



Memorandum

Office of the Dean of Students

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TO: Senate

FROM: Professor André Costopoulos, Dean of Students

SUBJECT: Annual Report of the Committee on Student Discipline (2013-2014)

DATE: November 19th, 2014

DOCUMENT #: D14-19

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE: The Statutes of McGill University (Article 6.3.12) explain the relevance of this report to Senate:

6.3.12 It shall exercise general disciplinary authority over the student body of the University and may delegate authority to make and enforce student disciplinary regulations to University bodies and officers of its choosing.

Article 89 of the *Code of Student Conduct and Disciplinary Procedures*, found at http://www.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/code_-_student_-_conduct-discipline-procedures_april_2013_final_revised_1.pdf states:

An annual report of the activities of the CSD shall be prepared by the Dean of Students and presented to Senate and to the Board for information. No mention shall be made of the names of the parties nor of any information which might lead to their identification.

Pursuant to the *Code of Student Conduct and Disciplinary Procedures*, the Dean of Students hereby submits the 2013-2014 Annual Report of the Committee on Student Discipline for information.

BACKGROUND & RATIONALE:

Over the 2013-2014 year, all new members of CSD were invited to participate in an orientation session. In addition, information sessions were provided for Disciplinary Officers new to their roles. During the year, Disciplinary Officers met to discuss common issues and concerns.

In collaboration with the Committee on Enrolment and Student Affairs and the Academic Integrity Subcommittee of the Enrolment and Student Affairs Subcommittee, CSD will continue to work to increase awareness of and respect for academic integrity. Orientation sessions for students and new

faculty will continue to emphasize the values underlying the *Charter of Students' Rights*, the *Code of Student Conduct and Disciplinary Procedures* and other policies (www.mcgill.ca/secretariat/policies/students).

**MOTION OR
RESOLUTION
FOR APPROVAL:** N/A

**PRIOR
CONSULTATION:** Committee on Student Discipline; Disciplinary Officers.

NEXT STEPS: N/A

APPENDICES: Appendix A: The Committee on Student Discipline Annual Report (2013-2014)
Appendix B: Allegations of Academic Offences Adjudicated by Disciplinary Officers
Appendix C: Allegations of Non-Academic Offences Adjudicated by Disciplinary Officers
Appendix D: Allegations Referred to CSD
Appendix E: Disciplinary Officers
Appendix F: CSD Composition
Appendix G: Discipline Trends Results Summary 2014

**APPENDIX A. REPORT TO SENATE OF
THE COMMITTEE ON STUDENT DISCIPLINE
ANNUAL REPORT 2013-2014**

Submitted by Glenn Zabowski, Associate Dean of Students

The Committee on Student Discipline (CSD) is a tribunal rather than a policy committee; it functions when convened to consider disciplinary cases. The policies administered by CSD are brought to Senate, after appropriate consultations by the Dean of Students. When CSD is not in session, the business of the Committee is conducted by the Office of the Dean of Students. The Dean and Associate Dean of Students are not themselves Disciplinary Officers (DOs), but are fully engaged in ensuring that the processes for the *Code of Student Conduct and Disciplinary Procedures* (http://www.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/code_-student_-conduct-discipline-procedures_april_2013_final_revised_1.pdf) are respected.

This annual report includes all discipline cases formally addressed last academic year at McGill University. CSD hearings comprise less than 2% of this total. During the 12-month period from 1 September 2013 to 31 August 2014, 276 new cases under the *Code of Student Conduct and Disciplinary Procedures* were reported to the Office of the Dean of Students, including 3 cases carried forward from 2012-2013. 271 cases were adjudicated by the Disciplinary Officers. 271 students participated in the discipline process this year.

Statistical Overview of Disciplinary Cases for 2011-2014

	1 September 2011 to 31 August 2012			1 September 2012 to 31 August 2013			1 September 2013 to 31 August 2014		
	Total	Academic	Non-Academic	Total	Academic	Non-Academic	Total	Academic	Non-Academic
<i>Total Number of Cases</i>	427	141	286	352	233	119	276	203	73
<i>Adjudicated by the DO</i>	403	140	263	347	228	119	271	202	69
<i>Undergraduate</i>	380	118	262	324	206	118	257	188	69
<i>Graduate</i>	23	22	1	23	22	1	14	14	-
<i>Adjudicated by CSD</i>	24	1	23	5	5	-	5	1	4
<i>Cases In Progress*</i>	3	2	1	6	3	3	23	19	4
<i>Undergraduate</i>	3	2	1	5	3	2	23	18	4
<i>Graduate</i>	-	-	-	1	-	1	-	1	-

*Cases not closed are carried over to the following year.

