UBC Sauder School of Business
Academic Integrity Yearly Report

May 2023 - April 2024

Academic Integrity Office
Dean's Office, UBC Sauder

UBC SAUDER
SCHOOL OF BUSINESS

Academic Integrity
at UBC Sauder

Academic Integrity Report

In order to further foster a community which recognizes and upholds the values of Rigour, Respect and Responsibility, UBC Sauder School of Business created a new role in the spring of 2023 in the faculty dedicated to academic integrity. The Academic Integrity Specialist is the subject matter expert on academic integrity in the faculty. This position manages investigations, while also developing, implementing, and delivering academic integrity materials, education, training and resources to students, faculty, and employees.

This yearly report is a reflection of this work. It is meant to provide an understanding of the current state of academic integrity at UBC Sauder for the community as a whole and to share both the successes and challenges of this work. Over the past year, the Academic Integrity Office has worked to track trends and possible gaps in current practices. These trends will be shared in this report and will be analyzed against future academic years.

The Academic Integrity Office plays a crucial role in ensuring that UBC Sauder has a rigorous and fair learning environment based on the highest standards of academic integrity. In doing this work, we recognize the importance of this work for UBC Sauder, across the university, and within our larger communities.

Erin Hagen,
Academic Integrity Specialist

UBC Sauder
Values

As part of our vision to build a more just, sustainable, and prosperous world through innovation and responsible leadership, UBC Sauder has a set of values to help guide our work and our actions. These values are shown in our dedication to academic integrity and ethical academic practice.

Rigour

We are asked to uphold standards of personal and academic rigour. Academic rigour asks us to challenge and stretch our thinking, and to let our curiosity drive us to discover new things. Personal rigour speaks to the strength of practicing our values – of ensuring that we are holding ourselves to high moral and ethical standards to honour our entire community, even in times of stress and uncertainty.

Respect

Respect is essential to fostering an open and welcoming academic community. It asks us to learn about the traditions, values, and experiences of others so that we may understand and appreciate the diversity of perspectives. It also asks that we work to respect the time and effort of our peers and instructors – and to appreciate and acknowledge the gifts of knowledge from scholars and knowledge-keepers who came before us.

Responsibility

As active members of our community, we have a responsibility to improve and transform the lives of others. We hold an important role of 'knowledge caretakers'[1] and are called to recognize the gift of knowledges that we are being given and that we are being asked to carry. It is with responsible practice that we show our respect to our peers, our community, and those who have created, developed, and shared their knowledge.

Academic Integrity Office
2023-2024 Initiatives

Investigation Process

With the creation of the Academic Integrity Office at UBC Sauder, academic integrity investigations were consolidated under one office. With this shift, the Office worked to align practices, processes, and resources for the reporting, investigation and decision-making of academic integrity concerns. Under this process, record and file keeping was also consolidated, which allowed for the creation of resources such as this yearly report.

Student Resources

The Office has also worked to create resources for students to prevent academic integrity concerns, as well as to help students understand the academic integrity process if they are reported for possible cheating or plagiarism concerns. These resources included a Peer Feedback Guide, a Student Resources Inventory, information on Student Rights, and a FAQ for students involved in an academic integrity investigation.

Instructor Resources

The Academic Integrity Office has worked to create resources for faculty to increase understanding of the academic integrity process. This included a large resource on the UBC Sauder Hub site with shared information on fostering, preventing, detecting, and responding to academic integrity in the classroom. The Office also worked to make the reporting process simpler and more effective for faculty and staff who had concerns with student academic work. This included information on the reporting process, simplifying reporting forms and sharing communication templates for instructors.

Increased Campus Presence

Lastly, the Office has worked to increase the presence of the Academic Integrity Specialist within the faculty. This includes, but is not limited to, class presentations, participation in exam wellness fairs, training for student tutors, PhD student presentations, and presentations at faculty and staff meetings.

