

2019

STUDENT CONDUCT AND ACADEMIC INTEGRITY – ANNUAL REPORT

June 2020

Maggie Ross, Director

Erin Hagen, Student Conduct Officer

Office of Student Conduct & Academic Integrity

snəwəyət̚ leləm̚.

THE COLLEGE OF HIGHER LEARNING.

Langara.

THE COLLEGE OF HIGHER LEARNING.

Student Conduct and Academic Integrity

Introduction

The Office of Student Conduct and Academic Integrity has now been in operation at the College for eight years, and has seen an expansion in the complexity of student-related issues. After months of consultation with faculty and staff, the office has undergone a name change as well, shifting from the outmoded reference to “Judicial Affairs” in order to highlight the Academic Integrity work undertaken by the office.

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.

Over the past several years, the college has seen an increase in numbers and complexity of academic integrity and student behavioural issues (including sexual violence and misconduct). The office has been successful in managing these issues to keep the numbers stable over the past 2 to 3 years as the nature of issues being brought forward are becoming increasingly complicated and require greater collaboration from other departments. The office is dedicated to handling cases in a way that reflects best practices in the field, risk mitigation, and respectful balance between the interests of faculty, staff, students and the institution as a whole.

OFFICE NAME CHANGE

In fall 2019, SLT approved a name change for the Office of Student Conduct & Judicial Affairs (SCJA) to the Office of Student Conduct & Academic Integrity (SCAI). The name change was implemented to better express the department’s mission, to emphasize the importance of Academic Integrity within the Langara Community, and to reflect shifting perspectives and initiatives both within and outside of Langara College.

Policy and Education

ACADEMIC INTEGRITY INITIATIVES

Academic Integrity remains as an area of important concern for the Langara community, and there is an increasing awareness of the prevalence and the complexity of cases among those at the college. This phenomenon is not unique to the college, with Academic Integrity being highlighted as a major concern at many post-secondary institutions nationally and internationally. Academic integrity is fundamental to the college’s mission and expected from all Langara college students. Incidents of academic dishonesty contradicts our core values, erodes educational inquiry and diminishes the quality of our scholarship and reputation. To address

Student Conduct and Academic Integrity

this phenomenon, a multifaceted approach is necessary, where all members of the college community take part. The office of Student Conduct & Academic Integrity has undertaken a series of initiatives to address this growing concern:

Academic Integrity Tutorial

The Academic Integrity Tutorial was developed throughout 2018, and 2019 marks the first complete year that the Academic Integrity Tutorial has been live on Brightspace for students who have violated Langara's Academic Integrity Policy (F1004). The tutorial is automatically assigned to students who have violated the policy (and sometimes is an assigned sanction for students who have experienced multiple violations), with the purpose of further educating students of the importance of academic integrity and good decision-making, explain potential consequences of academic dishonesty, and identify college resources for supporting academic integrity. Students who do not pass are required to meet with a Student Conduct Officer to review their results in order to clarify concepts and questions they did not understand.

Students who meet with the Student Conduct Officer consistently struggle with the nuances of Academic Integrity, including understanding what is considered tutoring vs. collaboration, the proper boundaries of collaboration, where students can go for help when they have questions, and the basic principles of Academic Integrity. Both domestic and international student express an uncertainty about Academic Integrity. They have indicated that the concept is new to them, and state that the in-person meetings are helpful to expand their understanding. These in-person meetings also allow the SCAI office to impart and stress to students the importance of Academic Integrity across all educational institutions in North America.

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 has been working with TCDC to undertake a number of initiatives. These include: the development of a Toolkit for faculty entitled *Encouraging Academic Integrity Through a Preventative Framework* (the toolkit is in its last stages of development); workshops for faculty and Department Chairs on promoting Academic Integrity in the classroom; and online sessions on Academic Integrity. The Academic Integrity Advisory Committee has worked with TCDC to focus on assessment design as the most effective way to stem the tide of academic integrity issues facing the College. Several members of the Academic Integrity Committee attended the International Center for Academic Integrity annual conference in March 2020.

Other initiatives

Continued activity took place during 2019 to educate students on the principles and standards around academic integrity. Academic Integrity has been continually highlighted during all new student orientations events.

Student Conduct and Academic Integrity

The Academic Integrity Advisory Committee, in partnership with the Communications and Marketing team, developed a new marketing campaign focusing on the principles of Academic Integrity. This campaign has been shared and received a prominent position on the official Langara College social media accounts. Print material (AI poster) was developed and distributed to Langara faculty to promote discussions with students about Academic Integrity principles and standards.

