing initiatives to encourage students to pursue an exchange opportunity. Due to the pandemic, in

the Winter 2020 semester students that were set to go *out* on exchange were unable to travel due to UWindsor’s implemented travel restrictions. Others who were already out required additional support from the Exchange Coordinator as the situation changed daily and required constant communication and support for the students. Some requested to return early from their exchange and needed support with return flights, delays etc. Others who chose to stay had to be constantly supported to ensure their safety was addressed. This has and will continue to negatively impact our marketing efforts as students will continue to feel reluctant to travel and their parents might be fearful of them doing so. As some of our partnering institutions allowed their students to travel to Canada during the Winter 2020 semester, and we did not, this could create future imbalances with incoming and outgoing exchange agreements in future semesters.

- Writing Support Desk – Due to the pandemic in March 2020, the WSD immediately lost three of our senior faculty volunteers as they were unable to advise in person and were reluctant to embrace the online advising methods. This resulted in a reduced number of available appointments for students.
- Student Accessibility Services – Ability to meet student demand as there is an increasing number of students registering with SAS, as well as, increasing number of disabilities being identified by registered students. Please see Table 1.1 (highlighted). This increased complexity of accommodations because of the increasing number of disabilities being identified, has placed an increase strain on the current services offered.

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Table 1.1

Total Number of Disabilities Accommodated

| Category | 2018/19 | | 2019/20 | |
|--|------------|------------|-------------|------------|
| | # | Percentage | # | Percentage |
| Acquired Brain Injury | 33 | 4% | 46 | 4% |
| Attention Deficit-Hyperactivity Disorder | 153 | 17% | 171 | 17% |
| Autism Spectrum Disorder | 13 | 1% | 12 | 1% |
| Chronic Medical/Systemic | 73 | 8% | 79 | 8% |
| Deaf, deaf, Deafened, Hard of Hearing | 15 | 2% | 12 | 1% |
| Learning Disability | 156 | 17% | 183 | 18% |
| Low Vision, Blind | 20 | 2% | 15 | 1% |
| Mobility, Functional | 42 | 5% | 48 | 5% |
| Other | 4 | 0% | 12 | 1% |
| Psychiatric | 385 | 43% | 458 | 44% |
| Total | 894 | | 1036 | |

E. Recommendations for Senate consideration (if any)

- No recommendations

Appendix 1: Statistics for Services within the Office of Student Experience

| Department | Service | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--|--|----------------|----------------|----------------|----------------|----------------|----------------|
| <u>Aboriginal Education Centre</u> | Identified FT Aboriginal Students | 134 | 122 | 153 | 167 | 157 | 162 |
| | Identified PT Aboriginal Students | 11 | 16 | 14 | 21 | 38 | 24 |
| | Turtle Island Summer Arts Camp (discontinued in 2015/16) | 19 | ---- | NA | 6 | 6 | NA |
| <u>Academic Integrity Office*</u> | Academic Integrity Cases filed with University Secretariat | 161 | 94 | 76 | 93 | 72 | 73 |
| | Academic Integrity Cases Investigated by the AIO* | 69 | ---- | ---- | ---- | ---- | ---- |
| <u>Campus Community Police</u> | Total Calls for Service | 3598 | 2873 | 3128 | 3880 | 4613 | 5484 |
| | Reportable Events - Criminal | 192 | 153 | 162 | 228 | 196 | 173 |
| | Reportable Events - Non Criminal | 202 | 157 | 162 | 191 | 233 | 179 |
| | Total Reports Filed | 412 | 334 | 364 | 419 | 429 | 359 |
| | Crimes Against Persons | 17 | 10 | 4 | 7 | 5 | 1 |
| | Crimes Against Property | 115 | 105 | 112 | 187 | 144 | 137 |
| <u>International Student Centre</u> | International Student Advising Walk-ins and Appointments | 4014 | 3159 | 2103 | 2544 | 3163 | 1593 |
| | Uncategorized appointments | ---- | 581 | 453 | 1585 | 4506** | 4454 |
| | Walk-ins and appointments with Health Administrator | 991 | 941 | 944 | 1237 | 1856 | 975 |
| | Appointments with Exchange Administrator | 994 | 691 | 811 | 833 | 1003 | 1232 |
| | Outgoing Exchange Students | 81 | 82 | 76 | 63 | 82 | 63 |
| | Incoming Exchange Students | 92 | 85 | 85 | 69 | 80 | 77 |
| <u>Outstanding Scholars Program</u> | Outstanding Scholars Total | 367 | 397 | 404 | 348 | 332 | 324 |
| | 1st Year Outstanding Scholar Candidates | 136 | 152 | 156 | 91 | 100 | 104 |
| | 2nd Year Outstanding Scholars | 100 | 98 | 103 | 80 | 80 | 81 |
| | 3rd Year Outstanding Scholars | 70 | 86 | 98 | 87 | 75 | 73 |
| | 4th Year Outstanding Scholars | 61 | 61 | 47 | 90 | 77 | 66 |
| <u>Residence Services</u> | Students in Residence | 1077 | 893 | 800 | 858 | 889 | 830 |