DETAILS FOR 2013-2014

ACADEMIC OFFENCES

For the range of Articles in the *Code* addressing academic offences, including various combinations, please refer to Appendix B. In 2013-14, the majority of the decisions (82%) were plagiarism while 17% were cheating. There were only 3 decisions in cases for misrepresentation of facts.

NON-ACADEMIC OFFENCES

For the range of Articles in the *Code* addressing non-academic offences, including various combinations, please refer to Appendix C. In 2013-14, 45 or 58% of the decisions were in cases for Article 10 (Physical Abuses, Harassment and Dangerous Activity). This compares to 47 cases or approximately 40% in 2012-13.

CASES REFERRED TO THE COMMITTEE ON STUDENT DISCIPLINE

CSD meets when a case is referred by the Disciplinary Officer or when a full hearing is requested by the student. Seven cases were heard by the Committee on Student Discipline in 2013-14, five of which were adjudicated, two are on appeal with the Secretariat. Six CSD hearings are pending and will be included in the 2014-15 annual report. Cases still in progress generally result from the non-availability of the students after spring and summer exam sessions or due to off-campus semesters. The Articles addressed at CSD are found in Appendix D. The undergraduate and graduate student breakdown is not provided in order to protect the confidentiality of outcomes.

ORDER TO CEASE AND DESIST COMMUNICATION

Where a student's conduct gives rise to reasonable grounds to believe that the student's continued communication with a member or members of the University community constitutes a threat to the well-being of a member or members of the University community, under Article 21(a) of the *Code*, the Disciplinary Officer may order the student to immediately cease and to desist from such communications. In 2013-2014, nine students were ordered to cease and desist communication for periods of varying duration.

EXCLUSION FROM CAMPUS AND/OR RESIDENCES & STUDENT HOUSING

Article 21(b) of the *Code* provides conditions for exclusion of a student from an area or from the University for reasons of maintaining good order or for the safety of others. In 2013-2014, two students were excluded for periods of varying duration.

DISCIPLINARY CLEARANCES

The Office of the Dean of Students keeps the University's official records related to student discipline. Any request for a disciplinary status report (disciplinary clearance) must come from the student to the Dean of Students. In 2013-2014, 148 disciplinary clearance letters were prepared.

COMMENTS BY THE DEAN OF STUDENTS

In 2013-2014, the total number of cases was 21.6% lower (276 vs. 352 in 2012-2013), with a 12.9% decrease in academic cases (203 vs. 233 cases) and a 38.7% decrease in non-academic cases (73 vs. 119 cases). Exonerations accounted for 34.4% of academic offence decisions and 24.7% of non-academic decisions. The “number of cases” refers to individual students; more than one Article of the *Code* may be cited in some cases. A decision is made for each Article cited. Some students participated in the discipline process on more than one occasion.

The number of cases involving plagiarism increased in 2013-2014, (186 in 2013-2014 versus 170 in 2012-2013). The number of cases involving cheating decreased from 49 in 2012-13 to 38 in 2013-2014. There was only one reprimand in the discipline process in 2013-14 compared to five in 2012-13.

160 decisions of conduct probation for periods of varying duration were made. The most common sanction for academic cases is 0, F or 50% for the course component in question.

CONCLUSION AND THANKS

Service as a Disciplinary Officer (Appendix E) and as a CSD member (Appendix F) demands an important investment of time by the staff and students appointed to these positions, and by support staff. Many thanks to all for their attention to detail and to approved procedures, and for the respectful environment maintained in all disciplinary matters.

Appendix B: Allegations of Academic Offences Adjudicated by Disciplinary Officers

Article – Decision*	16	17	19	Totals
Exonerated	60	17	1	78
Admonished	126	21	2	149
Reprimand	-	-	-	0
TOTALS	186	38	3	227 decisions (201 students)

Article 16 (Plagiarism)

Article 17 (Cheating)

Article 19 (Misrepresentation of Facts)

•Some students have more than one case and/or more than one allegation per Article of the Code.

