



NOTICE OF MEETING
There will be a meeting of the
ACADEMIC POLICY COMMITTEE
Thursday May 10, 2018 at 1:00pm-3:00pm
In Room 209 Assumption Hall
AGENDA

Formal Business

- 1 Approval of Agenda
- 2 Minutes of meeting of April 12, 2018
- 3 Business Arising from the Minutes
- 4 Outstanding Business

Items for Information

5 Reports/New Business

5.1 2018-2019 Proposed Operating Budget

Sandra Aversa/Dave Butcher

5.2 Academic Integrity Office Annual Report (2016-2017)

Danieli Arbex

APC180510-5.2

Lead Reader: Dr. J.Gauld

Items for Discussion/Approval

5.3 Proposed Revision to Bylaw 51 – Multiple Exams Clause

Antonio Rossini

APC180510-5.3

5.4 Calculation of Cumulative Average – Review

Antonio Rossini

APC180510-5.4

6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' items will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

**University of Windsor
Academic Policy Committee**

5.2: **Academic Integrity Office Annual Report (2016-2017)**
(including *Thirteenth Annual Student Academic Misconduct Report*)

Item for: **Information**

1. Executive Summary

A. Introduction

This is the thirteenth annual student discipline report, prepared by the Academic Integrity and Student Conduct Officer according to cases that fall within the office's mandate. The report is to inform the University community about Bylaw 31 student academic misconduct cases in the 2016/17 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 high ethical standards and academic integrity from its members.

B. Goals and Objectives of Reporting Year

In line with the University of Windsor's Strategic Plan, listed below are the goals and objectives of the Academic Integrity Office for the reporting year.

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

- Implement strategies to educate our students, faculty members and staff member about academic integrity (AI) issues and possible violations. The constant and transparent concern of the University regarding academic integrity in all of its dimensions certainly resonates with students and their families, making their experience in Windsor unique and rewarding.
- Foster engagement of the University of Windsor community in activities that promote academic integrity.
- Facilitate and/or support community efforts in order to uphold academic integrity values/principles.
- Establish a systematic approach to support prevention of any activity or conduct that falls below the level of integrity expected of all students.
- Encourage and increase the participation of our students in activities or programs related to AI.
 - *Ambassadors for Academic Integrity*: undergraduate and graduate students volunteer to help promote integrity at orientations and student events

2. ***Pursue strengths in research and graduate education:***

- Develop initiatives targeted at graduate students and graduate faculty to prevent AI violations, such as orientation sessions in several graduate programs focused on research ethics, plagiarism and falsified data.

3. ***Recruit and retain the best faculty and staff:***

- Reinforce the importance of AI to new and current faculty and staff through constant dialog, in class educational activities and development of information materials.

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- Posters and website.

5. **Promote international engagement:**

- Educate international students about AI values and potential key differences between Canada and their home country.
- Encourage academic engagement of international students and facilitate their transition to the University of Windsor.

C. Successes

- **Ambassadors of Academic Integrity** – the volunteers promote academic integrity values of honesty, trust, respect, responsibility, and fairness. They participate in roundtable discussions by providing ideas, suggestions, and feedback.

The Ambassadors also participate in AIO educational and social initiatives in promoting academic integrity to students, faculty, and staff, examples: Adrenalin Rush Event, International Student Orientation, and University's Open House, increasing the AIO visibility and showing the University's concern and commitment to academic integrity as part of students' academic experience.

D. Challenges

- It is always a challenge to reach all students, but efforts continue through presentations, ambassadors, etc.
- With only one staff member, the Academic Integrity and Student Conduct Officer, the office is under-resourced.

2. **Report**

A. Area's Goals and Objectives and the University's Strategic Plan

The University of Windsor must have an environment in which academic integrity and honesty is upheld in order to achieve the highest possible standards in teaching, learning, and research. Without it, the value of our degree is diminished, which impacts all those who have earned their degree – past, present, and future. The AIO's objective is to maintain the value of the University's degree by encouraging our faculty, staff, and students to uphold academic integrity and apply honesty in all their endeavours.

