# Annual Report on Student Discipline Matters 2006/2007

University Board on Student Discipline \*\*
Senate Committee on Disciplinary Appeals \*\*
Statistical Summary – Academic Dishonesty Incidents\*
Statistical Summary – Non-academic Discipline Incidents\*

|                                       | * Section 11.1 of Police | y <b>T10.03 states:</b> The Registra | r and the Senior Director, St | udent and Community Life, | shall           |  |
|---------------------------------------|--------------------------|--------------------------------------|-------------------------------|---------------------------|-----------------|--|
|                                       | <u></u>                  | y T10.03 states: The Registra        | . J.A                         | L. L. A.L. J.L. H.N.L.    | منده ما المحادث |  |
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## University Board on Student Discipline Reporting Period: January 2007 – December 2007

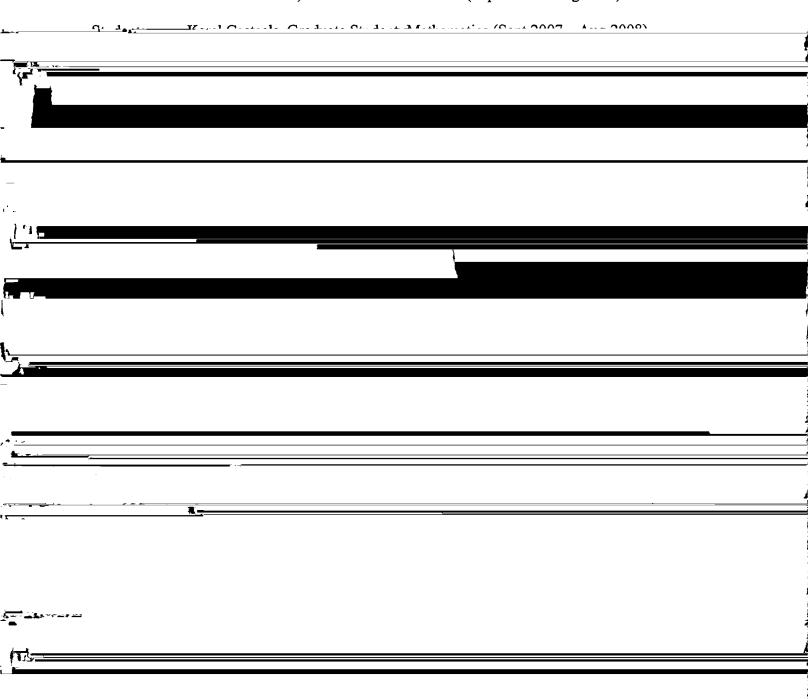
## **UBSD** Membership

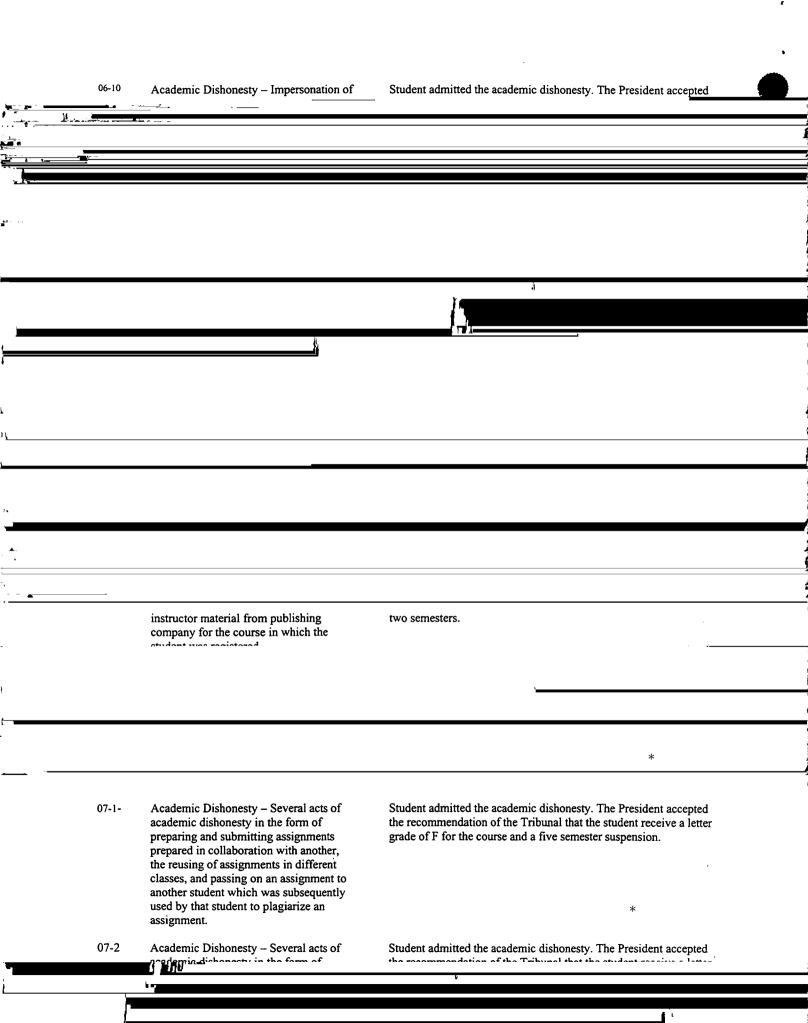
Faculty:

David MacAlister (Co-Ordinator), Criminology (Oct 2005 - Sept 2008)

Greg Baker, Computing Science (Oct 2004 – Sept 2010)

Deborah Connolly, Psychology (Nov 2005 – Oct 2008, 2<sup>nd</sup> term) Anne Macdonald, Business Administration (Sept 2006 – Aug 2009)





07-9 Academic Dishonesty – Alteration of medical documents submitted in support of WE application

Student admitted academic dishonesty. The President accepted the recommendation of the Tribunal that the student receive a grade of F in the courses for which WE was awarded. In addition, the student must meet several specific conditions set out by the President, otherwise a one semester suspension will be imposed for a term to be determined by the President.