SEXUAL VIOLENCE PREVENTION

The following are activities undertaken in 2019 to support the College's sexual violence prevention initiative:

- Hiring of a temporary Sexual Violence Prevention Program Assistant to engage in promotion and provide training opportunities for students.
- Development of three online sexual violence awareness and prevention tutorials for students (sexual harassment awareness, including support and reporting options; consent, and bystander intervention). Tutorial creation has included an accessible version for students with disabilities.
- Ongoing recruitment of Student Sexual Respect Ambassadors and Employee Sexual Respect Ambassadors (approx. 45 participants); ongoing training for ambassadors, other student volunteers and the larger campus community (Responding to Disclosures, Rape Culture, Consent Matters, yes Means yes, Campus Resources, etc.).
- Providing information about on and off campus resources (Pop-up info booths, campus events, displays, print, web and digital information (social media), presentations (student orientation, hosted group discussions, classroom presentations).

Sexual Violence and Misconduct Policy Review

Informal feedback on the current policy and procedures has been obtained from students and others over the past year via events, training opportunities and more directly, through feedback from the Sexual Respect Ambassadors.

In fall 2019, a working group with representation from the unions, faculty, staff and students was established. The working group met monthly to revise the SVM policy and procedures. At the time of this writing, drafts of the policy, the student procedures and the procedures for employees and non-student members of the College community are completed. During spring 2020, relevant stakeholder groups will have an opportunity to review the drafts. The goal is to proceed through the internal approval process by June 2020.

Student Conduct and Academic Integrity

Overview of revisions

Based on feedback to date, a review of other post-secondary practices, and support from BC campuses, we have adopted plain language wording for the policy and will apply those principles to the student procedures document. We have:

- clarified the support options and how they may be accessed;
- simplified and clarified the reporting process;
- added an opportunity for alternate resolutions (alternative to investigation);
- ensured respondents are explicitly included in the policy with the same access to support and due process;
- ensured the investigation process is more transparent;
- explicitly included reference to trauma-informed approaches;
- better defined the scope of the policy; and,
- clarified processes for withdrawing from an investigation.

Next steps

Once the policy and procedure revisions are approved, the College will relaunch our SVPP initiative to refresh attention to this issue. Given the current situation, we will aim to undertake a renewed campaign in fall 2020 with an emphasis on three themes: You are not alone; Understanding Sexual Violence and Misconduct; Consent Matters; and See Something, Say Something; Tips for Bystander Intervention. Specifically, we will continue with the efforts undertaken in 2019 to ensure a greater understanding of the issue and will continue to promote options for students and others to bring concerns forward.

Student Incidents

Incident Type	Total
Sexual Violence*	5
Non-academic behaviour**	142
Academic Integrity	755
Grand Total	902

* Incidents reported directly to SCAI. See section on SVM to obtain complete numbers.

**Includes Student Code of Conduct violations, Students of Concern interventions, student-to-student complaints and informal interventions to support and guide faculty and staff.

Student Conduct and Academic Integrity

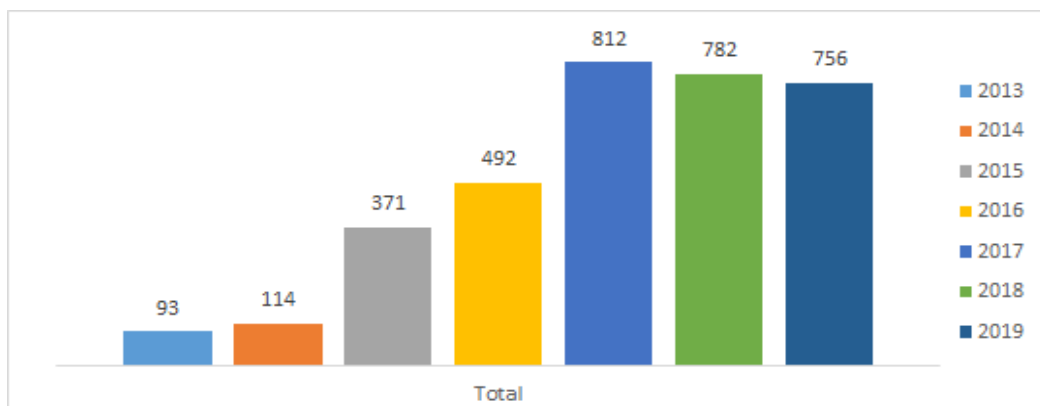
Academic Integrity Incidents

Academic misconduct can take many forms. Common examples of plagiarism during 2019 were large-scale cutting and pasting from other sources, copying from another student's work, 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

