

# 2018

## STUDENT CONDUCT AND JUDICIAL AFFAIRS – ANNUAL REPORT

April 2019

Maggie Ross, Director

Student Conduct & Judicial Affairs

## **Student Conduct and Judicial Affairs**

### **Introduction**

The Office of Student Conduct and Judicial Affairs has now been in operation at the College for seven years and has seen an expansion in the number and complexity of student-related issues. The office holds students accountable for their behaviour, addresses violations of the Student Code of Conduct, intervenes and manages situations involving complex student behaviour, tracks and assists faculty in responding to Academic Integrity violations, and provides day-to-day support and guidance to faculty and staff on both academic and non-academic behavioural concerns.

### **Policy and Education**

#### **ACADEMIC INTEGRITY INITIATIVES**

As many are aware, Langara has seen an increase in academic integrity concerns over the past few years. This is not a phenomenon unique to the college. Many post-secondary institutions, both nationally and internationally, are experiencing similar concerns. Academic integrity is fundamental to the college's mission and expected from all Langara college students. We recognize that academic dishonesty contradicts our core values, erodes educational inquiry and diminishes the quality of our scholarship and reputation. To address this phenomenon, a multi-faceted approach is necessary, where all members of the college community take part. The following initiatives are steps taken in 2018 to respond to this growing concern.

#### **Academic Integrity Policy (F1004)**

Student Conduct and Judicial Affairs, working with a representative working group, revised the former Academic Conduct Policy to place a greater emphasis on core Langara values and importance of academic integrity. The scope has expanded to include Continuing Studies, and the range of possible sanctions has been expanded to allow for educational and remedial sanctions, as well as appropriate responses should it be found that a credential is unearned. The appeal procedure has been expanded to allow for a less formal Decision Review process within the division/faculty/program before proceeding to a formal appeal panel.

#### **Academic Integrity Advisory Committee**

The Langara College Academic Integrity Advisory Committee was established by agreement of DDDC in late 2018 following adoption of the revised Academic Integrity Policy (F1004). The Committee will serve to advise the College on matters related to the promotion and practice of Academic Integrity across the College. It will provide guidance, coordination and support to Departments, Divisions and Programs in developing or implementing innovative prevention, management and compliance strategies that foster a culture of academic integrity among our students. The committee is comprised of the following members:

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- Jim Bowers (co-chair), Division Chair, Community Programs
- Maggie Ross (co-chair), Director, Student Conduct & Judicial Affairs
- Gerda Krause, Interim Dean, Faculty of Science
- Scott McLean, Instructor, Economics
- Allison Sullivan, Librarian, Library Services
- Marianne Gianacopoulos, Division Chair, Management Programs
- Donna Rainford-Cayenne, Ombudsperson, Langara Students' Union
- Tess MacMillan, Division Chair, Humanities
- Jessica Kalra, Instructor, Health Sciences

## **Academic Integrity Tutorial**

The college has recognized that students who arrive at Langara, often have various views as to what is required to demonstrate academic honesty in course work. To assist those who have been found responsible for a first violation of the Academic Integrity Policy, SCJA with assistance from EdTech, TCDC and the Library developed a one-hour Academic Integrity Tutorial hosted on BrightSpace which went live in January 2019. At the completion of the course, students will be able to:

- Define academic integrity.
- Explain the importance of academic integrity.
- Distinguish among the different kinds of academic misconduct.
- Explain the potential consequences of academic dishonesty for the student's education and beyond.
- Demonstrate decision-making that reflects integrity.
- Identify college resources for supporting academic integrity.

## **Other Campus Initiatives**

Significant activity took place during 2018 to provide students with information regarding College standards around academic integrity. Faculty have continued to emphasize the need to refrain from cheating and plagiarism, and many have offered guidance to students by assigning the Library *Avoiding Plagiarism* tutorial as part of their course work. 4599 students completed this tutorial over 201 individual sessions. The *Langara Student Success Course*, with a module on plagiarism, was made available to all students as of fall 2018. The course was accessed by just under 3000 students.