B. Future Actions/Initiatives

- Increase direct communication between the AIO and faculty members and develop a consistent relationship with faculty members.
- Strengthen our relationship with students by developing new programs to integrate them into the mission of creating a community of integrity.
- Develop a new Poster on Academic Integrity by Fall 2018.
- Revamp the Website on Academic Integrity by Fall 2018.

C. Recommendations for Senate consideration (if any)

None.

See attached Thirteenth Annual Student Academic Misconduct Report

Thirteenth Annual Student Academic Misconduct Report

INTRODUCTION

The report is to inform the University community about Bylaw 31 student academic misconduct cases in the 2016/17 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 reduction of academic integrity complaints in 2016-17 down by 17 from the previous year. Considering the number of students at the University this change is statistically unremarkable. In relation to the high of 194 complaints in 2013-14 it would seem that there has been a recent ongoing decline to the number of complaints year over year.

2016/17: 76 academic integrity complaints

2015/16: 93 academic integrity complaints

Complaints dismissed by Associate Deans:

2016/17: 11 complaints filed that were dismissed

2015/16: 9 complaints filed that were dismissed

With respect to the academic misconduct complaints processed in 2016/2017:

- 85.5% (65 cases) found responsible for the misconduct
- 67.7% (44/65 cases) - Plagiarism (in assignments) continues to be the most prevalent integrity violation
- 10.8% (7/65 cases) - Violating Exam/Test Rules (including possession 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 48 of the integrity violations, followed by 30 letters of apology/reflection, 19 admonitions, and 6 censures (for durations ranging from 6 months to graduation), 1 educational assignment, and 1 suspension (for 3 years). Decisions often combines two or more sanctions.
- 83.1% (54/65) of offences by domestic students; 16.9% (11/65) offenses by international students. The offenses most frequently engaged in by domestic students are plagiarism (40/54), violating exam/test rules (4/54), and exam cheating 4/54). The offenses most frequently engaged in by international students are plagiarism (4/11) and violating exam/test rules (3/11).
- 67.7% (44/65) of integrity violations involved males
- 30.8% (20/65) of integrity violations involved females
- No gender identified in 1 case
 - Females engaged mostly in plagiarism (12) and academic forgery or fraud (4)
 - Males engaged mostly in plagiarism (32) and violation of exam/test rules (7)
- 1 case was appealed, and a hearing held before the Discipline Appeal Committee.

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 Investigations

2016/17	2015/16	2014/15	2013/14	2012/13
76	93	135	194	119

2. Results of all Investigations

	2016/17 (76 cases)	2015/16 (93 cases)	2014/15 (135 cases)
Student responsible	65	84	99% (133 cases)
Dismissed/Insufficient evidence	11	9	1% (2 cases)
Stayed	-	-	-

3. Type of Offence

Plagiarism comprised the majority of findings of academic misconduct: 67.7% (44/65). This is a decrease from last year in which plagiarism comprised 46.4% (38/84) of complaints.

In 2016/17, plagiarism was followed by:

- Violating Exam/Test Rules (including possession of unauthorized aid) 10.8% (7 cases)
- Exam cheating 6.2% (4 cases)
- Academic forgery or fraud 6.2% (4 cases)

The remaining complaints (9.2% or 6 cases) covered unauthorized collaboration, furnishing false information, impersonation, and exam/test tampering and resubmitting.