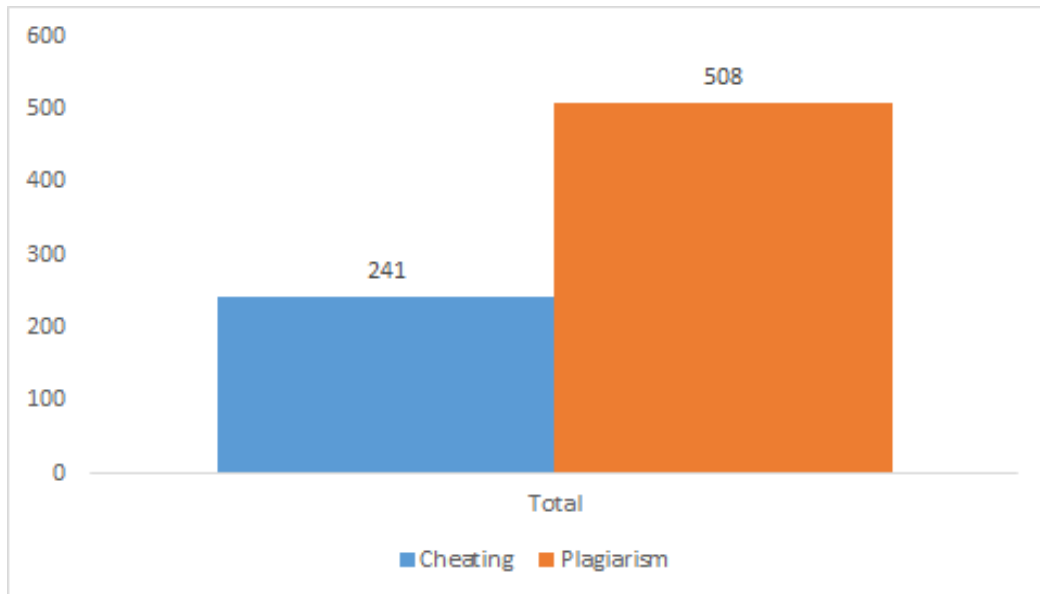
There has been a slight decrease in reported academic integrity violations during 2019, with this year's numbers showing 756 reported incidents, a reduction by 26 over the previous year.



INCIDENT TYPES

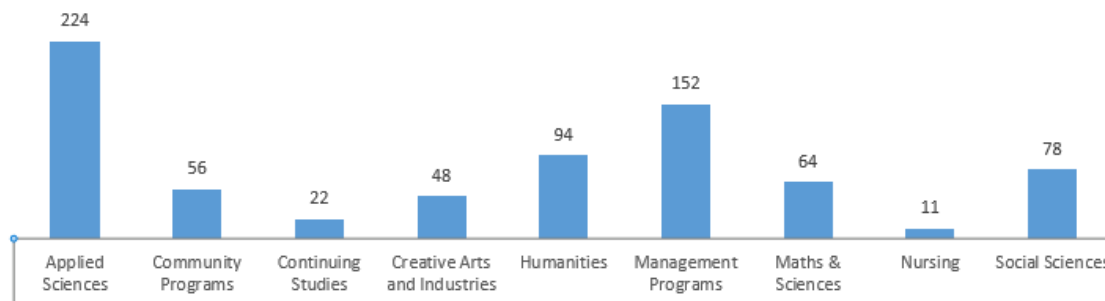
In 2019, the reported incidents of cheating dropped significantly (from 315 reported incidents in 2018, to 241 in 2019), while the reported incidents of plagiarism have risen (508 reported incidents in 2019 compared to the 467 cases reported in 2018).

Student Conduct and Academic Integrity



INCIDENTS BY DIVISION AND DEPARTMENT

Compared to 2018, Management Programs (152) and Applied Sciences (224) remained the divisions with the highest numbers of reported incidents. However, Social Sciences (78) dropped to the Division with the fourth-highest reported incidents, as Humanities (94) rose to the third-highest Division. Comparatively, in 2018, Management had 185 reported incidents, Applied Sciences had 158, Social Sciences had 147 and Humanities had 90.