Appendix C: Allegations of Non-Academic Offences Adjudicated by Disciplinary Officers

Article – Decision*	5	7	8	10	11	14	15	Totals
Exonerated			3	12	3	1		19
Admonished	1	11	3	33	6		3	57
Reprimand			1					1
TOTALS	1	11	7	45	9	1	3	77 decisions (67 students)

Article 5 (Obstruction)

Article 7 (Unauthorized Entry and/or Presence)

Article 8 (Theft, Damage and Destruction of Property)

Article 10 (Physical Abuses, Harassment and Dangerous Activity)

Article 11 (Unauthorized or Fraudulent Use of University Resources, Equipment or Services)

Article 14 (False Accusation)

Article 15 (Relationship with Civil Law and Authority)

•Some students have more than one case and/or more than one allegation per Article of the Code.

Appendix D. Allegations Referred to the Committee on Student Discipline (CSD)

Article - Decision	5	10	11	15	16	19	Totals
Exonerated	1	1		1	1	1	5
Admonished		2	1				3
TOTALS	1	3	1	1	1	1	8 decisions
							(5 students)

Article 5 (Obstruction)

Article 10 (Physical Abuses, Harassment and Dangerous Activity)

Article 11 (Unauthorized or Fraudulent Use of University Resources, Equipment or Services)

Article 16 (Plagiarism)

Article 19 (Misrepresentation of Facts)

***2 additional CSD cases are on appeal with the Secretariat**

APPENDIX E. 2013-2014 DISCIPLINARY OFFICERS

AREA	DISCIPLINARY OFFICERS & ASSOCIATE DEANS
Faculty of Agricultural and Environmental Sciences	Prof. David Lewis, Associate Dean, (Student Affairs) (Academic offences) david.lewis@mcgill.ca
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Faculty of Law	Prof. Jaye Ellis, Associate Dean (Academic) Jaye.ellis@mcgill.ca cc: stephanie.nowak@mcgill.ca (for undergraduate students) Prof. Angela Campbell angela.campbell@mcgill.ca (for graduate students)

AREA	DISCIPLINARY OFFICERS & ASSOCIATE DEANS
Libraries	Carole Urbain, Senior Director, Academic Affairs, carole.urbain@mcgill.ca
Desautels Faculty of Management	Mr. Larry Goldsman, Faculty Lecturer & Advisor – Major in Accounting larry.goldsman@mcgill.ca
Faculty of Medicine	Dr. Robert Primavesi, Associate Dean (Undergraduate Medical Education) robert.primavesi@mcgill.ca cc: studentaffairs.med@mcgill.ca
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Faculty of Science	Ms. Nicole Allard, Director, Advising Services nicole.allard@mcgill.ca cc : Jane Hawes-Russell jane.hawes@mcgill.ca Backup: Mr. Pete Barry, Chief Academic Advisor pete.barry@mcgill.ca
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School of Communication Sciences & Disorders	Dr. Marc Pell, Associate Dean & Director marc.pell@mcgill.ca cc: scsd@mcgill.ca
School of Physical and Occupational Therapy	Dr. Annette Majnemer, Associate Dean and Director, annette.majnemer@mcgill.ca cc: Admincoord.pot@mcgill.ca (Irene Laforteza)
Schulich School of Music	Prof. Sara Laimon, Associate Dean (Academic and Student Affairs) sara.laimon@mcgill.ca
Residences	James Guthrie, Carrefour Sherbrooke Sara Parks, Gardner Hall

AREA	DISCIPLINARY OFFICERS & ASSOCIATE DEANS
	<p>Gale Seiler, Grad Housing</p> <p>Ms. Ria Rombough, La Citadelle Ria.rombough@mcgill.ca</p> <p>Janice Johnson, Macdonald Campus Housing</p> <p>Dan Hallen, Molson Hall</p> <p>Ms. Gale Seiler, Director, MORE gale.seiler@mcgill.ca</p> <p>Grace Bell, New Residence Hall</p> <p>James Guthrie, Royal Victoria College</p> <p>Dr. Jessica Coon, Solin Hall jessica.coon@mcgill.ca</p> <p>James Guthrie, Varsity515</p>