| Department | Service | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---------------------------------------|---|---------|---------|---------|---------|---------|---------|
| | First Year Students in Residence | 600 | 492 | 465 | 564 | 605 | 575 |
| | Upper Year Students in Residence | 266 | 192 | 116 | 294 | 284 | 255 |
| | International Students in Residence* (regardless of first year or upper) | 211 | 209 | 219 | 235 | 225 | 178 |
| Student Counselling Centre | Students Served | 812 | 854 | 898 | 1066 | 1071 | 1034 |
| | Appointments | 3555 | 3640 | 3832 | 5363 | 5600 | 5635 |
| | % International Students Served | 10% | 10% | 10% | 8% | 11% | 15% |
| | % Residence Students Served | 13% | 10% | 13% | 12% | 9% | 11% |
| | % Part-time Students Served | 10% | 7% | 9% | 7% | 7% | |
| Student Health Services | Patient Visits | NA | NA | 11382 | 11570 | 9641 | 9591 |
| | New Patients Registered | NA | NA | 1840 | 2070 | 1695 | |
| | Dietician Visits Note: No Dietician from May to Aug | NA | NA | 93 | 79 | 102 | |
| | Mental Health Visits (part of patient visit total) | NA | NA | 1356 | 1404 | 1367 | 1815 |
| | Psychiatrist Visits (part of patient visit total) Note: No psychiatrist from June to Aug | N/A | N/A | 398 | 323 | 303 | |
| | | | | | | | |
| Advising | Advising Appointments | 5022 | 4285 | 5344 | 5624 | 5979 | 6972 |
| | % 1st Year Appointments | 14% | 21% | 22% | 21% | 12% | 26% |
| | % 2nd Year Appointments | 28% | 25% | 24% | 31% | 29% | 27% |
| | % 3rd Year Appointments | 30% | 25% | 24% | 25% | 34% | 25% |
| | % 4th Year Appointments | 28% | 19% | 18% | 23% | 23% | 22% |
| Connecting4Success | Total participants | 259 | 211 | 236 | 184 | 104 | 136 |
| | Mentors | 282 | 162 | 213 | 64 | 38 | 13 |
| Bounce Back | Applications accepted | | | | | 218 | 271 |
| | Active participants | | | | | 120 | 160 |
| | Graduated | | | | | 86 | 115 |
| Student Accessibility Services | Students Registered with SAS | 372 | 514 | 599 | 673 | 754 | 854 |
| | Disabilities Supported | 588 | 621 | 723 | 799 | 880 | 1024 |
| | Exam Accommodations | 3500 | 3843 | 5134 | 5928 | 6260 | 4949 |
| | Supported by Learning Strategist | 148 | 145 | 159 | 95 | 42 | 73 |