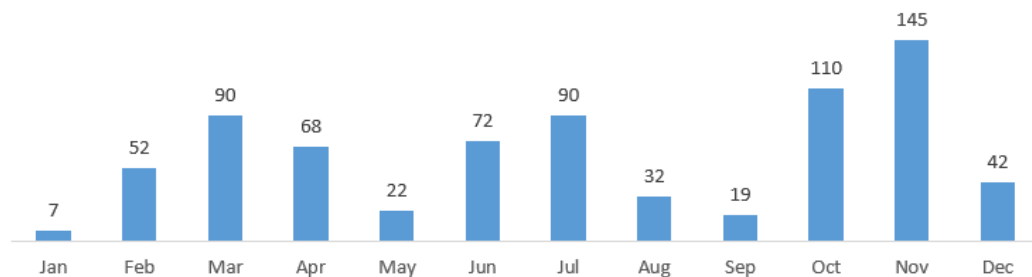
The following table shows those 15 areas with the highest numbers of reported incidents.

<i>Program or Department</i>	Total
<i>Computer Science & Information Systems</i>	143
<i>Business Management & International</i>	88

Student Conduct and Academic Integrity

<i>Kinesiology</i>	50
<i>Web & Mobile</i>	42
<i>Criminal Justice</i>	41
<i>Health Sciences</i>	35
<i>English</i>	35
<i>Nutrition & Food Science</i>	34
<i>Interdisciplinary Studies</i>	33
<i>Sociology/Anthropology</i>	29
<i>Biology</i>	29
<i>Math & Stats</i>	22
<i>CS Accounting & Business</i>	21
<i>History/Latin/Poli-sci</i>	17
<i>Economics</i>	12

MONTHLY DISTRIBUTION



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

SANCTIONS

The Academic Integrity Tutorial, introduced in January 2019, is the most common sanction. It is assigned to all students reported for a first academic integrity violation. Similar to previous years, the next most frequent sanction for academic dishonesty was a zero mark on the work in question, followed by a reduced mark. 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 (including the academic integrity tutorial) were

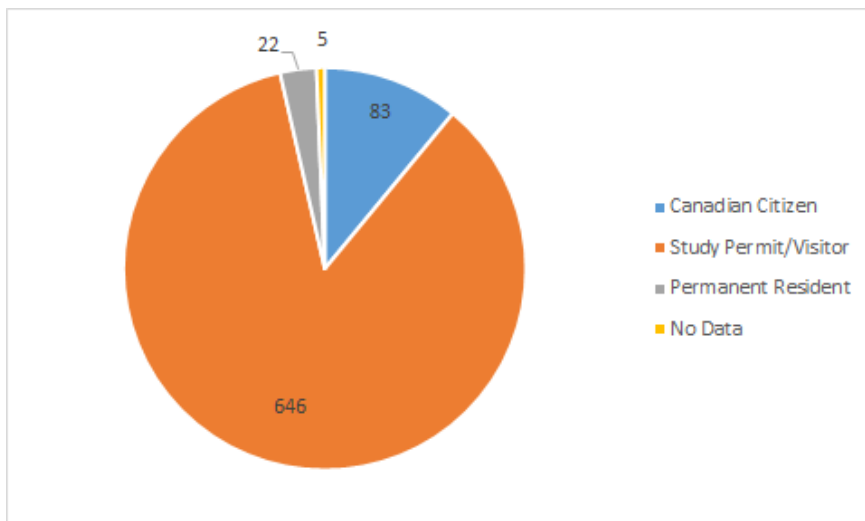
Student Conduct and Academic Integrity

used either singly or in combination with other sanctions, 626 times. In one case, no violation was found after investigating the issue. The table below shows the most frequently used sanctions.

<i>Sanctions Types</i>	Total
<i>Academic Integrity Tutorial</i>	605
<i>Failing grade in course</i>	7
<i>Formal warning</i>	108
<i>No Violation</i>	1
<i>Reduced grade in course</i>	23
<i>Reduced mark on assignment or exam</i>	170
<i>Zero mark on assignment or exam</i>	461
<i>Resubmit Corrected Assignment</i>	28
<i>Reflection Paper</i>	42
<i>Suspension</i>	1
<i>Other</i>	4

