

University of Windsor
Senate

5.6.2: **Student Experience Annual Report (2017-2018)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Student Affairs Annual Report– 2017-2018

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.

The Student Experience portfolio includes the following units:

- Student Success and Leadership Centre (formerly Student Success Centre)
- Academic Advising
- Student Accessibility Services (formerly Student Disabilities Services)
- International Student Centre
- Student Counselling Centre
- Student Health Services (new to the portfolio)
- Campus Community Police
- Residence Services
- The Outstanding Scholars Program
- Turtle Island (Aboriginal Education Centre)
- The Academic Integrity and Student Support Officer
- Writing Support Desk

B. Goals and Objectives of Reporting Year (2017-18)

1. *Provide an exceptional undergraduate experience*

- Rethink our outreach and the recruitment of Indigenous students with particular emphasis on renewing relationships with local high school students and high school students from Walpole Island.
- Support the University's efforts to increase the Indigenization of UWindsor's campus, its services, staff, faculty and academic offerings.
- Expand Academic Advising from two to three advisors
- Continue to update Head Start and execute on a fully re-envisioned Welcome Week
- Implement the Bounce Back program helping first year students get back on track during winter term 2018
- Rebrand Student Disability Services to Student Accessibility Services
- Refurbish, expand space for students to write exams with Student Accessibility Services
- Lay the ground work to establish a Student Wellness Centre (i.e., bringing together Student Health Services and Student Counselling Centre in one location)
- Develop Student Leadership initiatives, including an Alternative Spring Break program
- Conduct a review of Residence to ensure long-term sustainability
- Grow our already strong relationships with the UWSA and Athletics to offer better, more fun, and better marketed events
- Be one of the first universities in Ontario to offer the Enhanced Assess Acknowledge Act (EAAA) program to incoming students
- Develop a university-wide student mental health strategy
- Continue to deliver the Writing Support Desk and secure resources for this program so it is sustainable.
- Update 80 percent of the websites in the Student Experience portfolio by April 2018.
- Continue to work with key partners on campus to explore an update to the CAW Student Centre.

2. **Pursue strengths in research and graduate education:**
 - The Outstanding Scholar program continued to offer undergraduate research opportunities to 348 students.

3. **Recruit and retain the best faculty and staff:**
 - Add professional staff capacity in the following areas:
 - Student Success and Leadership Centre,
 - Secure resources for a director or manager to lead the Student Success and Leadership Centre
 - Secure a full-time resource to administer the Outstanding Scholars Program and student leadership programs
 - Office of Student Experience, secure a part-time person to coordinate and enhance the portfolio's web and social media presence
 - Student Accessibility Services, secure resources for a second Exam Coordinator
 - Academic Advising, secure resources for a third Academic Advisor
 - Writing Support Desk, secure resources so this unit is sustainable

4. **Engage and build the Windsor and Essex County community through partnerships:**
 - No goals set in this area for 2017-18

5. **Promote international engagement:**
 - Develop and deliver a detailed marketing and outreach plan to renew student interest in international exchanges
 - Increase the number of students going on international exchange in 2017-18

C. Successes

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| Aboriginal Education Centre (Turtle Island) | <ul style="list-style-type: none"> • 2017-18 was a productive year in Turtle Island. Turtle Island includes two full time staff members • Opening of Turtle Island Walk (September 2017) • First Alternative Spring Break on Walpole Island (February 2018) which saw fifteen Indigenous and non-Indigenous students engage in a number of activities at the Walpole Island First Nation Heritage Centre • Actively supported the President's Indigenous Peoples Scholars hiring initiative which led to the successful hiring of five Indigenous faculty members in FAHSS • Several smaller but important activities took place to increase UWindsor's engagement with Walpole Island First Nation, cultural retreats for UWindsor Indigenous students (Sweet Water Ceremony at the Enaahdig Family Healing Centre), and various on-campus activities in support of growing UWindsor student knowledge about Indigenous related issues. |
| Academic Integrity and Student Support Officer | <ul style="list-style-type: none"> • The Office of Student Experience has one full time Academic Integrity and Student Support Officer • Academic Misconduct Cases = 93 reported; 76 findings of misconduct <ul style="list-style-type: none"> ○ Plagiarism cases = 68.4% (52/76) of the academic cases <i>See appendix 2 for full report.</i> • Non-Academic Misconduct Cases = 8 • Sexual Misconduct Case = 7 • Behavioural Incident Report Cases = 74 |