APPENDIX F. CSD COMPOSITION IN 2013-2014

The Dean of Students – Professor Andre Costopoulos

The Associate Dean of Students – Glenn Zabowski

Chair, Vice-Chair and eight other members of the academic staff:

Professor Richard Leask (Chemical Engineering, ENGINEERING) – 2015 (*Chair*)

Professor Fiona Benson (Integrated Studies, EDUCATION) – 2016 (*Vice-Chair*)

Professor Helen Amoriggi (Integrated Studies, EDUCATION) – 2015

Professor David Ragsdale (Neurology, MEDICINE) – 2015

Professor Rustum Choksi (Math, SCIENCE) – 2015

Professor Benjamin Simpson (Food Science, FAES) – 2016

Professor Ingrid Sladeczek (Educational and Counseling Psychology, EDUCATION) – 2016

Professor Jason Tanny (Pharmacology, MEDICINE) - 2016

Professor Lyle Whyte (Natural Resource Sciences, FAES) – 2016

Professor Markus Poschke (Economics, ARTS) – 2016

Two assessors, selected from the teaching staff of the Faculty of Law:

Professor Ram Jakhu – 2016

Professor Vrinda Narain – 2015

Five SSMU students:

Guillaume Blais

Alvin Chauhan

Meghan McNeil

Kimberly Bialik

Anna Baghramyian

Three PGSS students:

Boran Xu

Jim Avik Ghoshdastidar

Jonathan Mooney

Two Macdonald Campus:

Stephanie Somasundaram

David Barrington Marquis

Continuing Studies:

Darine Bader

Amine Arezki

Discipline Trends

Results Summary

2014

- Final Report -

Acknowledgements

Many thanks to the following contributors:

- André Costopoulos, Dean of Students
- Glenn Zabowski, Associate Dean of Students
- Committee on Student Discipline (CSD)
- Subcommittee on Academic Integrity (SAI)
- Lina Di Genova, Student Services
- Robert Franck, Mental Health Service
- Vera Romano, Counseling Service
- Frederic Fovet, Office for Students with Disabilities (OSD)
- Janice Johnson, Residences and Student Housing
- Heidi Emami, Enrolment Services
- Roslia Felice, Office of the Dean of Students

Methodology

In January 2014, the Office of the Dean of Students commissioned a study of trends in the University's student discipline process in an effort to better understand outcomes and relevant variables in order to improve academic integrity and the well-being of the McGill community.

An analysis was conducted on CSD Annual Reports dating back nine academic years (i.e. 2004-05 to 2012-13).

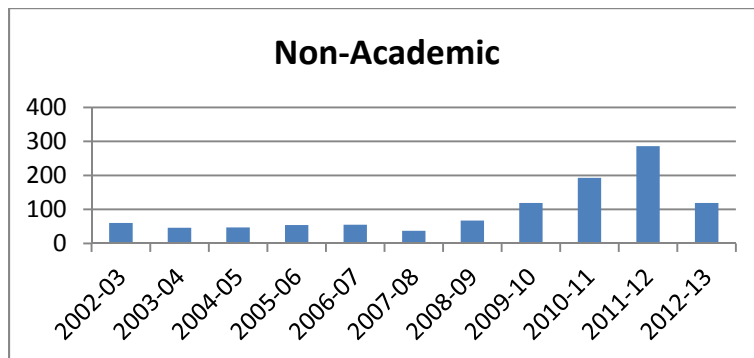
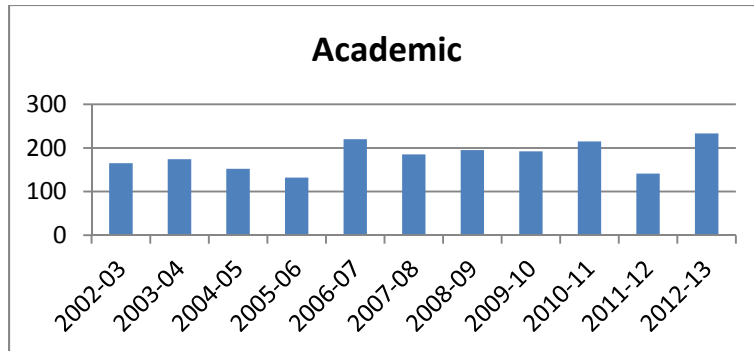
In addition, two separate random samples were selected.