STUDENTS INVOLVED

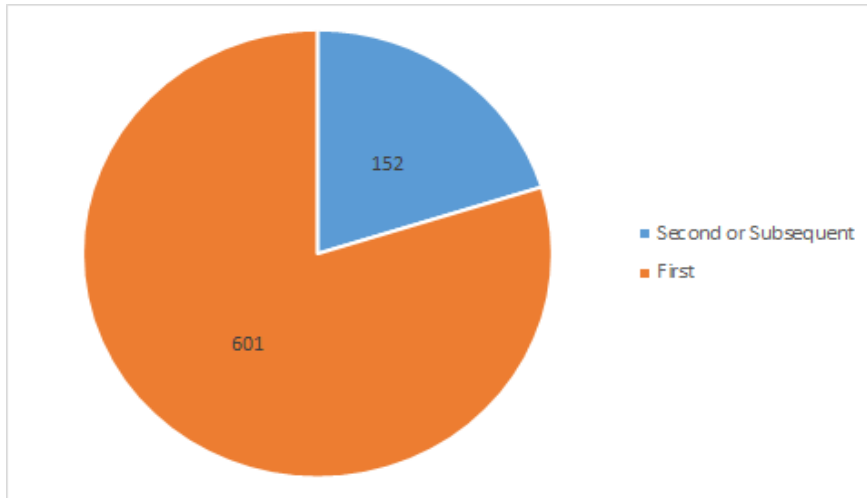
As in previous years, the majority of reported academic integrity violations arises from students who are new to the Canadian College environment.



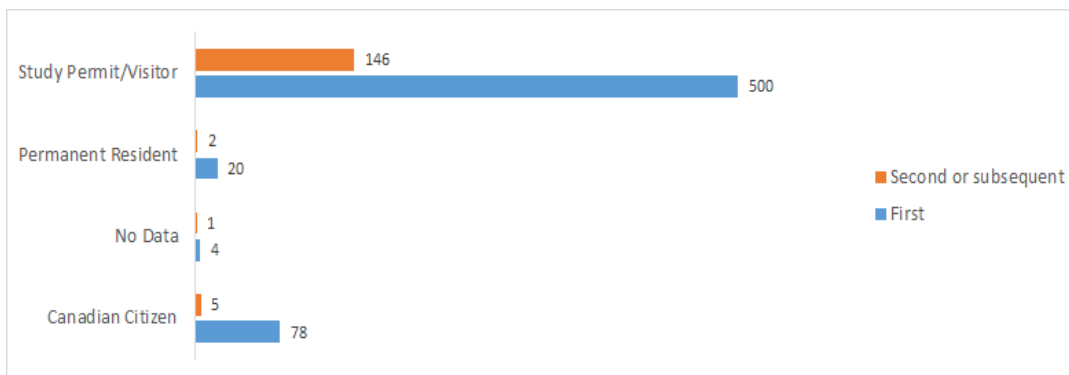
Student Conduct and Academic Integrity

RECIDIVISM

The majority of the 756 reported incidents were first infractions (601). One-hundred and fifty-two (152) of the reported incidents were repeated infractions (down from 160 in 2018).



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.



ACADEMIC INTEGRITY APPEALS

In 2019, twenty (20) students requested an appeal of an Academic Integrity decision. All cases were resolved at the Decision Review stage. No cases were forwarded to a panel. The original decision was maintained in eighteen (18) of those appeals. In one case the decision was overturned and in one case it was modified.

Student Conduct and Academic Integrity

Sexual Violence Incidents

Many of those who have sexual violence or misconduct elect to disclose their experience to a trusted college member of the College community to receive support, advice or referral. Below are the numbers associated with disclosures. Please note that these numbers may not be fully accurate due to tracking limitations.

SVM DISCLOSURES 2019

<i>Source</i>	Accessibility Services	1
	Counselling	n/a
	Health Services	3
	Sexual Respect Ambassadors	36
	International Education	10
	Total	50
<i>Type of Disclosure</i>	Cyber harassment/stalking	2
	Domestic violence/assault	3
	Post incident concerns	5
	Sexual assault	14
	Sexual harassment	21
	Sexual harassment/stalking	2
	n/a	3
<i>Complainant Gender</i>	Female identified	39
	Male identified	8
	Non-binary	3
<i>Complainant Status</i>	Student	42
	Employee	3
	Other	5
<i>Incident Time*</i>	Acute	21
	Historical	16
	n/a	13
<i>Support Given</i>	Accommodation assistance	11
	Medical support	3
	Support or referral	36

Student Conduct and Academic Integrity

* Acute - within the last year while the reporter was a student or employee; historical -greater than one year or before the reporter was a student/employee.

