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4. Distribution of Students with Proven and Ratified Allegations by Faculty

The chart describes the total number of students with proven and ratified allegations broken down by Faculty. The numbers relate to classes that are part of a specific Faculty and may not be the Faculty of the instructor or the student.

Faculty / Unit	Proven Allegations	Percentage of Total	Proven Allegations	Percentage of Total
	2016-2017(%)	2016-2017 (%)	2017-2018(%)	2017-2018 (%)
Agriculture	4	1.00	21	3.7
Architecture and Planning	3	<1%		

c) AIO requested matter to be referred to the SDC for another reason: 15

6. Distribution of Students with Proven and Ratified Allegations by Level of Class

Level of Class	Proven Allegations	
	2016-2017	2017-2018
First year	229	316
Second year	70	118
Third year	49	61
Fourth year	19	14
Fifth year	16	29
Sixth year & Above	9	20
Thesis	0	0
Other	9	1
Total	401	559

7. Distribution of Students with Proven and Ratified Allegations by Level of Class by Faculty

Faculty	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year

9. Penalties

Penalty	2016-2017	2017-2018
Writing Centre requirement	223	302
Writing Centre recommendation	7	12
“0” on the assignment / exam	242	346
Reduction of grade for assignment / exam	23	42
Reduction of final class grade / capped grade for class	125	225
Resubmit assignment		

Guilty of offence (database record); no penalties applied	0	1
Grading scheme 1 will be used to calculate final numerical grade	1	0
Directed to review portion of course material relating to ethical report writing, proper citation & reference techniques	1	0
Term paper marked as though no plagiarism has occurred	0	3
Must complete ethics workshop	0	47
Grade of "0" on lab questions	0	1
Test/assignment grade to be included in calculation of final numerical grade	0	1
Reweight all other assignments and exams	0	

are at times complex and time consuming. Looking back on the past year, I am confident that those tasked with upholding standards of academic integrity at Dalhousie are making every effort to be fair and reasonable with students, while at the same time impressing upon students that academic offenses are serious. This is not always an easy balance to maintain.

I would especially like to thank Ms. Kara Miller (Coordinator, Discipline & Appeals) and Mr. Bob Mann (Manager, Discipline & Appeals) for their continued work supporting the Faculty Discipline Process.

Submitted by :

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