4. Informal vs. Formal Resolution

	2016/17	2015/16	2014/15
Complaints heard by University-level Committee*	1.5% (1 case)	7.1% (6 cases)	2.2% (3 cases)
Percentage of cases before University-level Committee settling before a hearing, including mediated settlements	0.0% (0 case)	33.3% (2 cases)	33% (1 case)
Percentage of cases before University-level Committee requiring a hearing	1.5% (1 case)	66.6%(4 cases)	67% (2 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

	2016/17	2015/16	2014/15
Mark Reduction	73.8%(48 cases)	78.6%(66 cases)	45.9%(62 cases)
Admonition	29.2%(19 cases)	34.5%(29 cases)	27.4%(37 cases)
Letter of apology/reflection	46.2%(30 cases)	25.8%(24 cases)	(not in last report)
Censure	9.2%(6 cases)	23.8%(20 cases)	19.3%(27 cases)
No sanction due to insufficient evidence	-	-	2.9%(4 cases)
Other	1.5%(1 case)	1.2%(1 case)	5.9%(8 cases)
Suspension	1.5%(1 case)	-	1.4%(2 cases)
Denial of Registration	-	1.2%(1 case)	-
Dismissed Cases	14.5%(11/76 files)	9.6%(9 cases)	-

6. Gender

	2016/17	2015/16	2014/15
Males	67.7% (44 cases)	62.3% (58 cases)	51.8% (70 cases)
Females	30.8% (20 cases)	33.3% (31 cases)	46.7% (63 cases)
No Gender Recorded	1.5% (1 case)	4.3% (4 cases)	1.5% (2 cases)

7. Repeat Offender

Of the 65 cases where there was a finding of academic misconduct, 4.6% (3/65 cases) were repeat offenders; a decrease of 6 cases compared to the previous year. Plagiarism accounted for 2 out of the 3 repeat offender cases, and academic forgery or fraud for the 3rd case.

8. Domestic/International

Note: For comparison, 2015/16 data is in parentheses. Data is presented by the semester due to variations in enrollment. Complaints that were dismissed are included in the numbers.

No. of complaints received against students that were resolved by semester

Fall 2016			Winter 2017			I/S 2017		
Domestic	Int'l	Total	Domestic	Int'l	Total	Domestic	Int'l	Total
22 (27)	2 (11)	24 (38)	5 (22)	28 (14)	33 (36)	4 (12)	4 (7)	8 (19)

9. 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	Dismissed	Totals (2016/17)	Totals (2015/16)
Plagiarism	11	33			2		16		10	72	61
Unauthorized Collaboration	2	1					3			6	6
Academic forgery or fraud		3				1	3			7	7
Cheating in a clicker exercise											5
Exam/test cheating		4		2			1			7	50
Exam/test tampering and resubmitting		1								1	
Violating exam/test rules (including possession of an unauthorized aid)	6	3		1			6			16	26
Impersonation	2	2					2			6	1
Furnishing False Information				1			1	1	1	4	
Totals (2016/17)	21	47		4	2	1	32	1	11	119	
Totals (2015/16)	29	66	2	20	5	1	24		9		156

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

Type of Offence	Hearing	Settlement Agreement	Withdrawn by Appellant	Total Cases (2016/17)	Total Cases (2015/16)
Plagiarism				44*	38
Unauthorized Collaboration				1 (+2 cases reported under plagiarism)	2
Academic forgery or fraud				4	3
Cheating in a clicker exercise					4
Exam cheating				4	23
Violating exam/test rules (including possession of unauthorized aid)	1			7	14
Exam/test tampering and resubmitting				1	
Impersonation				2	
Furnishing False Information				2	
Totals (2016/17)	1			65	
Totals (2015/16)	4	2	3		84

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

3. Summary by Gender and Repeat Offender – Academic

Type of Offence	Male	Female	Gender Not Recorded	First Offender	Repeat Offender	Totals (2016/17)	Totals (2015/16)
Plagiarism	32	12		42	2	44	38
Unauthorized Collaboration	(2 recorded under plagiarism)	1		1		1	2
Academic forgery or fraud		4		3	1	4	3
Cheating in a clicker exercise							4
Exam cheating	2	2		4		4	23
Exam/test tampering and resubmitting			1	1		1	
Violating exam/test rules (including possession of unauthorized aid)	7			7		7	14
Impersonation	2			2		2	
Furnishing False Information	1	1		2		2	
Totals (2016/17)	44 [^]	20 [‡]	1	62	3	65	
Totals (2015/16)	54 ^{**}	26 [‡]	4	75	9		84