| Department | Service | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|-----------------------------|-------------------------------------|---------|---------|---------|---------|---------|---------|
| | Supported by Assistive Technologist | 152 | 159 | 152 | 159 | 40 | 68 |
| Writing Support Desk | Students Served - Fall | 974 | 1116 | 1551 | 1954 | 2310 | 5796 |
| | Students Served - Winter | 1181 | 1255 | 1825 | 2185 | 2211 | 5817 |
| | Students Served - Summer | 480 | 694 | 1007 | 1303 | 919 | 2134 |
| | Workshop Attendees (annual) | 160 | 745 | 1373 | 2388 | 4173 | 8042 |

*With the changes to Senate Bylaw 31 (March 2015), the AIO investigates academic misconduct only at the request of the relevant Associate Dean.

Appendix 2
Sixteenth Annual Student Academic Misconduct Report (2019-2020)

INTRODUCTION

The report is to inform the University community about Bylaw 31 student academic misconduct cases in the 2019/20 academic year, to compare the results with the data from the previous two years and to help identify trends or new developments.

This report is part of University of Windsor's efforts to reinforce its commitment to learning and discovery and a place that encourages, values and expects from its members high ethical standards and academic integrity.

EXECUTIVE SUMMARY

The University saw a decrease in academic integrity complaints in 2018-19 down 21 from the previous year.

2019-20: 73 academic integrity complaints

2018-19: 72 academic integrity complaints

Complaints dismissed by Associate Deans:

2019-20: 4 complaints filed that were dismissed by Associate Deans

2018-19: 12 complaints filed that were dismissed by Associate Deans

With respect to the academic misconduct complaints processed in 2019/2020:

- 94.5% (69/73 cases) found responsible for the misconduct
- 71% (49/69 cases) - Plagiarism continues to be the most prevalent integrity violation.
- 26.1% (18/69 cases) – Cheating and/or Violating Exam/Test Rules (including possession or use of unauthorized aid) was the second highest violation.
- Mark reduction (ranging from a % amount reduction on the evaluation, to a zero on the assignment or exam; to a zero in the course) was imposed in 64 of the integrity violations, 22 admonitions, 21 letters of apology/reflection, 2 censures (for durations ranging from 6 months to graduation) and 3 teaching moments. Decisions often combine two or more sanctions.
- 24.6% (17/69) of offences by domestic students; 75.2% (52/69) offenses by international students. The offenses most frequently engaged in by domestic students are plagiarism (10/17), and Unauthorized Collaboration (5/17). The offenses most frequently engaged in by international students are plagiarism (39/52) and cheating and/or violating exam/test rules (13/52).
- 1 case was appealed, and a hearing was held before the Discipline Appeal Committee, subsequently a sanction was imposed.

Definitions

1. Academic Misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting his/her academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct.
2. Multiple: Two or more complaints of academic misconduct against one student.

Notes

1. The AIO report includes all Faculties except the Faculty of Law. Cases in the Faculty of Law are dealt with internally within that Faculty, with the exception of appeals to the Discipline Appeal Committee.
2. For comparison purposes, in each of the tables in the Summary of Data section that follows (with the exception of the table immediately below), totals for at least the previous two academic years are provided. The balance of the tables in the other sections that provide more detailed data includes only a comparison with the previous academic year.
3. On March 13, 2015, Bylaw 31 was substantially changed to focus on academic misconduct matters and giving the Associate Deans the authority to investigate and adjudicate such complaints, with the assistance of the Academic Integrity Office, as needed.