Campus
Community
Police (CCP)

- 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 took part in the annual Police Week festivities and displays at Devonshire Mall to assist in promoting safer communities.
- Provided on-site support through the CCP Community Services Office to Head Start, Welcome Week, Open House, Health Fair, Mental Health Awareness Week and International Student Orientation.
- Conducted numerous Crime Prevention Through Environmental Design surveys with a view to improving safety and security for users of campus facilities.
- Completed the Annual Lighting and Foliage Safety Audit that focuses on providing information to facility services for repairs and on making suggestions for a safer campus. Staff, faculty and students participate in this process.
- Provided over 900 hours of security for on-campus special events including Downtown Campus patrols, Welcome Week activities, Convocation and major sporting events.
- Implemented the new “Safe Lancer” mobile safety app which allows the user to activate several safety related features from their phone including: one-touch phone access to Campus Community Police, a personal blue light for immediate assistance at your location, a virtual walk home feature, push notifications for weather related and other emergencies, access to campus emergency plans and on and off campus support services and quick links to Campus Police social media pages.

International
Student Centre
(ISC)

- The International Exchange program supported 5 students who participated in summer language programs via The Ontario/Rhône-Alpes and the Ontario/Baden-Württemberg (OBW) and Ontario Jiangsu (OJS) in Summer 2017. The ORA, OBW and OJS pertain to regions in France, Germany and China respectively.
- New marketing initiatives were implemented with the intent of growing the number of incoming and outgoing exchange students. A poster campaign (paper, social media and light boxes) highlighted the facts and myths of studying on exchange with engaging photos of actual students on exchange including personal testimonials of how their experiences enhanced their growth. Faculty champions continue to be supportive in providing information to students within specific departments. We continue to work with the Office of Enrolment Management to seek new partners to enhance the collection of destinations.
- The ISC continues to support over 4,000 international students with only one certified immigration consultant who carries additional responsibility for organizing all orientation programming.
- Enhancements to a variety of orientation programs for new students were implemented. In particular, the ISC began to offer Facebook live predeparture orientation sessions to prepare students for studying in Canada.
- The former email listserv (WISEL) was retired and a new, more robust Blackboard communication system was set up to keep students informed of community announcements and events in the ISC and across campus. Blackboard is also used to store a wide range of resources online for 24/7 access by students. Through Blackboard, the ISC implemented virtual classrooms to provide various webinars, online Q&As and customized appointments to provide better service to students who can't visit the ISC physically due to their placements, health conditions or travel plans. Traditional drop-in hours have been replaced by online Q&As through Blackboard's virtual classroom. More than 200 students were served through the virtual classrooms. Students can still book mySuccess appointments for face to face meetings.
- Various workshops have been expanded to help students with their study permits, entry visas, and work permits. In total, 39 immigration and visa workshops were conducted by the ISC during the 2017-2018 academic year and more than 2,600 students attended them.