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

** plus 4 cases that were dismissed

[^] plus 5 cases that were dismissed

[‡] plus 5 cases that were dismissed

**University of Windsor
Academic Policy Committee**

5.3: Proposed Revision to Bylaw 51 – Multiple Exams Clause

Item for: **Discussion/Approval**

MOTION: That the proposed revision to Bylaw 51 be forwarded to the Bylaw Review Committee for consideration.

Proposed Revision:

- 1.5.2 A student ~~scheduled to write~~ **who has** three or more final examinations **scheduled or due** in consecutive time slots over a 24-hour period or three or more final examinations **scheduled or due** in one calendar day may apply, no later than the fourth week of classes, to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Vice-President, Student Experience, by the end of the eighth week of classes. Where permission has been granted, instructors shall provide an alternate examination. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar.
- 1.5.3 A student who has three or more major in-term evaluations scheduled or due within a 24-hour period may apply, no later than the fourth week of classes, to seek an appropriate accommodation (such as a due date modification, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course, in consultation with the faculty member(s).

Rationale:

- The policy was first created in 2003. At that time, the rationale stated that it did not apply to “take-home exams”. Two years ago, when Senate extended the provision related to multiple exam to multiple in-term evaluations in a 24-hour period, a primary argument in support of the change was: “Given the many pressures on students, having more than two in-term evaluations [scheduled or due] in a 24-hour period arguably may result in an unfair and inaccurate assessment of a student’s knowledge. This policy recognizes that the purpose of evaluations is to assess student learning and acknowledges that there are times when the logistics of assessment load (and other factors) make it so that attaining this end is questionable.” Take home examinations are assessed the same as in-class examinations. Therefore, students must dedicate time and effort equivalent to any other examination they may have to write. Whether the final exam is due (take home) or scheduled (invigilated), the impact on student learning and the effectiveness of the assessment of student learning when a student has multiple finals in such a close timeframe is the same.
- The proposed revision would bring the provision in line with the provision for in-term evaluations (which include midterm exams, papers, etc.) by extending it to take home exams.

**University of Windsor
Academic Policy Committee**

5.4: Calculation of Cumulative Average – Review

Item for: **Discussion/Approval**

Current calculation of cumulative average:

“The marks obtained in **all courses** taken at the University of Windsor are used to calculate a cumulative average”

Proposed Change:

“The marks obtained in **all courses taken** at the University of Windsor **for a program in which the student is enrolled** are used to calculate a cumulative average”

Rationale:

- Although this is common practice at other universities, such policies were likely developed with the traditional student in mind; the student who completes the 30 or 40 courses for the degree, taking a direct path from admission to graduation. Changes between degree programs were likely not contemplated.
- Under the new UWinsite program, Windsor graduates who enrol for a subsequent degree will have their average calculation reset, ensuring that they are treated as fairly as graduates from another university who enrol for a subsequent degree at Windsor. This is consistent with the policy on additional degrees which stipulates how many courses from the prior degree can count towards the subsequent degree. This is consistent with many other universities.
- However, the wording in the current policy of the calculation of averages continues disadvantage students who transferred to another program because their original program was not the right fit. These students invariably have to complete more than the required 30 or 40 courses because not all courses are transferrable to the new program and invariably carry with them courses in which they did poorly.
- Programs list the maximum courses required for a general or honours degree. It follows that only those courses that will count towards the awarding of the degree should be used to calculate the cumulative average. Why include a course in the calculation of the cumulative average which cannot be used as a credit course towards the actual granting of the degree?
- York University has moved to resetting the cumulative average calculation to the program, and the University of Toronto has a separate cumulative average for each program.