SUMMARY OF DATA

1. Total Academic Integrity Complaints

| 2019/20 | 2018/19 | 2017/18 | 2016/17 | 2015/16 |
|---------|---------|---------|---------|---------|
| 73 | 72 | 93 | 76 | 93 |

2. Results of all Investigations

| | 2019/20 (73 cases) | 2018/19 (72 cases) | 2017/18 (93 cases) |
|---------------------------------|-----------------------|-----------------------|-----------------------|
| Student responsible | 69 | 60 | 76 |
| Dismissed/Insufficient evidence | 4 | 12 | 17 |
| Stayed | - | - | - |

3. Type of Offence

Plagiarism comprised the majority of findings of academic misconduct: 71% (49/69 cases). This is a slight increase from last year in which plagiarism comprised 66.6% (40/60) of complaints.

In 2019/20, plagiarism was followed by:

- Cheating and/or Violating Exam/Test Rules (including possession or use of unauthorized aid)* 26.1% (18 cases)
- Unauthorized Collaboration* 7.2% (5 cases)
- Mishandling Thesis Date 1.4% (1 case)

*2 case(s) had both a finding of plagiarism, violating exam/test rules and unauthorized collaboration, and is therefore counted twice.

4. Discipline Appeal Committee

| | 2019/2020 | 2018/19 | 2017/18 |
|---|---------------|----------------|---------------|
| Complaints heard by University-level Committee* | 1.4% (1 case) | 3.3% (2 cases) | 1.3% (1 case) |
| Percentage of cases before University-level Committee settling before a hearing, including mediated settlements | 0.0% (0 case) | 0.0% (0 case) | 0.0% (0 case) |
| Percentage of cases before University-level Committee requiring a hearing | 1.4% (1 case) | 3.3% (2 cases) | 1.3% (1 case) |

Sanctions

| | 2019/20 | 2018/19 | 2017/18 |
|------------------------------|-------------------|---------------------|---------------------|
| Mark Reduction | 93.8% (64 cases) | 75.3% (55 cases) | 81.6%(62 cases) |
| Admonition | 31.9% (22 cases) | 28.8% (21 cases) | 38.2%(29 cases) |
| Letter of apology/reflection | 30.4% (21 cases) | 39.7% (29 cases) | 22.4%(17 cases) |
| Censure | 2.9% (2 cases) | 6.8%(5 cases) | 5.3%(4 cases) |
| Teachable Moment | 4.3% (3 cases) | - | - |
| Suspension | - | 1.3% (1 case) | 1.3% (1 case) |
| Denial of Registration | - | 1.3% (1 case) | 3.9% (3 cases) |
| Dismissed Cases | 5.5% (4/73 files) | 16.7% (12/72 files) | 18.3% (17/93 files) |

6. Repeat Offender

Of the 69 cases where there was a finding of academic misconduct, 0 were repeat offenders; a decrease of 3 cases compared to the previous year.

7. Domestic/International

Note: For comparison, 2018/19 data is in parentheses. Data is presented by the semester due to variations in enrolment. Complaints that were dismissed are included in the numbers.

| | Fall 2019 | | | Winter 2020 | | | I/S 2020 | | |
|--|-----------|-----------|------------|-------------|-----------|------------|-----------|----------|-----------|
| | Domestic | Int'l | Total | Domestic | Int'l | Total | Domestic | Int'l | Total |
| No. of complaints received against students that were resolved by semester | 5 (17) | 26 (5) | 30 (22) | 5 (38) | 24 (9) | 29 (47) | 10 (3) | 4 (0) | 14 (3) |

8. Summary of Awareness Activities

Following are details of the Academic Integrity Office (AIO) current awareness campaign, ongoing projects, and educational initiatives:

Awareness campaign: Brochures and bookmarks, distribution of print and online resources

Educational initiatives: Providing academic integrity presentations, including International Students' Centre.