During 2018, the IE Marketing team has expanded its agent training and made concerted efforts to ensure International Student Agents are accurately representing the College's academic integrity and other expectations to prospective students. The IE Marketing team along with IE Student Services has expanded pre-departure support and student onboarding to provide better advice to students around course selection and planning, including content on academic integrity. This includes pre-departure orientation webinars with content on academic integrity and the August 2018 opening of an India Office to provide face-to-face orientation to students (and their parents) that includes content on academic integrity.

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Post-arrival activities have included broadening the scope of the International Student Orientation to include dedicated sessions on academic integrity, and the introduction in Spring 2018 of a First-Semester Check-in system as a preemptive measure to remind students of the standards and expectations of Langara College.

### SEXUAL VIOLENCE PREVENTION

Building on the success of last year's Sexual Violence Prevention initiatives, SCJA has continued to promote a sexual violence-free campus through awareness campaigns, training opportunities and our very successful Sexual Respect Ambassador Program (employee and student ambassadors). 2018 initiatives have included:

- Awareness campaigns through print, digital display boards, social media and Voice articles.
- Presentations at new student orientation, parent orientation, new employee orientation and in class presentations for students.
- Distribution of the employee resources folder - *Assisting Student Survivors of Sexualized Violence* (Gold medal winner in National Council for Marketing & Public Relations Medallion Awards).
- Consent awareness *Happy Valentine's Day* card campaign (Bronze medal winner in National Council for Marketing & Public Relations Medallion Awards).
- *Incognito Mode* (a play about porn) – a collaboration between Langara Studio 58, New World Theater and iMPACTS (SSHRC Partnership Project between law, arts and media sectors to develop responses to sexual violence in universities and society).
- General information and awareness during the annual *Pink Shirt Day* event and *Wellness Fair* events.
- Design Foundation Program and Marketing Management Program student course work, projects and awards- Building Awareness of Sexual Violence for Students.
- Creation of online training and animated video.
- General awareness pop-up information tables at various campus locations.
- Training for indigenous students and International Student Mentors.
- Training for Employee and Student Ambassador (Topics: Langara Sexual Violence Policy and the Law; Responding to Disclosures; Sexual Harassment and Human Rights; Understanding Consent; Making Referrals; Bystander Intervention; West Coast Leaf – *Yes Means Yes*).
- Focus group in collaboration with International Education Department to collect information of international students and their understanding of campus resources and particular topics under policy B3009 Sexual Violence and Misconduct.

## Academic Integrity Incidents

Academic misconduct can take many forms. Common examples of plagiarism during 2018 were large-scale cutting and pasting from other sources, copying from another student's work,

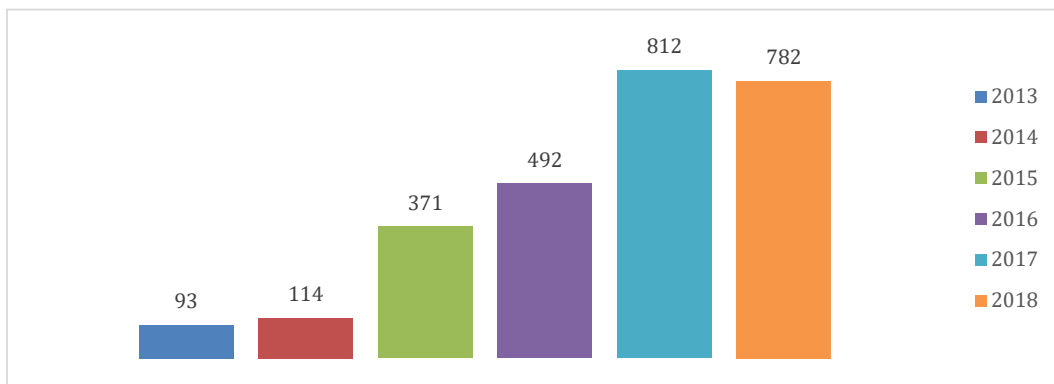
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allowing another student to copy from their work, failing to cite correctly on a paper, and handing in someone else's work as their own. Incidents of cheating include using unauthorized aides or technologies during exams, talking or otherwise sharing information during exams, engaging in unauthorized collaboration on assignments, and submitting falsified or questionable medical notes to explain exam absences or missed due dates.

**Note:** The incident numbers mentioned below should not be interpreted as reflecting all academic misconduct occurring on campus. Not all faculty members report incidents of academic misconduct, and some departments have devised procedures for addressing incidents within the department.