Academic Integrity
Reported Cases

2023-2024
Case Information

Throughout the rest of this report, we will review data related to cases of academic integrity policy violations between May 2023 and April 2024. First, we will review information about cases reported, followed by some general student information for those students reported for academic integrity concerns. Lastly, we will review case outcomes and provide some information about how decisions are made in reported cases.

An Important Note

The statistics present in this report are only for incidents reported to the Academic Integrity Office at UBC Sauder. Concerns that go unreported and undetected will not appear in this report. Therefore, these statistics should be understood to only be a partial understanding of the state of academic integrity at UBC Sauder.

Faculty are required to report concerns officially to ensure a fair response for all students, and to allow for a stronger assessment of academic integrity within UBC Sauder as a whole.

Additionally, we encourage readers to view these numbers neutrally if possible. Low numbers could be reflective of low incident rates, but also low detection and reporting rates. Academic integrity incidents will occur on every campus in Canada for a variety of reasons - including student stress, lack of knowledge, and skill deficiencies. The purpose of this report is to investigate trends, encourage a greater understanding of academic integrity at UBC Sauder, and identify areas where greater detection or prevention is needed.

Case Information
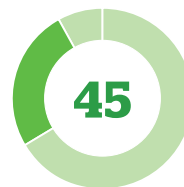
Reported Incidents

The Academic Integrity Office at UBC Sauder saw a total of 176 cases reported between May 2023 and April 2024. The Undergraduate Program had the highest number of reported cases, which is expected given the larger enrollment in the Bachelor of Commerce program.

Undergraduate students also may experience a lack of understanding of academic integrity expectations at the university level (including appropriate citation procedures), when compared to graduate-level students.
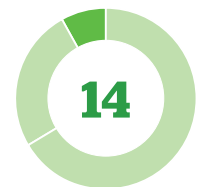
Of these total reported students, 5 students were non-Sauder students enrolled in Sauder courses and 3 students were exchange students enrolled in various UBC programs.

117
Undergraduate Program

45
Graduate Programs

14
Diploma in Accounting

External Reported Incidents

External reported incident involve students enrolled as UBC Sauder students who were found responsible for violating UBC's academic integrity policy while studying in other faculties at UBC. UBC Sauder is only notified after a student has been found responsible by another faculty.

Between May 2023 and April 2024, 6 UBC Sauder students were found responsible for violating UBC's academic integrity policy, across 4 other faculties.

It's important to note that these may not be complete numbers; some investigations may still be underway.

6 Students found responsible

4 Non-UBC Sauder Faculties

Types of Reported Incidents

Below we see a summary of the types of incidents reported to the UBC Sauder Academic Integrity Office. Please note that these numbers will not align directly with the 176 cases reported, as some students may have been found responsible for multiple types of academic integrity violations. For example, a student who used another student's work and plagiarized portions of this work would be found responsible for both plagiarism and unauthorized collaboration.

82 — Unauthorized Collaboration

46 — Cheating

37 — Plagiarism

31 — Exam Cheating

14 — False Information/ Records

1 — Self-Plagiarism

1 — Outsourcing

Note on Incident Types

Most of these incident types are discussed and defined in the **UBC Calendar** section discussing academic misconduct. However, both 'unauthorized collaboration' and 'outsourcing' are included within the UBC Calendar definition of 'cheating'. The Academic Integrity Office has decided to track these two types of violations separately due to their distinctive nature. They can be defined as:

Unauthorized Collaboration

"use or facilitation of unauthorized means to complete an examination or coursework (including, but not limited to, receiving unauthorized assistance from another person (as one example only, retaining or paying a tutor or another person to do your work), or providing that assistance" (UBC Calendar)

Outsourcing

The outsourcing of academic work to third parties, including (but not limited to) "family and friends; academic custom writing sites, legitimate learning sites (eg. file sharing, discussion and micro-tutoring sites); legitimate non-learning sites (eg. freelancing sites and online auction sites); paid exam takers; and pre-written essay banks" (Ellis, Zucker, & Randall, 2018, p. 2)