DETAILED REPORT

1. Summary by Offence and Sanction Imposed

In the cases reported in the next table more than one sanction was sometimes applied. Under Bylaw 31 professors assign an “Incomplete” in the cases of alleged academic misconduct and in certain cases the grade is later adjusted in accordance with the sanction (if any) once the complaint is processed. Thus, where a student is found responsible for academic misconduct, a grade penalty is often imposed on the academic evaluation in question, in addition to an admonition, letter of apology/reflection, censure, suspension, as the case may be. Other combinations also occur. The possible varieties of outcomes make presenting this data in an easy-to-digest table format somewhat challenging.

| Type of Offence | Admonition | Mark Reduction | Repeat Work for Assessment | Censure | Suspension | Letter of Apology/Reflection | Educational Assignment | Denial of Registration | Dismissed | Totals (2019/20) | Totals (2018/19) |
|--|------------|----------------|----------------------------|---------|------------|------------------------------|------------------------|------------------------|-----------|------------------|------------------|
| Plagiarism | 8 | 47 | - | 1 | - | 7 | 2 | - | 1 | 66 | 65 |
| Unauthorized Collaboration | 5 | 5 | - | - | - | - | - | - | - | 10 | - |
| Academic forgery or fraud | - | - | - | - | - | - | - | - | - | - | 9 |
| Exam/test tampering and resubmitting | - | - | - | - | - | - | - | - | - | - | - |
| Cheating and/or Violating exam /test rules (including possession of an unauthorized aid) | 14 | 17 | - | 1 | - | 16 | - | - | 3 | 51 | 18 |
| Impersonation | - | - | - | - | - | - | - | - | - | - | 36 |
| Ethics and Mishandling of Thesis Data | - | - | - | - | - | - | 1 | - | - | 1 | - |
| Furnishing False Information | - | - | - | - | - | - | - | - | - | - | 4 |
| Totals (2019/20) | 27 | 69 | - | 2 | - | 23 | 3 | - | 4 | 128 | 65 |
| Totals (2018/19) | 21 | 55 | 2 | 5 | 2 | 29 | 3 | 2 | 12 | - | 132 |

2. Appeals of Associate Dean Decisions to the Discipline Appeal Committee

| Type of Offence | Hearing | Settlement Agreement | Withdrawn by Appellant | Total Cases (2019/20) | Total Cases (2018/19) |
|--|---------|----------------------|------------------------|-----------------------|--|
| Plagiarism | | | | 49 [^] | 40 [*] |
| Unauthorized Collaboration | | | | 5 [^] | |
| Academic forgery or fraud | | | | | 3 [*] |
| Cheating and/or Violating exam/test rules (including possession of unauthorized aid) | 1 | | | 18 [^] | 8 ^{*^} |
| Ethics and Mishandling of Thesis Data | | | | 1 | |
| Impersonation | | | | | 12 |
| Furnishing False Information | | | | | 1 (+1 case reported under Academic forgery/fraud)* |
| Totals (2019/20) | 1 | | | 69 | |
| Totals (2018/19) | 1 | 2 | | | 60 |

[^]in two cases, the allegation of plagiarism, violating exam/test rules and unauthorized collaboration was found.

^{*}in one case, the allegation of misconduct was for furnishing false information and academic forgery was found.

^{*^}in one case, the allegation of misconduct was for plagiarism, cheating and academic forgery was found.

3. Summary by Repeat Offender

| Type of Offence | First Offender | Repeat Offender | Totals (2019/20) | Totals (2018/19) |
|--|----------------|-----------------|------------------|------------------|
| Plagiarism | 49 | - | 49* | 40 |
| Unauthorized Collaboration | 5 | - | 5* | - |
| Academic forgery or fraud | - | - | - | 3 |
| Ethics and Mishandling of Thesis Data | 1 | - | 1 | - |
| Cheating and/or Violating exam/test rules (including possession of unauthorized aid) | 18 | - | 18* | 4 |
| Impersonation | - | - | - | 12 |
| Furnishing False Information | - | - | - | 1 |
| Totals (2019/20) | 73 | - | 73 | - |
| Totals (2018/19) | 57 | 3 | | 60 |

*in two cases, the allegation of plagiarism, violating exam/test rules and unauthorized collaboration was found.