In the first sample, 30 discipline cases were randomly selected from each of the nine academic years to form a total sample size of 270 cases or 10.22% of all cases. Data recorded for each of the selected cases included the type of allegation, the outcome, the previous education of the student, and whether the student graduated. Data was also collected on credits earned, GPA and academic standing at the time of the allegation as well as at the time of graduation or at the present time if the student had not graduated.

The second sample involved randomly selecting unique student names. As the number of students in the discipline process per academic year varies considerably, 30% of unique student names per academic year were selected. The names sampled were sent to McGill's Counselling Service, Mental Health Services, and the Office for Students with Disabilities (OSD) to search for any overlap between these services and the student discipline process. 21% of the random sample of students had previously been seen at Mental Health, which does not differ much from the percentage of the overall McGill student population who use Mental Health Services. If we combine McGill's Counselling and Mental Health Services usage numbers, roughly 20% or one in five McGill students use these services. However, for McGill's Counselling services the usage rate is only 12.4%. For OSD the sample usage rate is 6.7% which is twice the rate of usage from the overall McGill student population.

CSD Annual Reports

Total discipline cases have trended upward in the last five to six years with non-academic cases rising more quickly than academic cases.



In terms of decisions, admonishments have held fairly steady but there are more exonerations, possibly due to more cases being reported/investigated. The degree of sophistication in the disciplinary process has risen over the past decade in terms of Disciplinary Officer training, the revision of the Code of Student Conduct Disciplinary procedures, as well as the promotion of Faculty awareness and understanding of the disciplinary process. Thus, this evolution of the disciplinary process may naturally be leading to more cases being reported/investigated.

The pattern of more cases, admonishments holding fairly steady and more exonerations certainly holds for Plagiarism (Article 16). However Cheating (Article 17) cases have dropped by on average 10% in recent years.

Article 19 (Misrepresentation of Facts) cases were negligible ten years ago. While such cases are down the last few years, Article 19 cases have trended upward to become the third most common academic discipline case.

For Articles 5 (Obstruction), 7 (Unauthorized Entry and/or Presence) and 10 (Physical Abuses, Harassment and Dangerous Activity), the mix of sanctions (exonerations, admonishments & reprimands) have remained the same.

Over the last five years or so, there have been more exonerations relative to admonishments for Article 8 (Theft, Damage and Destruction of Property). However, for Articles 11 (Unauthorized or Fraudulent Use of University Facilities, Equipment or Services) and 13 (Misuse of Library or Information Technology Resources), admonishments have grown relative to exonerations.

Correlation Analysis

A correlation analysis was done with the yearly number of beds in McGill residences, the number of registrants at OSD and the number of students entering with advanced standing. As the aforementioned numbers have risen on average by between 3% - 10% with the total McGill student population (average growth rate of 2.4%), as expected most of the correlation coefficients in the table below are expressed as positive, meaning that discipline cases move in the same direction as different groups of the McGill population.

However, one notable set of negative correlations appear for Article 17 (Cheating). This is further evidence that cheating is on the decline at McGill due to academic integrity initiatives (Subcommittee on Academic Integrity, academic integrity videos, tightening of the invigilation process). While there have been increases in the total number of students, the number of beds in McGill residences, the number of registrants at OSD and the number of students entering with advanced standing, there has been an opposite decline in the number of cheating cases.