Ellis, C., Zucker, I.M., & Randall, D. (2018). The infernal business of contract cheating: Understanding the business processes and models of academic custom writing sites. International Journal for Educational Integrity, 14(1), 1-21. DOI 10.1007/s40979-017-0024-3

Dates of Reported Incidents

Below we see a summary of the dates of reported incidents to the Academic Integrity Office. These dates should reflect the date in which the concerns arose, not when they were reported to the Office. In this data, we see the lowest amounts of reports occurring in the summer, when there is a smaller population of students in courses. Alternatively, we see the highest number of reported incidents occurring near the end of both winter semesters, when the majority of high-stakes assignments occur.
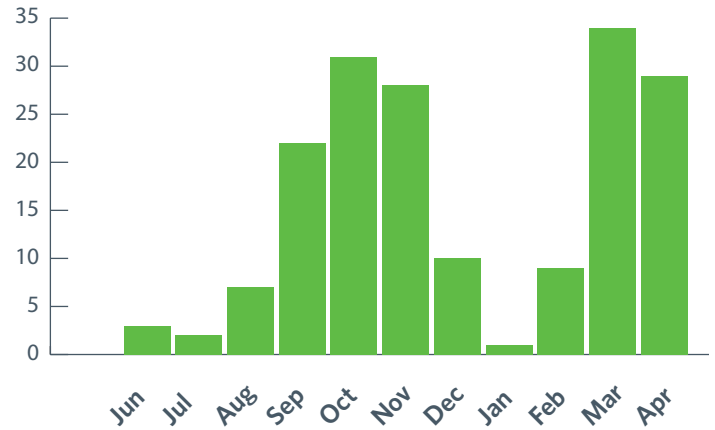
Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
3	2	7	22	31	28	10	1	9	34	29

Previous Incidents

A review of previous incident details shows that the majority of students reported did not have a previously reported incident. Therefore, for many of the students reported to the Academic Integrity Office, there is an emphasis on expectation-setting and ensuring learning through the investigation process.
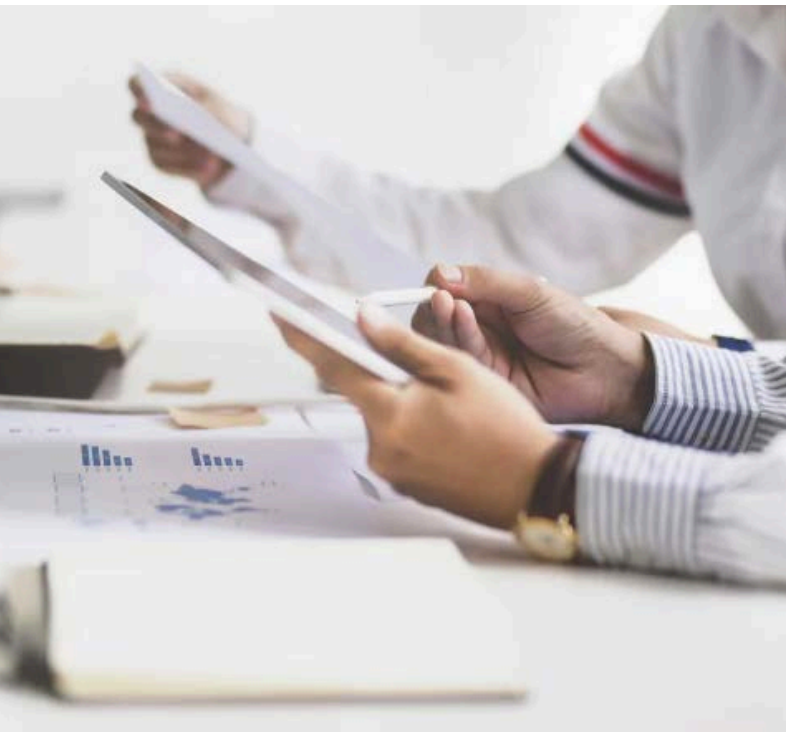
For those students reported for repeat incidents, their cases are seen as much more egregious and necessitate a stronger response from the faculty. The vast majority of students reported for repeat incidents are referred to PACSD (the President's Advisory Committee on Student Discipline) for further review and decision.