Reports to SCAI 2019

There were five (5) incidents of sexual violence reported to SCAI in 2019.

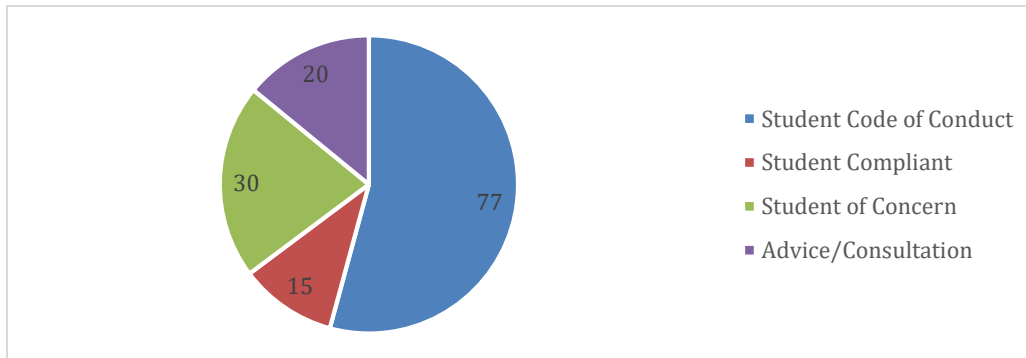
1. One was an incident of sexual assault occurring off campus reported by a female identified student involving a perpetrator unconnected to the College. Arrangements were made to provide the student with support and academic accommodation.
2. Two incidents involved two female identified students reporting inappropriate, sexualized behaviour in the library by a non-student. The two students were provided with support and referral. Efforts to identify the perpetrator were not successful. Police were notified.
3. One incident involved a report by three female identified students involving sexualized touching, comments and jokes by a male identified student. The female students were provided with support and referral. The male student was found responsible for the conduct and received awareness coaching to improve his understanding and foster behavioural change.
4. One incident involved the same student respondent as above for similar conduct, brought forward by 15 male and female students in the cohort. The student respondent was temporarily removed from the learning environment pending a resolution to the matter. The complainants agreed to participate in an alternate resolution process. The respondent agreed to end the behaviour and participate in behavioural change coaching. All parties were able to continue their studies following resolution.

Behavioural Misconduct Incidents

INCIDENT NUMBERS

During 2019, SCAI responded to 142 incidents. In 20 cases, faculty sought assistance from SCAI to manage complex student situations without direct involvement from the office. 77 cases fell within the parameters of the Student Code of Conduct, 30 were classified as Students of Concern and the office handled 15 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.

Student Conduct and Academic Integrity



STUDENTS OF CONCERN

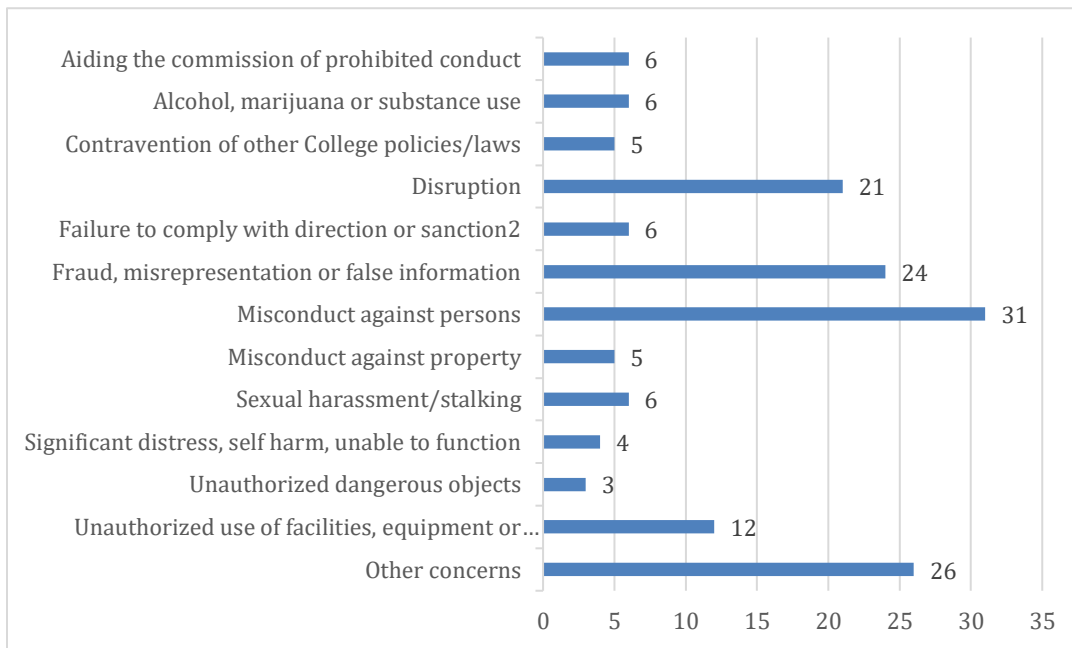
A “student of concern,” is a student who exhibits behaviour that poses a threat or risk of harm to the student or others; poses significant threat or risk to property; causes disruption to or interference with the educational process; interferes with the lawful and proper activities or functions of the 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.