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| | <ul style="list-style-type: none"> • In partnership with the Student Counselling Centre, the ISC assisted with the launch and ongoing promotion of the Keep.meSafe (KMS) app. KMS provides 24/7 mental health support and resources to international students in a variety of languages. The ISC also worked to inform faculty and staff about this resource to support international students. • The ISC continued to work closely with campus community partners to plan events and activities that are appealing to international students and engaged them in the campus community. • The ISC conducted cross-cultural training for 12 Peer Advisors from Career Development and Experiential Learning. The training helped the peer advisors provide better cultural understanding and supports to the international students who came to Career Development and Experiential Learning for career advices. |
| Residence Services | <ul style="list-style-type: none"> • Completion of Residence-Food Services Strategy • Secured \$5 million loan for capital upgrades, funded by Student Experience Fund • Partnered with Faculty of Science on a grant to create a Science Living and Learning Community in residence. • 7.5% Increase in residence occupancy over 2016 (Nov. 1st data) • Recruited 2 new Residence Life Coordinators • Residence student staff had 1082 documented intentional conversations with students, in line with our residence learning outcomes • Developed stronger partnerships with Athletics and Recreational Services and supported a minimum of one varsity game each month • Partnership with United Way resulted in four local organizations receiving donations from our residents, for specific projects and a day of volunteering for our student staff (On Track to Success, Life After Fifty, Campus Community Garden and Our West End) • Recognized 121 undergraduate students for their academic achievements in the fall of 2017 |
| Student Counselling Centre (SCC) | <ul style="list-style-type: none"> • The SCC has 3 full-time clinical psychologists including the Director, 3 full-time clinical therapists (one in the Faculty of Law), 6 part-time counsellors, two clinical psychology Ph.D graduate students on practicum, and one receptionist • Given the increasing demands for mental health services, SCC explored ways to efficiently provide services in a timely manner and in alternative formats and this led to the identification of the Stepped Care model of treatment. • Implemented Keep.meSafe (a 24/7/365 telephone/chat service) for all international students available in 30 different languages • Piloted TAO (Therapy Assistance On-Line) which is a series of on-line therapy modules that can be used both by therapists in their work with students but also as a wellness component in formal university coursework (this aspect will be piloted in 2018-19) • This was the first year of receiving mental health grants (\$229,000) that allowed for hiring of part-time Clinical Therapists in Engineering (replacing the one last year in ISC), Business, and in the main office at SCC. Also allowed for hiring of part-time Mental Health and Wellness Coordinator who started to deliver several awareness and anti-stigma programs. • Provided 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.) • Continued work in developing a comprehensive Student Mental Health Strategy. |
| Student Health Services (SHS) | <ul style="list-style-type: none"> • SHS provides all-inclusive care within the scope of Family Medicine. When medically indicated, the doctors refer students to appropriate specialists. • The total number of patient visits between September 2017 through August 2018 was 11,570 (see attached SHS statistics for 2017-18). The percent of International Student visits was 41.5% of the total visits for the same period. |

- Mental Health challenges/illness have increased on campuses, including our Campus. Since 2006, SHS has a Consulting Psychiatrist, one day a week between September and April. This has reduced the wait time significantly for our students in need of Psychiatric evaluation and provides an important support to the Family Physicians, when it comes to mental health.
- The total number of mental health visits, during the period of September 2017 through August 2018, was 1,404. This represents 14.2% of total visits.

Student Success and Leadership Centre (SSLC)

- In Winter 2018, resources were provided by of the Office of the Provost to fund a full-time Director to manage the Student Success and Leadership Centre.
- In February 2018, a comprehensive renovation of the Student Success and Leadership Centre was completed. The space is greatly improved for staff and students.
- Second year of delivering the re-designed Head Start program. Updates have been well received by students and parents. 97% of students that attended head start indicated that they felt better prepared to start school in September as a result of attending Head Start.
- Second year of fully redeveloped Welcome Week program. We further refined the faculty competitive element and the result was a further enhancement to school spirit and identity with the campus. We also saw our highest registration yet with welcome week which was at 1,567 students. Program was executed in a highly satisfactory way from an event planning perspective. Excellent feedback and support received from student leaders and incoming students. The results of the assessments that participants filled out are as follows:
 - 85% of students rated our welcome week program an above average experience
 - River Games was rated as the best program offered during welcome week
 - At least half of them made friends (connections with the campus community)
 - 27.1% of students indicated that on average they met 5 – 8 people
 - 25.1% of students indicated that on average they met 1 – 4 people
- Implemented the Bounce Back program in Winter 2018. Program is evidence-based and is designed to help struggling students identify actions, behaviours and skills that will improve their academic performance. In Winter 2018, 61 students were accepted into the program with 32 students graduated (5 or more sessions including one-on-one make up sessions). Program to be expanded in Fall 2018.
- The average increase for active participants (from those who attended 2 or more sessions in addition to one-on-one support) in Winter 2018 was 11.08 %.
- For the first time implemented an Alternative Spring Break program with two locations: Walpole Island First Nation (15 students) and the Downtown Mission (5 students). Both locations had successful experiences and many lessons were learned. Program is to be delivered during reading week 2019 in Costa Rica and during the Faculty of Educations reading week in March on Walpole Island First Nation.
- SSLC continued to provide external award information via the web as well as chairing the university's Rhodes Scholarship committee. Two Rhodes Scholarship applications were submitted in August 2017.
- Launch of the Leadership Hub website as well as the creation of the Leadership Network of stakeholders across the campus.
- Began promoting leadership opportunities available to all students which was the basis for planning two conferences during 2018-2019.
- Increased number of Co-Curricular records
 - Sept 1, 2016 – August 31, 2017 Co-Curricular Records (with at least one position): 625
 - September 1, 2017 – August 31, 2018 Co-Curricular Records (with at least one position): 737