84 First Incident

13 Second Incident

3 Third Incident

Year of Study

Review of the year of study for reported students also indicates that for many students there may be a lack of understanding resulting in their incidents. The majority of students reported are in their first year of student.

It should be noted however, that some programs, such as graduate programs and diploma programs have shorter periods of study, which may be impacting these numbers as well.

14 DAP

43 RHL Yr 1

1 RHL Yr 3

1 RHL Yr 4

32 UGO Yr 1

24 UGO Yr 2

39 UGO Yr 3

20 UGO Yr 4

2 Graduated

Case Outcomes

According to the UBC Calendar and academic integrity policy at UBC, there are three options for the faculty when determining an academic integrity case. If a student is found responsible, faculties may:

- (1) Manage the student case within the faculty,
- (2) Refer the case to the Diversionary Process, or,
- (3) Refer the case to the President's Advisory Committee on Student Discipline (PACSD).

Determining Outcomes

When reviewing a student's case for decision, there are a wide variety of factors that are taken into account when determining outcomes to ensure that a decision is reflective of the unique case reported. These factors include, but are not limited to:

- type and severity of the academic integrity violation
- amount of student work impacted
- student accountability and recognition of the impact of their actions
- first vs. repeat incident
- reporting instructor input and recommendations
- additional mitigating or aggravating factors
- case precedent

Decisions within UBC Sauder are usually determined much faster, lessening the decision wait time for both students and faculty by a significant margin, although the faculty is limited in the outcomes they may apply. Therefore less egregious cases (including most first incidents) are managed within the faculty, while egregious and repeat incidents are often referred to PACSD.
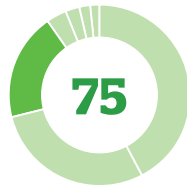
Faculty Outcomes

167 — Educational Outcome

114 — Grade Reduction (Assessment)

75 — Formal Warning

15 — Referral to PACSD

9 — Referral to Diversionary

8 — Restorative/ Support Outcome

6 — Not Responsible

Outcomes Explained

Formal Warning

While every decision letter from the UBC Sauder Academic Integrity Office to a student will be considered a formal warning, some cases include a specific warning alerting students to their responsibilities and possible consequences of future incidents. This may be be only outcome applied in relatively minor cases (for example: pass/fail courses) or may be included when there are specific concerns about possible recidivism or the egregious nature of an incident.

Educational Outcomes

Educational outcomes are applied in most cases to encourage students to reflect on their reported incident and/or to help fill the gap in the student's skills or knowledge which led to the incident occurring. These outcomes can include papers, presentations, tutorials, modules, or recommendations to access specific support services. These outcomes cannot be required due to limitations in UBC policy, but failure to complete an outcome is reported to PACSD in the case of a repeat incident.

Restorative/Support Outcomes

Restorative outcomes intend for student to repair the harm of incidents, and may include actions like apology letters. Support outcomes are often applied when it is clear that the incident was the result of extensive external factors; in these cases students are connected with support resources and the Office may work with support services to enact a individual support plan.

Reduced Grades

Reduced grades on assessments can include a reduction on the assessment where the academic integrity violation occurred. This reduction may be anywhere from a 1% reduction to a 100% reduction and zero on the assessment. Close to half of the students who received this outcome received a 100% reduction on their reported work.

External Outcomes

PACSD Outcomes

As the faculty is limited in the outcomes they can apply, serious and egregious cases are referred to either the President's Advisory Committee on Student Discipline (PACSD) or the Diversionary Process, where they have the ability and scope to apply additional outcomes.