INCIDENT TYPES

The type of student behaviours arising in 2019 were similar to previous years, with conduct against people (harassment, bully, assault, intimidation, threats etc) as being most common. Fraud and misrepresentation was the second most common, followed by disruption both inside and outside of the classroom. “Other concerns” reflects a constellation of low-level behavioural concerns repeated over time.

Please note: Numbers in this chart exceed the number of incidents in the previous chart because a single incident may include multiple acts of misconduct.

Student Conduct and Academic Integrity



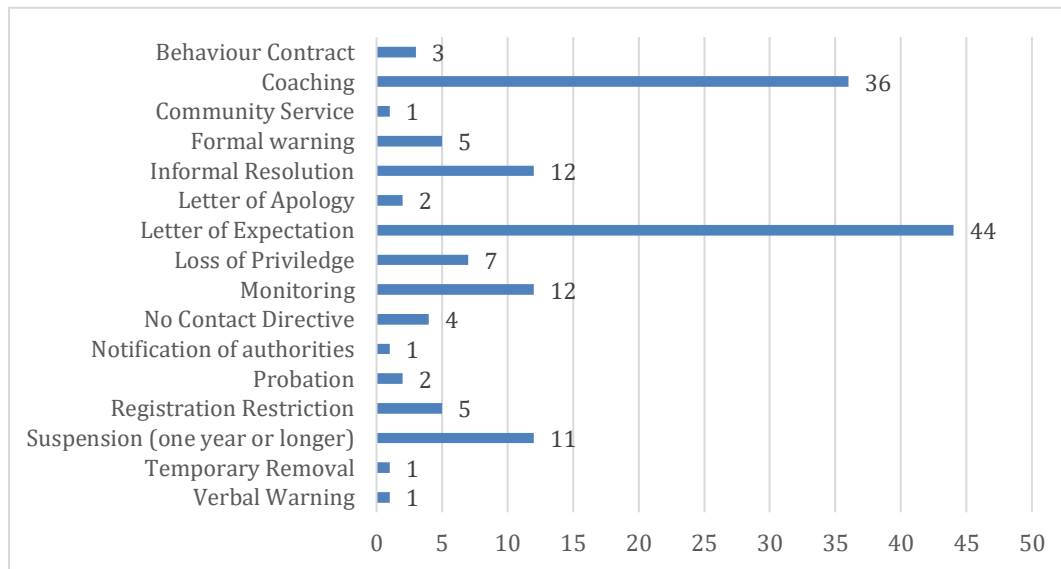
SANCTIONS

Like the previous year, SCAI has found that the most effective way to address student misconduct is through modest interventions. Clarifying expectations (often including requirements to curtail certain behaviours), coaching (to enhance understanding of interpersonal interactions and student obligations), and informal resolution are most effective in garnering behavioural change.

In more serious situations, suspension has been necessary. The students suspended in 2019, engaged in serious violations of the Academic Integrity Policy, the Computer Use Policy and the Student Code of Conduct.

Please note: Numbers in this chart below will exceed the number of incidents because a single incident may include multiple sanctions depending on the behavioural concern.

Student Conduct and Academic Integrity



APPEALS

In 2019, seven (7) appeals were filed contesting either a Student Code of Conduct decision or an Involuntary Leave of Absence decision. The original decisions were upheld in all cases.

Case Examples

Multiple students

Evidence came to light that that a final grade showing on a student's record was not the grade submitted by the instructor. Extensive investigation found similar grade anomalies on several other students' records. The investigation also revealed that several of the involved students did not attend classes or complete course work. The investigation found that multiple students had hired a "tutor" who accessed the Langara student records system to alter final grades. All involved students were suspended from the College for breaches of the Academic Integrity policy and the Student Code of Conduct.