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| Writing Support Desk (WSD) | <ul style="list-style-type: none"> • The Writing Support Desk continues to be a highly regarded service by students from all disciplines and levels of study. • Customized workshops continue to be designed for specific academic disciplines (by request). Additional workshops are offered at Leddy to support general student writing needs. • The Writing Support Desk saw a total of 5,442 students for one-on-one appointments, and 2,388 who attended workshops in 2017-18 (Sept 1-Aug 18). This shows an increase of 1,059 one-on-one appointments and 1015 workshop attendees since the last reporting period. • In August 2018, permanent resources secured for a full-time position. This will provide consistent administrative and student support for the Desk. |
| Student Accessibility Services (SAS) | <ul style="list-style-type: none"> • In February 2018, a comprehensive renovation of SAS was completed. The space is greatly improved for staff and students and as a result of the updates, SAS has approximately 25% additional space in its exam centre. • Once again SAS administered a record number of exams in 2017-18: 5,928 a 15% increase from the year before • To support the increasing number of exams being delivered, Student Experience funded the creation of a second exam coordinator position. This was a part-time position and was created to ensure there was a professional staff member administering exams at all times. In particular, this position would supervise evening exams. • The SAS Learning Support Advisors had 673 active clients 2017-18 (I believe this would have been Chantal and there was another student) |
| Academic Advising | <ul style="list-style-type: none"> • For the bulk of the year, the Advising team included two full-time advisors, but with increased funding from the Office of the Provost a third full-time advisor was hired in the second half of the academic year. The addition of a third advising position had been a longstanding request on the part of the Student Experience. The addition of this third advisor will go some distance to improving student wait-times and satisfaction. • In 2017-18, the Academic Advisors met with 5624 students, which is a 5% increase in student visits from the previous year. |
| Office of Student Experience | <ul style="list-style-type: none"> • In the 2017-18, Student Experience led the process to develop the Student Mental Health Strategy. This involved the coordination of an advisory committee, the delivery of significant student survey, plus its analysis, several focus groups and the writing of the strategy itself. • Student Experience led the Assessment and Care Team process, which managed nearly 100 at-risk or behavioural challenged students. • Student Experience created a Communications Assistant position. While part-time, this role had a significant impact in several areas including: website updates, social media and student engagement and the creation of a student newsletter. Communications across the portfolio became better coordinated and more strategic. • Established a new student newsletter which kept students updated on a variety of activities and opportunities across campus. In total, 16 newsletters were sent to all UWindsor students. • Partnering with the Sexual Misconduct Response and Prevention Office, Student Experience secured a three-year resource commitment from the Office of the Provost to deliver the Enhanced Assess Acknowledge Act program (known as Flip the Script on campus). Flip the Script graduated 83 students in 2017-18. |

D. Challenges 2017-18

Resources:

- Several critical resources were addressed in 2017-18 including the creation of the following positions: Director, Student Success and Leadership Centre, a third Academic Advisor (full time), a second Exam Coordinator (part-time) in Student Accessibility Services, the creation of a part-time Communications Assistant position in the Office of Student Experience. Additionally, \$150,000 in base funding was provided for the Writing Support Desk.
- Additional needed investments have been identified in the following areas:
 - The creation of a Student Accessibility Services exam space on the downtown campus will require a professional staff member to be present to administer exams in that location (addressed in 2018-19).
 - The Immigration Advisor in the International Student Centre is a nearly full capacity in terms of the number of students she can provide timely advice to.
 - The growing complexity of security services and investigations on campus and for reasons of redundancy, Campus Police requires an Assistant Director or Manager position to relieve the Director role of several responsibilities
- While current resources are meeting the basic needs of Indigenous students, as the University is going to further expand its energies into Indigenous-related curricula and academic programs, additional resources will be needed for Turtle Island.