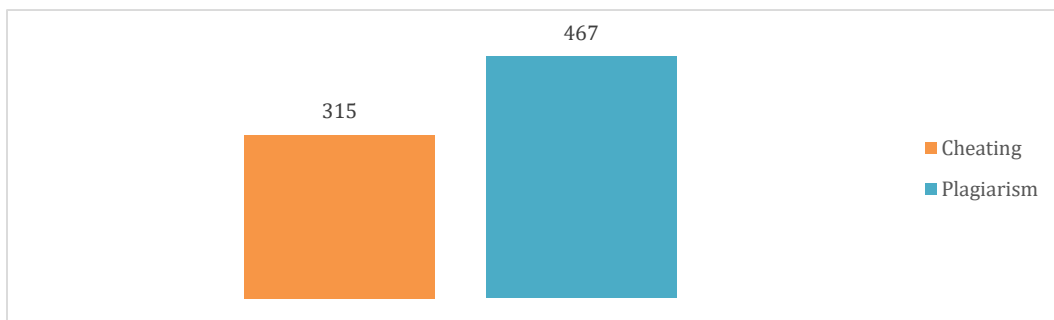
### INCIDENT NUMBERS

There has been a slight decrease in reported academic integrity violations during 2018, with this year's numbers showing 782 reported incidents, a reduction by 30 over the previous year.



### INCIDENT TYPES

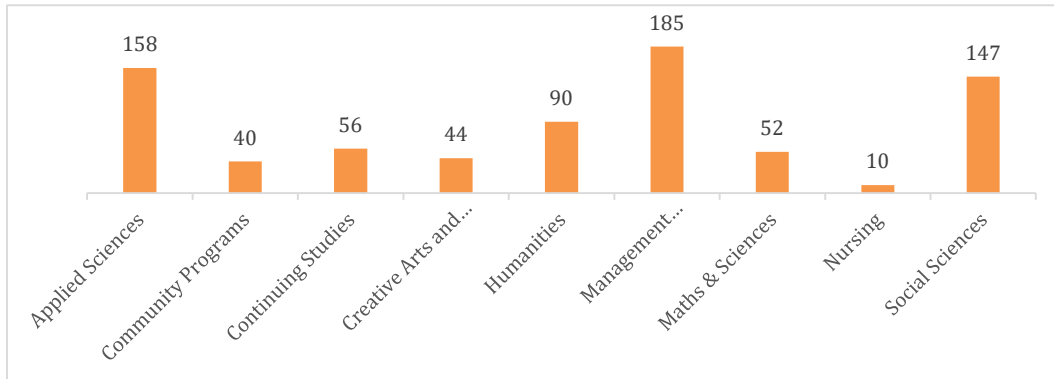
In 2018, the reported incidents of cheating remained similar to the previous year, while the reported incidents of plagiarism have dropped (467 in 2018 over the 495 reported in 2017).



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### INCIDENTS BY DIVISION AND DEPARTMENT

Similar to 2017, Management Programs (185), Applied Sciences (158) and Social Sciences (147) remained the divisions in which the highest number of reported incidents arose.

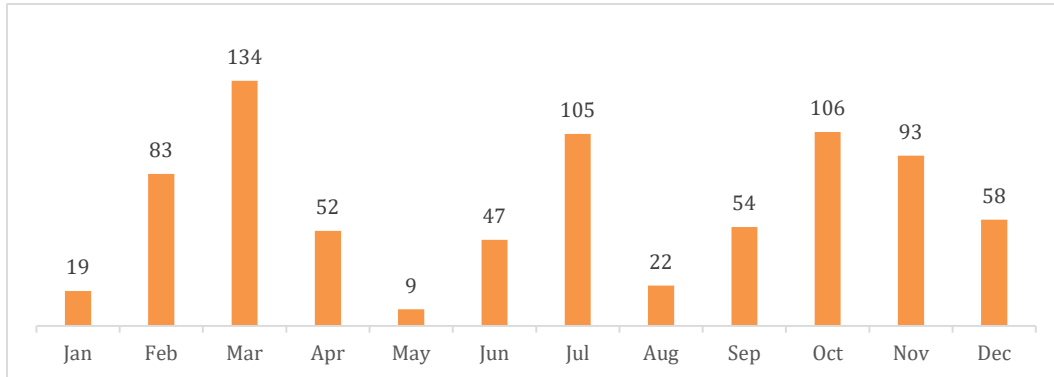


The following table shows those 15 areas with the highest numbers of reported incidents.