Between May 2023 and April 2024, 15 cases from UBC Sauder were referred to PACSD. Below we see a summary of the outcomes of cases determined by PACSD.

(Please note: 2 cases that were referred to PACSD in this time have not yet been decided. Therefore their outcomes will not be reflected in this data).
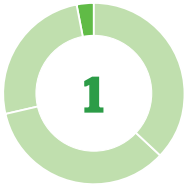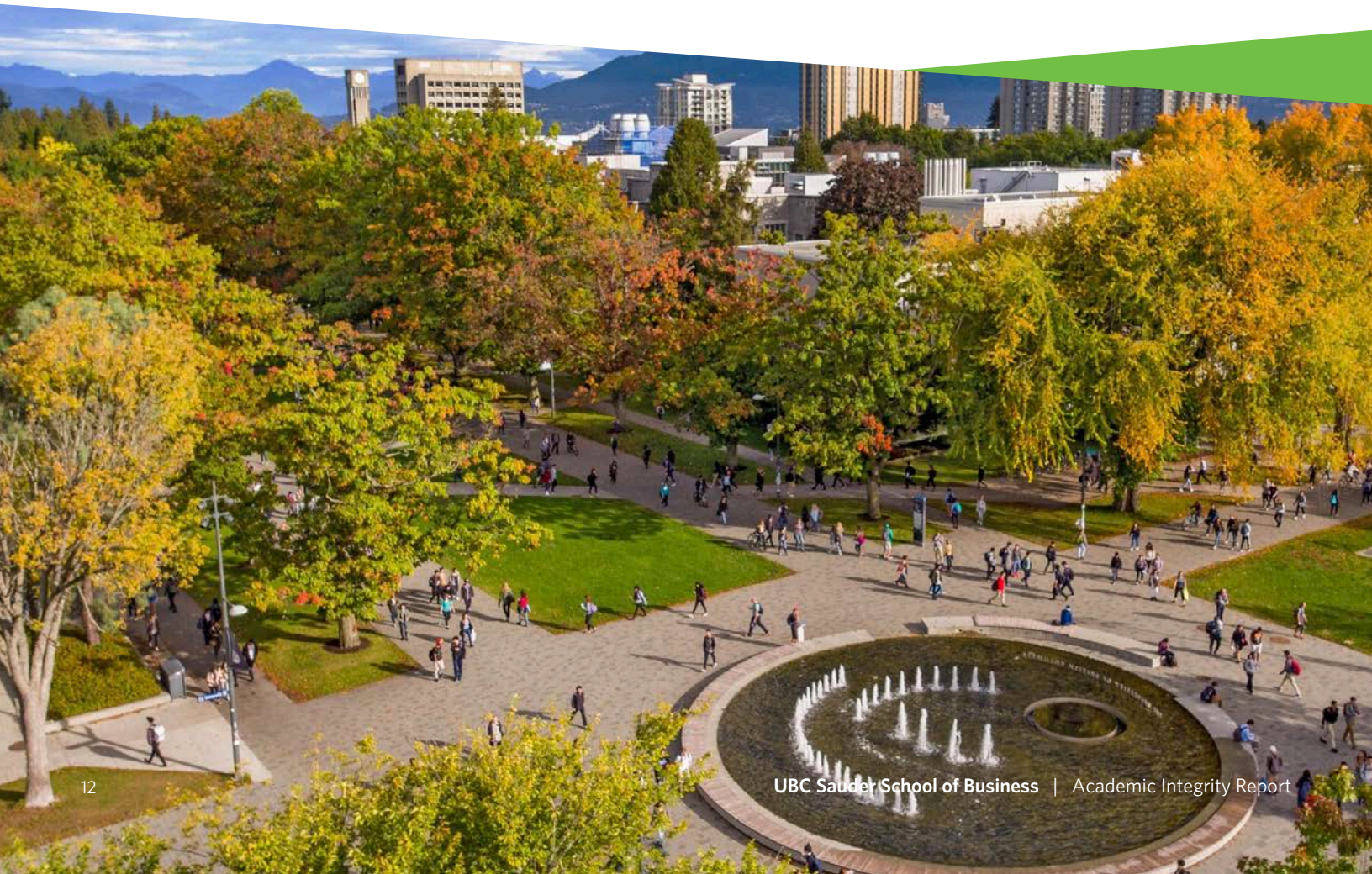
13
Zero Grade in Course