Space:

- The space situation for Turtle Island remains unchanged from 16-17. While the space is ideally located in a major student hub, the space itself is not meeting the needs of staff and students. For example, there is no enclosed office for staff to meet with students who may need to discuss private matters.
- Each of Turtle Island Walk, the River Commons, and David A. Wilson Commons are wonderful new outdoors spaces and all of them make important contributions to UWindsor's campus becoming a more welcoming place. However, it has been noted that each of these locations could benefit from some type of shading structure that would make the spaces better used by students, staff and faculty during the hotter months of the year.
- It remains the case that the CAW Student Centre requires significant updates in a number of areas including furniture, various aesthetic elements and a renewed Market Place among many other requirements. In 2017-18, an architectural consulting firm was hired to produce a re-visioning of the CAW Student Centre and a re-envison plan was presented to the University. No action was taken to address or respond to the proposal.

Programs or Services

- As has been the case for several years, the Co-curricular Transcript (CCT) remains an under-utilized program. The absence of a professional staff member [who can dedicate approximately 25% of their time to support this service will continue to limit the CCT's impact. As it stands presently, limited resources impacts how the CCT is marketed to students, faculty and staff and this limiting the amount of positions that are being added to the CCT each. It is also unclear if the CCT is being used by students to support their career journey during and after University.](#)
- In 2017-18, UWindsor had the fewest number of students go on international exchange in a number of years. In response, the International Student Centre developed a comprehensive marketing campaign which included a new website, new marketing materials, increased social media and the identification of faculty champions. Improved results are expected in 2018-19.
- Academic Advising has been an ongoing challenge for Student Experience. Due to the volume of students seen by this unit, the addition of a third Advisor allows the unit to provide only a basic level of service to students. For the most part, Academic Advisors in the central advising unit can only react to the students who make appointments to see them. Ideally, the Advisors would be able to conduct outreach to students who are struggling academically and who are not actively seeking advice or supports. As well, there is a need for the central Academic Advisors to connect with the Faculty-based Advisors to build relationships

to better support students who interact across these service providers. The volume of students seen by the central advising team makes proactive outreach to struggling students and building relationships very difficult.

E. Recommendations for Senate consideration (if any)

- No recommendations

Appendix 1: Statistics for Services within the Office Student Experience

| Department | Service | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|--|---|---------|---------|---------|---------|---------|
| <u>Aboriginal Education Centre</u> | Identified FT Aboriginal Students | 104 | 134 | 122 | 153 | 167 |
| | Identified PT Aboriginal Students | 14 | 11 | 16 | 14 | 21 |
| | Turtle Island Summer Arts Camp (discontinued in 2015/16) | 19 | 19 | ---- | NA | 6 |
| <u>Academic Integrity Office</u> | Academic Misconduct Cases filed with University Secretariat | 231 | 157 | 93 | 76 | 93 |
| | Cases Investigated by the AIO* | 194 | 69 | ---- | ---- | ---- |
| <u>Campus Community Police</u> | Total Calls for Service | 3437 | 3598 | 2873 | 3128 | 3880 |
| | Reportable Events - Criminal | 245 | 192 | 153 | 162 | 228 |
| | Reportable Events – Non-Criminal | 153 | 202 | 157 | 162 | 191 |
| | Total Reports Filed | 414 | 412 | 334 | 364 | 419 |
| | Crimes Against Persons | 13 | 17 | 10 | 4 | 7 |
| | Crimes Against Property | 167 | 115 | 105 | 112 | 187 |
| <u>International Student Centre</u> | International Student Advising Walk-ins and Appointments | 3534 | 4014 | 3159 | 2103 | 2544 |
| | Uncategorized appointments | ---- | ---- | 581 | 453 | 1585 |
| | Walk-ins and appointments with Health Administrator | ---- | 991 | 941 | 944 | 1237 |
| | Appointments with Exchange Administrator | 914 | 994 | 691 | 811 | 833 |
| | Outgoing Exchange Students | 77 | 81 | 82 | 76 | 63 |
| | Incoming Exchange Students | 71 | 92 | 85 | 85 | 69 |
| <u>Outstanding Scholars Program</u> | Outstanding Scholars Total | 323 | 367 | 397 | 404 | 348 |
| | 1st Year Outstanding Scholar Candidates | 112 | 136 | 152 | 156 | 91 |
| | 2nd Year Outstanding Scholars | 83 | 100 | 98 | 103 | 80 |
| | 3rd Year Outstanding Scholars | 65 | 70 | 86 | 98 | 87 |
| | 4th Year Outstanding Scholars | 63 | 61 | 61 | 47 | 90 |
| <u>Residence Services</u> | Students in Residence | 1186 | 1077 | 893 | 800 | 858 |
| | First Year Students in Residence | 635 | 600 | 492 | 465 | 564 |
| | Upper Year Students in Residence | 415 | 266 | 192 | 116 | 294 |
| | International Students in Residence | 136 | 211 | 209 | 219 | 235 |