<b>Program or Department</b>	<b>Total</b>
<i>Business Management &amp; International</i>	142
<i>Computer Science &amp; Information Systems</i>	88
<i>Kinesiology</i>	46
<i>Supply Chain &amp; Logistics</i>	44
<i>English</i>	42
<i>Sociology/Anthropology</i>	42
<i>History/Latin/Poli-Sci</i>	36
<i>Biology</i>	33
<i>Web &amp; Mobile</i>	33
<i>Psychology</i>	29
<i>Philosophy</i>	27
<i>Criminal Justice</i>	25
<i>Geography</i>	24
<i>Health Sciences</i>	23
<i>Financial Management &amp; Business Computer</i>	19

## Student Conduct and Judicial Affairs

### MONTHLY DISTRIBUTION



Unsurprisingly, incidents occurred most frequently mid to late semester, with March, July and October showing the highest incident. This distribution is similar to what has been observed in previous years.

### SANCTIONS

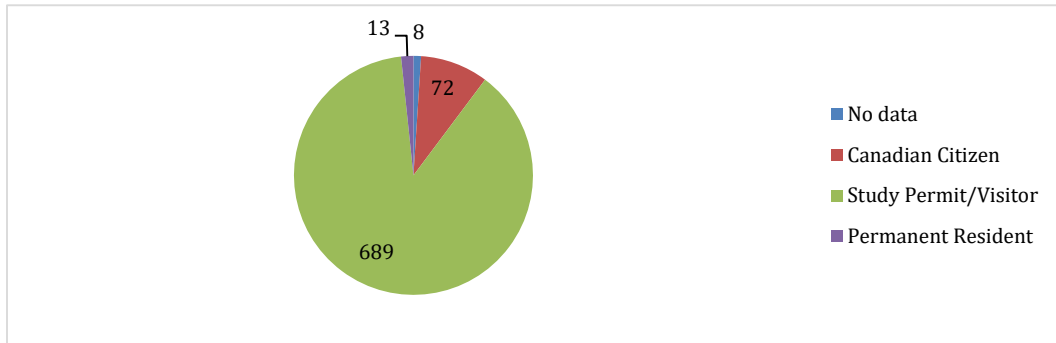
Similar to previous years, the most frequent sanction for academic dishonesty was a zero mark on the work in question. A reduced mark was used next often. It should be noted that many instructional staff elect to use a combination of educational and/or remedial sanctions in addition to mark/grade related sanctions. Remedial or educational sanctions were used either singly or in combination with other sanctions, 71 times. In 18 cases, no violation was found after investigating the issue. The table below shows the most frequently used sanctions.

<i>Sanctions Types</i>	<b>Total</b>
<i>Failing grade in course</i>	21
<i>Formal warning</i>	36
<i>No Violation</i>	18
<i>Reduced grade in course</i>	9
<i>Reduced mark on assignment or exam</i>	169
<i>Zero mark on assignment or exam</i>	433
<i>Reduced grade in course, Zero mark on assignment or exam</i>	19
<i>Remedial Sanction, Reduced mark on assignment or exam</i>	11
<i>Remedial Sanction</i>	12
<i>Educational Sanction, Zero mark on assignment or exam</i>	9
<i>Educational Sanction</i>	18