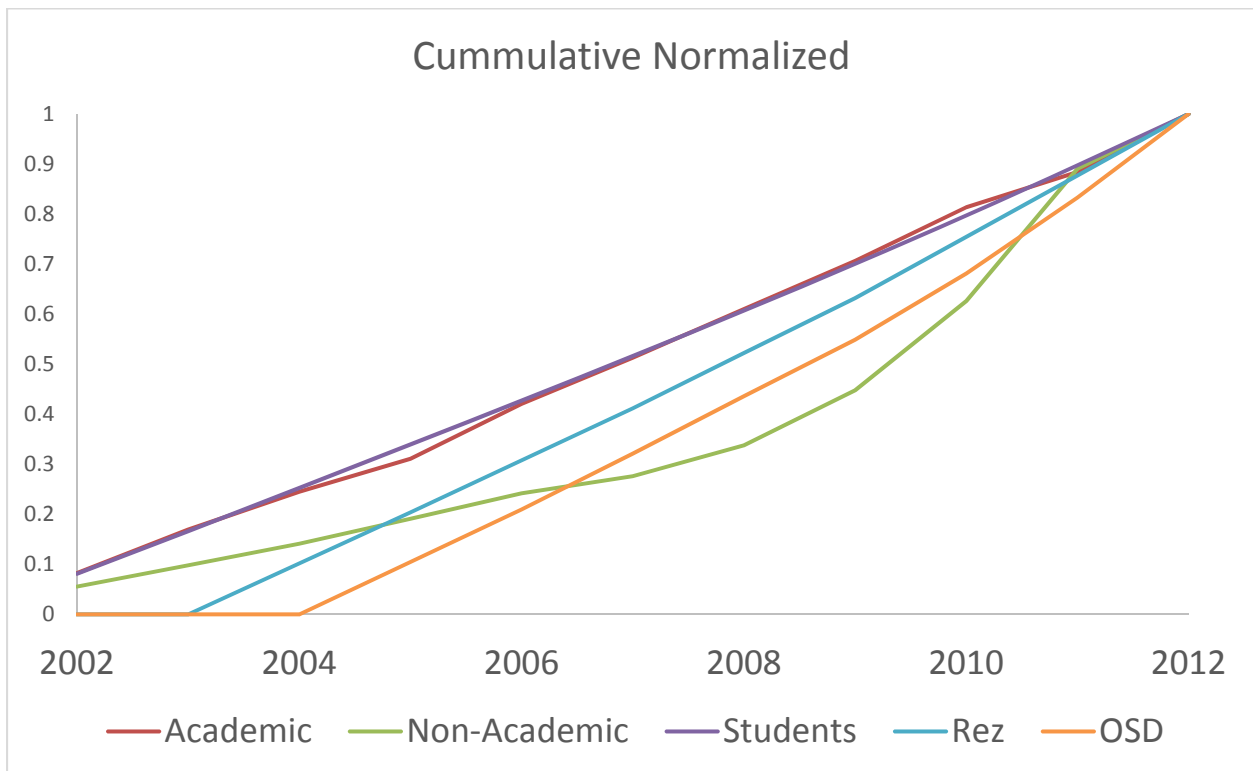
Finally, as evidenced by all residence operations, when there is a new building, there seems to be much more discipline cases in the first year.

	Residence Beds	OSD	Advanced Standing
Total Cases	0.803522002	0.732160966	0.683240958
Academic	0.434861522	0.424003977	-0.18297224
Non-Academic	0.659228686	0.588637528	0.800353444
Article 16	0.671413933	0.603471506	-0.008799592
Article 17	-0.385648623	-0.166270473	-0.373928137
Article 19	0.140858749	-0.127103776	-0.219622505
Article 5	0.385345115	0.33521566	0.909456189
Article 7	0.648294913	0.581305019	0.909416838
Article 8	0.435373389	0.448815669	0.045374642
Article 10	0.742678304	0.613072669	0.632335746
Article 11	0.460037145	0.402219418	0.909911866
Article 13	0.330563278	0.335331988	-0.329573392

The Crowding Effect

The following five time series were considered - Academic Cases, Non-Academic Cases, Number of McGill Students, Number of Beds in Residence and Number of Students Registered with the Office for Students with Disabilities. For each series, the cumulative for each year was divided by the cumulative for the full series and then plotted below. If a series is growing at a relatively constant rate then we would expect a reasonably linear curve.

The curve for Non-Academic Cases is the one that shows a pronounced kink, indicating a rapid growth rate through approximately 2008-2012. As the overall student population as well as the McGill community grows, this indicates a “Crowding Effect” at a particular population level. As crowding intensifies, so does conflict, and the first defense mechanism to control conflict is the discipline process. The fact that the curve has currently returned to a relatively linear shape, indicates that the McGill community is adjusting to crowding and higher population levels.