| Department | Service | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---------------------------------------|--|---------|---------|---------|---------|---------|
| | (regardless of first year or upper) | | | | | |
| Student Counselling Centre | Students Served | 782 | 812 | 854 | 898 | 1066 |
| | Appointments | 3269 | 3555 | 3640 | 3832 | 5363 |
| | Crisis Cases | 134 | 195 | 200 | 280 | 366 |
| | % International Students Served | 9% | 10% | 10% | 10% | 8% |
| | % Residence Students Served | 10% | 13% | 10% | 13% | 12% |
| | % Part-time Students Served | 10% | 10% | 7% | 9% | 7% |
| Student Health Services | Patient Visits | NA | NA | NA | 11382 | 11570 |
| | New Patients Registered | NA | NA | NA | 1840 | 2070 |
| | Dietician Visits Note: No Dietician from May to Aug | NA | NA | NA | 93 | 79 |
| | Mental Health Visits (part of patient visit total) | NA | NA | NA | 1356 | 1404 |
| | Psychiatrist Visits (part of patient visit total) Note: Psychiatrist from June to Aug | | | | 398 | 323 |
| Advising | Advising Appointments | 4594 | 5022 | 4285 | 5344 | 5624 |
| | % 1st Year Appointments | 16% | 14% | 21% | 22% | 21% |
| | % 2nd Year Appointments | 36% | 28% | 25% | 24% | 31% |
| | % 3rd Year Appointments | 29% | 30% | 25% | 24% | 25% |
| | % 4th Year Appointments | 19% | 28% | 19% | 18% | 23% |
| Connecting4Success | Total Students Participating | 196 | 259 | 211 | 236 | 184 |
| | Mentors | 271 | 282 | 162 | 213 | 64 |
| Student Accessibility Services | Students Registered with SAS | 450 | 372 | 514 | 599 | 673 |
| | Disabilities Supported | 622 | 588 | 621 | 723 | 799 |
| | Exam Accommodations | 3558 | 3500 | 3843 | 5134 | 5928 |
| | Supported by Learning Strategist | 126 | 148 | 145 | 159 | 95 |
| | Supported by Assistive Technologist | 130 | 152 | 159 | 152 | 159 |
| Writing Support Desk | Students Served - Fall | 474 | 974 | 1116 | 1551 | 1954 |
| | Students Served - Winter | 545 | 1181 | 1255 | 1825 | 2185 |
| | Students Served - Summer | 330 | 480 | 694 | 1007 | 1303 |
| | Workshop Attendees (annual) | NA | 160 | 745 | 1373 | 2388 |

*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
Fourteenth Annual Student Academic Misconduct Report (2017-2018)

INTRODUCTION

The report is to inform the University community about Bylaw 31 student academic misconduct cases in the 2017/18 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 small increase in academic integrity complaints in 2017-18 up by 17 from the previous year. Considering the number of students at the University this change is statistically unremarkable.

2017/18: 93 academic integrity complaints

2016/17: 76 academic integrity complaints

Complaints dismissed by Associate Deans:

2017-18: 16 complaints filed that were dismissed by Associate Deans and 1 complaint dismissed by the Discipline Appeal Committee

2016/17: 11 complaints filed that were dismissed by Associate Deans

With respect to the academic misconduct complaints processed in 2017/2018:

- 81.7% (76/93 cases) found responsible for the misconduct

- 68.4% (52/76 cases) - Plagiarism continues to be the most prevalent integrity violation

- 25% (19/76 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 62 of the integrity violations, followed by 29 admonitions, 17 letters of apology/reflection, and 4 censures (for durations ranging from 6 months to graduation), 3 denials of registration (ranging from 1-2 years), and 1 suspension (for 4 months). Decisions often combine two or more sanctions.