# Senate Committee on Disciplinary Appeals Reporting Period December 2006 to December 2007

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#### Academic Discipline Report - 2007

In 2007 an Academic Integrity Coordinator was appointed and a centralized data base was initiated in the Registrar's office to track incidents of academic dishonesty. The data base was not implemented until summer of 2007 so the information listed below may not be complete.

Paterrace March and Dassenhan 2007 110 asses were recorded in the Dassiders - Ele-

centralized data base allowed for the identification of one repeat offender and two students who applied for a withdrawal (W.E.) from courses in which they had been found to have committed academic dishonesty.

| Type of Incident:  | No. of Cases: |
|--|---------------|
| Copied work from another student   | 32            |
| Plagiarism   | 36            |
| Cheating on exams  | 14            |
| Submitted work which is substantially identical to the work of another student | 26            |
| Abetted acts of academic dishonesty  | 10            |
| Friend wrote exam  | 1             |

### TOTAL 119

### Penalties:

12 -give the student a warning



| MEMO                       |   |  |
|----------------------------|---|--|
|                            | ATTENTION Senate  | TEL 2-4004   |
| _                          | FROM Tim Rabilly, Ph.D Senior Director Studen   | nt & Community Life  |
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|                            | DATE December 24, 2007  |  |
|                            | The Code of Student Conduct (Policy Number characterized by honesty, civility, diversity, fre | e inquiry, freedom from harassment, mutual   |
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have only chosen informal resolution in those cases where the student has demonstrated remorse for their actions and clearly understands how to avoid similar incidents in the future. I would like to share some general observations with Senate with regard to this important topic. The vast majority of cases of misconduct involve use of alcohol. Incidents of property damage and violence are strongly associated with activities such as Pub Night and activities where a Special Occasion License (alcohol) has been issued. It is evident that in several cases of misconduct, the student's perceptions and thinking is compromised by mental health issues. While there have been cases where the misconduct clearly stems from diminished mental health, several other cases have involved, to some extent, mental health issues. This ware covered complaints were made with encord to the on line conduct on social networking sites such as Facebook. Based on our policy framework, many stakeholders believe that this is beyond the invisdiction of the Policy. While this may

(Nov 1 2006-Oct 31 2007)

| Incident Type | Cases | Resolut                        |  | 006-Oct 3                      |                  |                               |                                 |   |                  |
|---------------|-------|--------------------------------|--|--------------------------------|------------------|-------------------------------|---------------------------------|---|------------------|
|               |       | Seek<br>Informal<br>Resolution | Recommend<br>Professional<br>Assistance          | Issue a<br>Formal<br>Reprimand | Recover<br>Costs | Require<br>written<br>Apology | Require<br>Community<br>Service | Terminate<br>Scholarship<br>of Financial<br>Aid | Refer to<br>UBSD |
|               |       |                                | ×  | ×                              |                  | ×                             |                                 |   |                  |
|               |       |                                | ×  |                                |                  | ×                             |                                 |   |                  |
|               |       |                                |  | ×                              | ×                | ×                             |                                 |   |                  |
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|               | ,     |                                |  |                                | ×                | ×                             |                                 |   |                  |
|               |       |                                |  | ×                              | ×                | ×                             |                                 |   |                  |
|               |       |                                |  | ×                              | ×                | ×                             |                                 |   |                  |
| Disruptive or | 24    |                                |  | ×                              |                  | ×                             |                                 |   | _                |
| Dangerous     |       |                                |  | ×                              |                  | ×                             |                                 |   |                  |
| Behaviour     |       |                                |  |                                | ×                | ×                             |                                 | _   |                  |
|               |       |                                |  |                                | ×                | ×                             |                                 |   |                  |
|               |       |                                |  |                                | ×                | ×                             | ×                               | -   |                  |
|               |       |                                |  |                                | ×                | ×                             | ×                               |   |                  |
|               |       |                                |  | ×                              |                  | ×                             | ×                               |   |                  |
|               |       |                                |  |                                |                  | ×                             |                                 |   |                  |
|               |       |                                |  |                                |                  | ×                             |                                 |   |                  |
|               |       |                                |  |                                |                  | ×                             |                                 |   |                  |
|               |       | ×                              |  |                                |                  |                               |                                 |   |                  |
|               |       | ×                              |  |                                |                  |                               |                                 |   |                  |
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|               |       | ·                              |  |                                |                  | ×                             |                                 |   |                  |
|               |       |                                | <del>                                     </del> |                                | ×                | ×                             |                                 |   |                  |
|               |       |                                |  |                                |                  | †                             | ×                               |   |                  |
| Damage,       |       |                                |  |                                |                  | ×                             |                                 |   |                  |