

Table of Mitigating and Aggravating Factors  
Affecting Disciplinary Actions for Academic Dishonesty

√	Mitigating	√	Aggravating
	1 <sup>st</sup> year (or U1) student		2 <sup>nd</sup> year (or more than 24 credit hours)
	No statement on academic integrity on syllabus		Statement on academic integrity on syllabus
			Special instruction on academic integrity within course
			Student attended U1 orientation
			Student completed ARTS 1110
			Student signed declaration on academic integrity (e.g., final exam scripts, Asper, Computer Science)
	Re possession of unauthorized equipment in test or exam setting. - Student unaware that in possession of unauthorized device- e.g. a cell phone - Device borrowed and student unaware of writing on device. Will reduce penalty if student provides a letter from owner stating lending of device and responsibility for writing.		
	Re copying on quiz or exam - Obvious similarity between papers but not enough to warrant full penalty (e.g. student witnessed looking at other student's paper, multiple choice exam answers identical but most of the class also had similar answers). - One student admits to copying from other, second student pleads unaware.		
	Student admits infraction <i>before</i> its discovery		
	Student admits infraction <i>before</i> hearing, but after notification		
	Student admits infraction at hearing		Student denies allegation despite compelling evidence (or admits later)
			Student makes deliberate attempts to deceive at hearing/meeting
	Student expresses sincere remorse for infraction and apologizes (spontaneously)		Student displays threatening behaviour or remarks at hearing/meeting
	Unclear (non-explicit) instruction on group work or appropriate degree of collaboration		Clear (explicit) instruction on group work or collaboration
	Inaccessibility of instructor, teaching assistant, or grader/marker for clarification		Student confused about assignment, test, exam item but failed to solicit clarification from instructor, teaching assistant, grader/marker, or invigilator
	1 <sup>st</sup> allegation of a breach of academic integrity		Not a first allegation of a breach of academic integrity
	1 <sup>st</sup> allegation of a breach of academic integrity (a spontaneous act)		

**NOTE: When completing the annual report to the University Discipline Committee, please include references to mitigating and aggravating factors for each respective discipline case.**

## Other issues raised by students as mitigating factors

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Students may raise several personal and academic issues when confronted with allegations of academic dishonesty. These issues are often seen by students as relevant to their situation and are raised with the hopes that they will be considered to be mitigating factors. However, these factors are likely more a reflection of the student not being accountable for his/her conduct and are not true mitigating circumstances.

In some circumstances, to assist the student in addressing issues, referrals to other support offices may be appropriate e.g., Student Counselling and Career Centre, Learning Assistance Centre, and Student Advocacy (for workshops and educational material).

Some common items that students may refer to as mitigating factors during meetings/hearings include the following (not listed in order of prevalence):

- Did not read the syllabus
- Arrived late for beginning of term and missed initial information session(s)
- Missed class in which assignment, or academic integrity practices, discussed
- Student has paid high tuition fees (i.e. has invested in his/her education)
- Penalty will jeopardize student's academic probationary status (may result in suspension)
- Penalty will jeopardize student's graduation date
- Personal illness
- Illness/death of family member or close relationship
- Asked for any of the following (editing writing, handing in assignment) from another person and other person made modifications that led to allegations
- Handed in 'draft' version (or wrong version) of assignment
- Ran out of time to complete assignment
- Required course for major or program
- Extreme stress due to family pressures, personal problems, or relationship problems
  - cultural pressures
  - fear of loss of friendship if student does not collude with friend/partner on assignment, test, essay, or final examination
  - severe health and relationship issues.