- 61.8% (47/76) of offences by domestic students; 38.2% (29/76) offenses by international students. The offenses most frequently engaged in by domestic students are plagiarism (40/47), and cheating and/or violating exam/test rules (5/47). The offenses most frequently engaged in by international students are cheating and/or violating exam/test rules (14/29), and plagiarism (12/29).

- 1 case was appealed, and a hearing held before the Discipline Appeal Committee which subsequently dismissed the matter due to insufficient evidence.

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

| 2017/18 | 2016/17 | 2015/16 | 2014/15 | 2013/14 |
|---------|---------|---------|---------|---------|
| 93 | 76 | 93 | 157 | 231 |

2. Results of all Investigations

| | 2017/18 (93 cases) | 2016/17 (76 cases) | 2015/16 (93 cases) |
|---------------------------------|-----------------------|-----------------------|-----------------------|
| Student responsible | 76 | 65 | 84 |
| Dismissed/Insufficient evidence | 17 | 11 | 9 |
| Stayed | - | - | - |

3. Type of Offence

Plagiarism (including 3 combined plagiarism and unauthorized collaboration cases) comprised the majority of findings of academic misconduct: 68.4% (52/76). This is a very slight increase from last year in which plagiarism comprised 67.7% (44/65) of complaints.

In 2017/18, plagiarism was followed by:

- Cheating and/or Violating Exam/Test Rules (including possession or use of unauthorized aid) 25% (19 cases)
- Academic forgery or fraud; and Furnishing False Information* 6.6% (5 cases)
- Impersonation 1.3% (1 case)

*1 case had both a finding of plagiarism and of furnishing false information, and is therefore counted twice.

4. Informal vs. Formal Resolution

| | 2017/18 | 2016/17 | 2015/16 |
|---|---------------|---------------|-----------------|
| Complaints heard by University-level Committee* | 1.3% (1 case) | 1.5% (1 case) | 7.1% (6 cases) |
| Percentage of cases before University-level Committee settling before a hearing, including mediated settlements | 0.0% (0 case) | 0.0% (0 case) | 33.3% (2 cases) |
| Percentage of cases before University-level Committee requiring a hearing | 1.3% (1 case) | 1.5% (1 case) | 66.6%(4 cases) |

*Prior to March 2015, a Judicial Panel would hear cases requiring what was then referred to as “formal resolution” with appeals to the Discipline Appeal Committee. Under the new Bylaw, cases are heard by the Discipline Appeal Committee.

5. Sanctions

| | 2017/18 | 2016/17 | 2015/16 |
|------------------------------|--------------------|--------------------|------------------|
| Mark Reduction | 81.6%(62 cases) | 73.8%(48 cases) | 78.6%(66 cases) |
| Admonition | 38.2%(29 cases) | 29.2%(19 cases) | 34.5%(29 cases) |
| Letter of apology/reflection | 22.4%(17 cases) | 46.2%(30 cases) | 25.8%(24 cases) |
| Censure | 5.3%(4 cases) | 9.2%(6 cases) | 23.8%(20 cases) |
| Other | - | 1.5%(1 case) | 1.2%(1 case) |
| Suspension | 1.3%(1 case) | 1.5%(1 case) | - |
| Denial of Registration | 3.9%(3 cases) | - | 1.2%(1 case) |
| Dismissed Cases | 18.3%(17/93 files) | 14.5%(11/76 files) | 9.6%(9/84 files) |

6. Repeat Offender

Of the 76 cases where there was a finding of academic misconduct, 5.3% (4/76 cases) were repeat offenders; a increase of 1 case compared to the previous year. Plagiarism accounted for 3 out of the 4 repeat offender cases, and impersonation for the 4th case.