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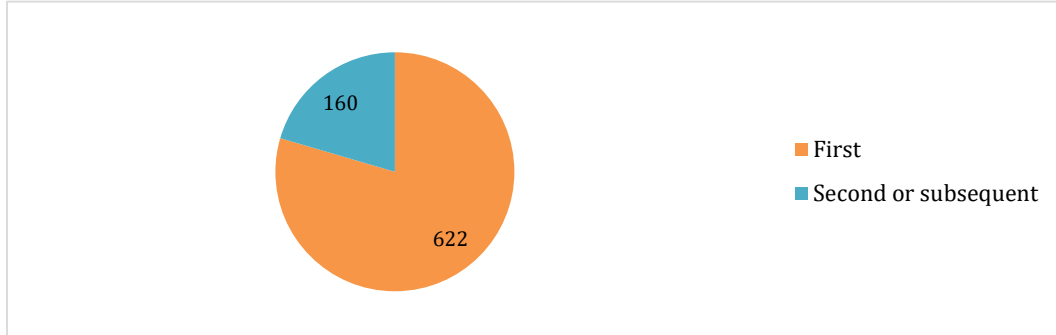
### STUDENTS INVOLVED

As in previous years, the majoring of reported academic integrity violations arises from students who are new to the Canadian College environment.

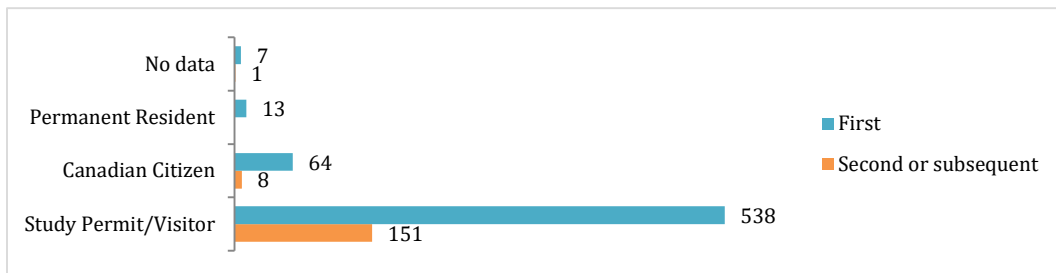


### RECIDIVISM

The majority of the 782 reported incidents were first infractions (622). One-hundred and sixty (160) of the reported incidents were repeated infractions (up from one-hundred in 2017).



Recidivism varies according to the students involved. The chart below shows that students newer to the Langara system are slightly more likely to experience challenges in adapting to the College's academic integrity norms.





## Student Conduct and Judicial Affairs

### APPEALS

In 2018, forty-seven (47) students requested an appeal of an Academic Integrity decision. In forty-three (43) cases the decision was sustained due to a failure on the part of the student to demonstrate sufficient grounds for an appeal. In three (3) case (one at the instructor level, one at Decision Review and one at a Formal Appeal), it was determined that there was no infraction and the previous decision overturned. In one (1) case the decision was modified by replacing a lesser sanction with the one assigned.

### Sexual Violence Incidents

The following information only pertains to situations of sexualized violence where the alleged or responsible perpetrator is a student.

<b>COMPLAINANT STATUS</b>	<b>Employee</b>	<b>Student</b>	<b>Total</b>
<i>Sexual assault</i>		2	2*
<i>Sexual harassment</i>	1	5	6
<i>Sexual harassment/assault</i>		2	2
<i>Stalking</i>		1	1
<i>Total</i>	1	10	11

\* Both incidents occurred off campus.

<b>Nature of report</b>	<b>Complaint/ investigation</b>	<b>Disclosure</b>	<b>Total</b>
<i>Sexual assault</i>		2	2
<i>Sexual harassment</i>	1	5	6
<i>Sexual harassment/assault</i>	2		2
<i>Stalking</i>		1	1
<i>Total</i>	3	8	11

<b>Location</b>	<b>Off campus</b>	<b>On campus</b>	<b>Both</b>	<b>Total</b>
<i>Sexual assault</i>	2			2
<i>Sexual harassment</i>	1	5		6
<i>Sexual harassment/assault</i>		1	1	2
<i>Stalking</i>		1		1
<i>Total</i>	3	7	1	11

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<i>Outcome</i>	Sexual assault	Sexual harassment	Sexual harassment /assault	Stalking	Total
<i>Accommodation request</i>	1*				1
<i>Informal Resolution</i>		2			2
<i>Police report</i>				1	1
<i>Probation, No Contact, other sanction</i>			1		1
<i>Suspension</i>		1	1		1**
<i>Outcome pending</i>		2			2
<i>No action requested</i>	1*				1
<i>No follow-up by complainant</i>		1			1
<i>Grand Total</i>	2	6	2	1	11