12
Transcript Notation

9
Suspension

1
Letter of Reprimand

Case Management

Case Timelines

Long wait times for decisions are recognized as a significant source of stress for students and often lead to an impediment to faculty reporting of academic integrity concerns. Therefore, the Academic Integrity Office has been dedicated to tracking timelines for cases reported to its office, to allow for greater transparency and to work to increase efficiencies in the process.

It should be noted that for cases submitted to the Diversionary Process or to PACSD, timelines can vary significantly. These timelines are outside the control of UBC Sauder and are dependent on many factors. Therefore, we will be focusing on internal wait times at UBC Sauder and carefully selecting those students referred to external processes.

|			
Total Case Time	Average Case Time	26.32 Days	Approx. 20 Business Days
	Shortest Case Time	7 Days	Approx. 5 Business Days
	Longest Case Time	77 Days	Approx. 47 Business Days
Case Received to Student Notification	Average Case Time	2.76 Days	Approx. 1-2 Business Days
	Shortest Case Time	Same Day	Same Business Day
	Longest Case Time	28 Days	Approx. 21 Business Days
Case Received to Student Meeting	Average Case Time	13.18 Days	Approx. 10 Business Days
	Longest Case Time	2 Days	Approx. 2 Business Days
	Shortest Case Time	37 Days	Approx. 30 Business Days
Student Meeting to Decision Letter	Average Case Time	12.86 Days	Approx. 9 Business Days
	Shortest Case Time	2 Days	Approx. 2 Business Days
	Longest Case Time	55 Days	Approx. 28 Business Days

Student Experience

The investigation process is understood to be a stressful and anxiety-filled process for students. For many students, this will also be their first time being involved with administrative legal and bureaucratic processes inherent to an academic integrity investigation.

In an attempt to further encourage learning and reflection, the Academic Integrity Office has made significant efforts to ensure that students are prepared and supported during an investigation and that they are fully aware of their rights under procedural fairness standards.

Starting in January 2024, students have been encouraged to anonymously share their experiences with the investigation process. Students who receive a decision are given the opportunity to complete an anonymous survey to help improve practices within the office. The survey offers students the opportunity to share their experience with the Academic Integrity office, their prior knowledge of academic integrity expectations, and information about what supports they accessed during or after their academic integrity case.

100%

100% of students reported feeling very confident (80%) or somewhat confident (20%) in their ability to avoid academic integrity incidents in the future.

80%
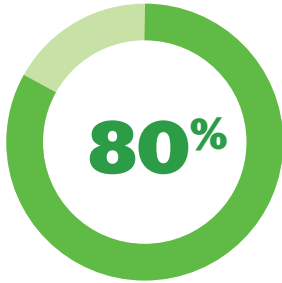
80% if students reported feeling very confident (40%) or somewhat confident (40%) in their ability to successfully complete their program after their decision.

60%
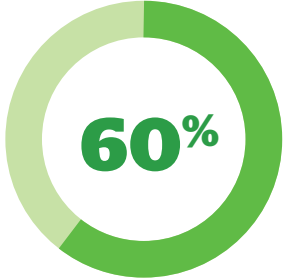
60% of students reported accessing support services during their case.

40%
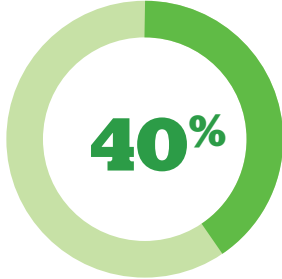
40% of students reported accessing advocacy or Ombuds supports during or after their case.

Thank You

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