7. Domestic/International

Note: For comparison, 2016/17 data is in parentheses. Data is presented by the semester due to variations in enrollment. Complaints that were dismissed are included in the numbers.

| | Fall 2017 | | | Winter 2018 | | | I/S 2018 | | |
|--|-------------------|-----------------|-------------------|------------------|-------------------|-------------------|-----------------|-----------------|------------------|
| | Domestic | Int'l | Total | Domestic | Int'l | Total | Domestic | Int'l | Total |
| No. of complaints received against students that were resolved by semester | 11 (22) | 4 (2) | 15 (24) | 31 (5) | 16 (28) | 47 (33) | 5 (4) | 9 (4) | 14 (8) |

8. Summary of Awareness Activities

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

Awareness campaign: Posters, brochures, distribution of print and online resources

Educational initiatives: Providing academic integrity presentations in many program orientations, including The Centre for Executive and Professional Education, International Students' Centre, Graduate Studies

DETAILED REPORT

Summary by Offence and Sanction Imposed – Academic

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 | Mark Reduction (Zero in Course) | Suspension | Letter of Apology/Reflection | Educational Assignment | Denial of Registration | Dismissed | Totals (2017/18) | Totals (2016/17) |
|--|------------|----------------|----------------------------|----------|---------------------------------|------------|------------------------------|------------------------|------------------------|-----------|------------------|------------------|
| Plagiarism | 15 | 49 | | 1 | | 1 | 6 | 1 | 1 | 14 | 88 | 72 |
| Unauthorized Collaboration | 3 | | | 3 | | | 3 | | | | 9 | 6 |
| Academic forgery or fraud | | 1 | | | | | | | 2 | 1 | 4 | 7 |
| Exam/test tampering and resubmitting | | | | | | | | | | | | 1 |
| Cheating and/or Violating exam /test rules (including possession of an unauthorized aid) | 13 | 13 | | 2 | | | 10 | | | 2 | 40 | 23 |
| Impersonation | | | | 1 | 1 | | 1 | | | | 3 | 6 |
| Furnishing False Information | 2 | 1 | | | | | 1 | | | | 3 | 4 |
| Totals (2017/18) | 33 | 64 | | 7 | 1 | 1 | 21 | 1 | 3 | 17 | 148 | |
| Totals (2016/17) | 21 | 47 | | 4 | 2 | 1 | 32 | 1 | | 11 | | 119 |

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

| Type of Offence | Hearing | Settlement Agreement | Withdrawn by Appellant | Total Cases (2017/18) | Total Cases (2016/17) |
|--|---------------|----------------------|------------------------|---------------------------------------|--|
| Plagiarism | | | | 52 [^] | 44 [*] |
| Unauthorized Collaboration | | | | (cases reported under plagiarism) | 1 (+2 cases reported under plagiarism) |
| Academic forgery or fraud | | | | 3 | 4 |
| Cheating and/or Violating exam/test rules (including possession of unauthorized aid) | 1 (dismissed) | | | 19 (+ 1 case dismissed by DAC) | 11 |
| Exam/test tampering and resubmitting | | | | | 1 |
| Impersonation | | | | 1 | 2 |
| Furnishing False Information | | | | 1 (+1 case reported under plagiarism) | 2 |
| Totals (2018/17) | 1 | | | 76 | |
| Totals (2016/17) | 1 | | | | 65 |

[^]in three cases, the allegation of misconduct was for plagiarism and unauthorized collaboration, and in one case the allegation was for plagiarism and furnishing false information.

^{*}in two cases, the allegation of misconduct was for plagiarism and unauthorized collaboration.

3. Summary by Repeat Offender

| Type of Offence | First Offender | Repeat Offender | Totals (2017/18) | Totals (2016/17) |
|--|----------------|-----------------|------------------|------------------|
| Plagiarism | 49 | 3 | 52 | 44 |
| Unauthorized Collaboration | | | | 1 |
| Academic forgery or fraud | 3 | | 3 | 4 |
| Exam/test tampering and resubmitting | | | | 1 |
| Cheating and/or Violating exam/test rules (including possession of unauthorized aid) | 19 | | 19 | 11 |
| Impersonation | | 1 | 1 | 2 |
| Furnishing False Information | 1 | | 1 | 2 |
| Totals (2017/18) | 72 | 4 | 76 | |
| Totals (2016/17) | 62 | 3 | | 65 |

NOTE: A few years back Senate requested the breakdown by Faculty be removed since it implied higher instances of academic misconduct in some areas rather than others, when the numbers in fact could be a result of under-reporting by certain areas.