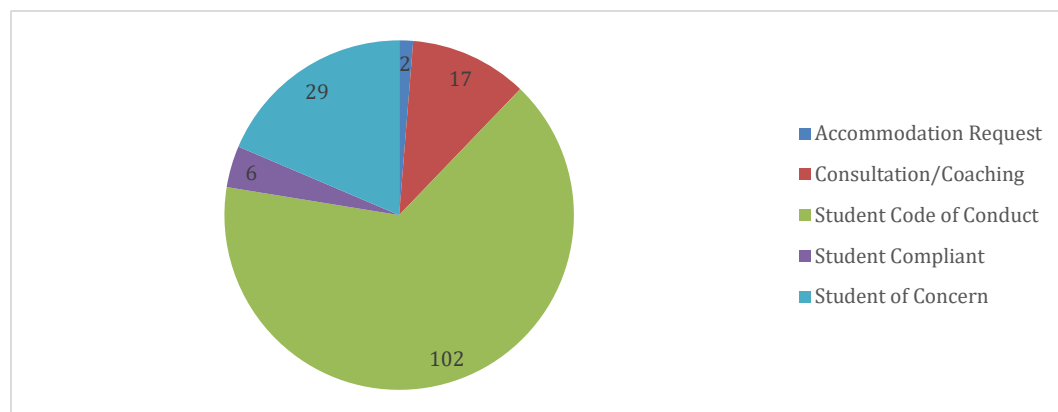
\*These two incidents occurred off campus, one of which was a historical incident where trauma symptoms resurfaced.

\*\* In this case, one student was responsible for two separate incidents and was suspended from the College.

## Behavioural Misconduct Incidents

### INCIDENT NUMBERS

During 2018, SCJA addressed 156 incidents. These included non-disability related accommodation requests (exemption from smoke-free policy; exemption from class attendance). In 17 cases, faculty sought assistance from SCJA to manage complex student situations without direct involvement from the office. 102 cases fell within the parameters of the Student Code of Conduct, 29 were classified as students of Concern and the office handled a handful of student complaints against other students around conflict and interpersonal difficulties, not requiring formal intervention under the Student Code of Conduct. Sexual violence incidents are reported separately and not included in these figures.



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### STUDENTS OF CONCERN

A “student of concern” is a student who exhibits behaviour that poses a threat or risk of harm to the student or others; poses significant threat or risk to property; causes disruption to or interference with the educational process; interferes with the lawful and proper activities or functions of the College; or suggests that the student is unable to engage in the basic activities necessary to obtain an education. Due to the nature and complexity of the displayed behaviour, interventions often require a variety of methods, including liaison with health professionals, social service agencies and families, collaboration with Langara faculty and staff, on-going monitoring, coaching, community involvement, and related referrals.

Of the 156 cases mentioned above, 29 situations involved students of concern. In most instances, the concerns were addressed through consultation/coaching and referral (13) or informal resolution (10). It was necessary to remove students from class in 2 cases, and in 4 cases, it was necessary to temporarily restrict further registration.

### INCIDENT TYPES

The type of concerns arising in 2018 were similar to previous years, with disruption both inside and outside of the classroom being most dominant (52), along with persistent or unwelcome conduct and harassing-type behaviour (21) and failure to comply (19).

	<b>Reported Concerns</b>	<b>Total</b>
	<i>Accommodation Request (no infraction)</i>	2
	<i>Aiding the commission of prohibited conduct</i>	3
	<i>Complaint/Report only</i>	10
	<i>Contravention of other College policies or laws, false allegations,</i>	3
	<i>Displays signs of significant distress</i>	3
	<i>Disruption, interference in teaching</i>	52
	<i>Failing to comply with a reasonable direction</i>	19
	<i>False information, misrepresentation, deception</i>	13
	<i>Other concerns</i>	21
	<i>Aggression, harassment, intimidation, threats or coercion, risk to self or others</i>	21
	<i>Unable to engage in basic activities required to obtain an education</i>	5
	<i>Unauthorized recording of College business; use of facility, equipment or service</i>	4
	<i>Total</i>	156