Academic vs. Non-Academic Cases

Comparing credits earned at time of allegation, academic allegations have significantly higher credits earned as compared to non-academic allegations. Thus, academic allegations are happening later, but not necessarily always near the end of the student's program (average credits earned for academic allegations at time of allegation is 40 vs. 20 for non-academic allegations).

Academic allegations have significantly higher GPAs at time of allegation - 2.55 vs. 1.83 for non-academic allegations.

As we expect, there is no difference in credits earned at time of graduation or at present if not graduated, between academic and non-academic allegations. And at time of graduation or at present if not graduated, there is also no significant difference in GPAs between students with academic and non-academic allegations. Thus, for students involved in the disciplinary process with either academic or non-academic allegations, there is no difference in the student's GPA at the end of their time at McGill.

For only academic allegations, both credits earned and GPA are significantly higher at time of the graduation or at present if not graduated, as compared to the time of the allegation. More evidence that academic allegations, while happening later in the student's program than non-academic allegations, do not always happen on average at the end of the degree. There are on average about 50 credits still left to go in a typical 120-credit undergraduate program when academic allegations occur.

Students with either academic and non-academic allegations also graduate with significantly higher GPAs (2.92 vs. 2.55 for academic allegations and 2.88 vs. 1.83 for non-academic allegations) when compared to the time of allegation. So academic performance on average improves for students involved in the disciplinary process after the allegation occurs ! McGill University has always advocated that its student discipline process is educational.

Graduation and Academic Standing

Of the entire random sample of 270 students, 37% have not graduated. Of course, this includes students admitted in the last few years and thus, some of these are not expected to have graduated yet. However, removing allegations from 2008-2013, it's found that 18.6% did not graduate. For allegations from 2007 or earlier, it's a reasonable assumption that most students would have graduated by now.

Retention is not a huge issue at McGill - most students complete their degrees. However, if we consider those involved in the disciplinary process, then almost one in five do not graduate compared to 15% of the overall McGill population who do not graduate. The percentages who do not graduate for admonishments and reprimands are 41.8% and 40.0%, respectively. Thus, where there is a finding of responsibility the probability of not graduating is significantly higher than when there is an exoneration (23.2%).

In terms of academic standing, there does not really seem to be much change in distribution between Time of Allegation (ToA) and Present (Now):

Standing	ToA	Now
Incomplete	2	1
Interim Prob	3	1
Interim Sat	86	41
Interim Unsat	5	3
NA	0	1
New student	44	0
Probationary	1	2
Satis	112	194
TBD	3	8
Unsat	11	19
Unsat/Readmit	3	0

For the most part, students who were in good standing remained in good standing and students who were in poor standing remained in poor standing. Only a handful of the random sample declined in standing category.

Approximately 6.7% of cases saw multiple J's, F's and/or W's. Another 6.7% of cases saw some type of tuition fee hold, library fine warning or McGill loan outstanding.

Analysis of Variance – Previous Education & Discipline Outcome

An Analysis of Variance was performed to look for differences in mean credits earned and mean GPA at the time of allegation and at time of graduation or at present if not graduated for students with different educational backgrounds before coming to McGill. It was found there was no difference in GPA at time of graduation or at present if not graduated, between International, Rest of Canada (RoC) and Quebec students. There is a slightly significant difference in mean credits earned at time of allegation with Quebec students entering the discipline process later (approximately 40 credits earned) than International students who enter the process the earliest with approximately 28.6 credits earned.

An Analysis of Variance was also performed to look for differences in mean credits earned and mean GPA at the time of allegation and at time of graduation or at present if not graduated for students with different outcomes (exoneration, admonishment and reprimand) from the discipline process. It was found there was no difference in GPA at time of graduation or at present if not graduated, between students with exoneration, admonishments and reprimands. There is a significant difference in mean credits earned at time of allegation with students with reprimands entering the discipline process earlier (approximately 19 credits earned) than students with admonishments who enter the process with approximately 32 credits earned. Students with exoneration seem to enter the process the latest with approximately 41.5 credits earned. Thus, it appears the most severe discipline cases happen earlier and on average, exoneration happen much later in the student's program.

Looking at American students specifically, they do not differ significantly from the rest of the student population on credits earned or GPA.