Robert

Robert was a student with a significant disability who was registered in an intensive practical program in Continuing Studies. Course demands caused Robert to experience significant stress and frustration. One day, Robert began acting violently in class necessitating involvement of the VPD. Robert was removed from the program while a threat/risk assessment took place. The assessment determined minimal risk of further violence and with the support of his psychiatrist, counselling, accessibility services and his parents, Robert was provisionally permitted to enroll in one course at the College.

Student Conduct and Academic Integrity

Ethereal

In her practicum, Ethereal was experienced as a student who was reluctant to follow direction and was argumentative with staff. When Ethereal received critical feedback on her performance, she reacted badly. In response to this feedback, Ethereal decided to leave an offensive message viewable to vulnerable clients entering the practicum site. Ethereal was removed from the practicum for her conduct, with the option to return later, providing she made efforts to address the behavioral concerns.

Lucas

Lucas was reported to the Office of Student Conduct and Academic Integrity for allegedly assaulting another student. Lucas did not deny the assault but argued provocation, in addition to asserting his right to stand up for himself. The investigation revealed that, while there may have been some provocation, it did not mitigate against the actions Lucas took. Lucas was removed from class, restricted from being on campus and was permitted to complete his remaining semester from home. Lucas agreed to the conditions. Lucas subsequently assaulted another student off campus and later caused property damage to the College. Lucas was suspended from the College with no option to return.

Joshua

A female student approached the Student Conduct office stating that Joshua was taking discrete and unconsented photos of her. The female student provided text messages between herself and Joshua in which she asked him to stop taking unconsented photos and to delete any photos of her that he currently had, with Joshua agreeing to this. Joshua acknowledged to SCAI that he did take photos of the female student, and stated that he was struggling with various personal issues. Joshua was given a non-contact directive with the female student, and was prohibited from taking any photos on the college campus in the future. Additionally Joshua agreed to write his exams for classes he shared with the female student that semester in the Student Conduct office, and was connected with additional Langara College support services.

Josie

Josie approached the Student Conduct office stating that she was assaulted by a male student and his friends, and that she feared that the student had also broken into her home. Upon meeting with Josie, she stated that she shared a class with this male student and described troubling interactions with the male student. The Student Conduct office met with the male student in question, who provided evidence of Josie's pursuit of him. He provided a letter that included comments suggesting an obsession with the male student. The investigation did not substantiate the allegations as presented by Josie. A non-contact directive was placed between the two students to reduce the potential for escalation. The male student was offered other supports. Josie did not return to Langara for the Spring 2020.

Student Conduct and Academic Integrity

Alex

A student approached the Student Conduct office stating that they had witnessed discriminatory comments that were made during official Langara club meetings, and then faced retaliation upon raising concerns. The Student Conduct office met with all of the club executives, in addition to some student witnesses, all who confirmed that the discriminatory comments did take place. Alex also confirmed as a club executive that he took actions in order to inappropriately limit the club involvement of the student complainant. Alex was barred from attending club meetings for one semester, and was barred from participating in club leadership roles and responsibilities for his remaining time at Langara.

Michael

After compiling 25 signatures from students in the program, several students approached the Department Chair to report that they had been subjected to sexual misconduct by Michael. The Department Head also received five written statements from individual students outlining their concerns. These complaint letters were submitted to the SCAI Office. SCAI met with and interview Michael, seven student complainants, and program faculty. Michael was required to stay away from campus as an interim measure while the case was investigated. Five of the student complainants, as well as Michael, agreed to take part in an alternative resolution process. After the mediation, the student complainants and Michael agreed that he would return to the program on a trial basis, complete a sexual violence prevention tutorial; cease all unwanted conduct of a sexual nature, and participate in sexual harassment awareness coaching.

Nadia

Nadia was reported for an academic integrity violation, after the student was caught looking at another student's exam. The student received a zero for her exam and was required to complete the academic integrity tutorial. Nadia did not complete the tutorial before the required deadline, and was sent a note letting her know that a hold would be placed on her account until the tutorial was completed. One week later, Nadia met with a Student Conduct Officer to review the results of her tutorial, and to clarify concepts and principles of academic integrity. She stated that she cheated because she was stressed after her poor performance in class. The Student Conduct Officer reviewed mitigating strategies on how decrease her stress and improve her studying and organization.