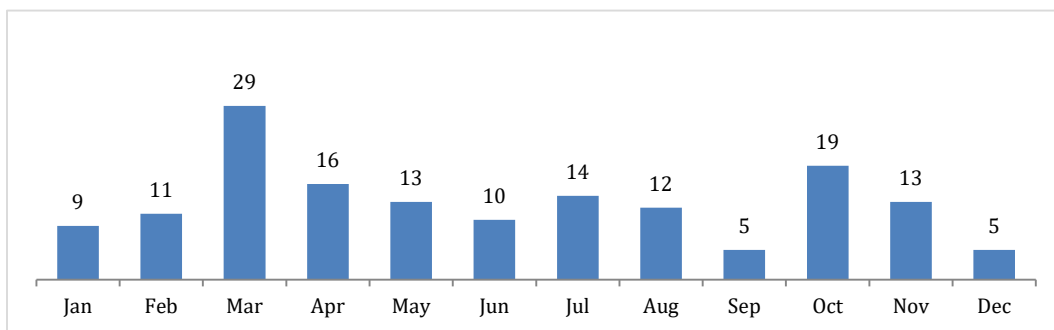
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### SANCTIONS

During 2018, sanctions have been relatively modest, with the aim of enabling behavioral change, rather than punishment. A formal clarification of expectations was most common (59), as were more supportive and educational sanctions such as coaching, community service, formal apologies, Reflection Papers and other informal resolution processes (46). In 26 cases more restrictive sanctions were imposed, ranging from formal warnings, restrictions on access to registration or parts of the learning environment. In the remaining 25 cases, either no violation was found after investigation or the situation was addressed through conversation and monitoring.

### MONTHLY DISTRIBUTION

Monthly distribution followed a somewhat similar pattern to the academic integrity incidents, with peak numbers at midterm.



### APPEALS

In 2018, seven (7) appeals were filed contesting either a Student Code of Conduct decision or an Involuntary Leave of Absence decision. The original decision was upheld in all cases.

## Case Examples

### Cecilia

1. Cecilia was reported to SCJA for behaving in a rude and abusive way towards library and IT staff. Cecilia didn't feel that she had done anything wrong, denied shouting at staff and calling them names. She believed that her behaviour was appropriate in the circumstances because she was frustrated and couldn't get her problem resolved. Cecilia had been brought to SCJA's attention earlier in 2018 and once in 2017 for behaving in an offensive, and belligerent way toward her course instructors when she

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did not achieve the grade she believed she was entitled to. Because Cecilia had received correction for the previous incidences and had not complied with the expectations, she was placed on probation and was restricted from accessing certain services without first discussing her needs with SCJA.

### **Halle**

2. Halle came to SCJA's attention after student services personnel reported that she described herself as "violent offender" with a history of violence. On meeting with Halle and her community service worker, the student confirmed some history of aggression and various mental health related concerns, one of which included cutting. An assessment concluded that Halle did not pose a risk to others, but in order for her to continue as a member of the college community, measures were put in place to manage the cutting behaviour, periodic deregulation, disclosures of personal information unrelated to academic matters, and to ensure community supports remained in place and were accessible to Halle.

### **Farrin**

3. Farrin was reported to have sent repeated bizarre and inappropriate emails to his course instructors. Contents of the email suggested Farrin believed his electronic devices were being controlled by unknown third parties. He was hospitalized, but before discharge, he left the hospital and arrived on campus to carry on a disruptive and alarming conversation with the course instructor while class was in session. Security and SCJA met with Farrin and his mother. He was returned to hospital and restricted from returning to the College until such time as he had a medical clearance to do so.

### **Tadeas**

4. Tadeas had displayed a pattern of behavioural and academic concerns over several years. Specifically, Tadeas would enter offices without permission, take small objects without permission, sleep in inappropriate places, argue with people, and call them insulting names. Tadeas was also unable to complete the majority of his courses despite a wish to obtain a master's degree. Because Tadeas was a student with a disability where the disability affected his social functioning and compliance with College rules and norms, latitude was given to support Tadeas. Various interventions took place to address the specific behaviours, however new behavioural problems would crop up. Tadeas' behavioural issues combined with his inability to satisfactorily complete the majority of the courses, resulted in a referral to an Involuntary Leave of Absence Committee. The committee determined that Tadeas would be allowed to remain enrolled at the college with certain restrictions. Behaviour problems continued and he was placed on probation in March 2018 for failure to comply with direction. Despite the

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probationary warning, behaviour problems persisted resulting in restrictions on access to certain services of the College which Tadeas ignored. Tadeas was eventually restricted from further registration at the college pending a demonstration that he could complete courses at another postsecondary institution without behaviour concerns arising.

### **Reza**

5. Reza was reported to SCJA for engaging in unwanted stalking-type behaviour toward one her classmates. An investigation revealed that Reza and her classmate had been in a relationship lasting one to two weeks, but ended on what the classmate thought were amicable terms. Shortly afterward, the classmate reported that Reza had repeatedly messaged him on Facebook, made numerous repeated telephone calls to his home, come to his home and repeatedly banged on the door and window demanding his attention. Police were called and SCJA notified Reza to desist in all contact with her classmate. Despite that intervention, Reza persisted in attempting to contact the classmate. In discussion with Reza, she indicated that her approach to the classmate had been because she believed he was not healthy. She confirmed previous incidences of stalking-type behaviour but agreed to refrain from further contact with classmate or any person known to the classmate. She was also restricted from being in parts of the College where the classmate studied.

### **Angelo**

6. Angelo was reported to have engaged in bullying and harassing behaviour towards one of his classmates. Specifically, Angelo would raise his voice and make demeaning comments about his classmate, criticize her performance, and vandalized her work. Angelo disputed the allegation claiming the demeaning comments were way of helping her improve, and that the vandalism was not important. An investigation took place which established that Angelo was responsible for a violation of the Student Code of Conduct. Among a number of expectations, sanctions included a restriction from returning to the program for the remainder of the semester, and a requirement that he complete one course by special project in the following semester. Angelo declined to avail himself of this opportunity, and appealed the decision. His appeal was not successful and Angelo registered elsewhere in the College.

### **Sang**

7. Sang was enrolled in a professional program that required a number of practicums. In the practicum setting, Sang was required to ensure compliance with health and safety considerations for the clients he served. Sang suffered from an OCD-type condition that severely hampered his ability to fulfil his practicum obligations. Specifically, he was preoccupied with checking and rechecking his work to the point where he could not

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complete his tasks and posed a safety risk to others. Sang was removed from practicum and agreed to take a leave of absence from his program to give himself time to address his outstanding condition. Working with the department and his psychologist, Sang was able to demonstrate an improvement in his functioning and was permitted to return to his program.

### **Nadir**

8. Nadir was enrolled in a study abroad program when she began exhibiting disruptive and disturbing behaviour towards her classmates, including intoxication, unexcused absences from class, throwing articles around, punching the wall, sending offensive messages, and swearing and yelling at others. Working with Nadir, her parents, the faculty and other members of the College, Nadir was returned home from the study abroad program. Upon meeting with Nadir, she confirmed experiencing adverse mental health symptoms from time to time, but minimized or denied the reported behaviour. After some discussion, Nadir was willing to take some limited responsibility for her participation in the various incidents, and was withdrawn from the program.

### **Susan**

9. Susan submitted a medical note to her instructor to account for a missed exam. The instructor found the letter questionable because it did not possess the typical markers of a legitimate medical note and would not accept it. When Susan learned that she was unable to write her exam, she submitted another medical note. The instructor noticed that the address on the second letter did not correspond with the name of the clinic on the letter head. An SCJA investigation determined that Susan obtain the first letter through an on-line doctor's service based in Alberta, and had created the second letter. Susan indicated that as an international student, she did not have adequate medical insurance to cover the cost of medical visits. Susan was deemed to have been absent for the exam without authorization and was required to write a reflection paper on the importance of honesty and integrity in an academic setting.

### **Brian**

10. Brian was brought to SCJA's attention from an instructor. The instructor found several assignments from his course as well as from other subject areas on a third party assignment-sharing service. SCJA conducted an investigation into the matter. SCJA office met with Brian who initially denied uploading any material onto the site. SCJA investigation found overwhelming evidence that suggested that Brian had been responsible for uploading his assignments as well as those of his peers. When demonstrated with the evidence, Brian took responsibility for his actions. He was required to remove the material from the online site and write a reflection paper reviewing his actions and their implication.