
Investigations of Academic Misconduct

INT. SCHOOL OFFICE - DAY

It is a traditional school office, there are posters on the walls and a wooden table.

There is a middle aged woman sitting in front of the desk, she wears a light pink hijab and a long maroon cardigan. She is reading something on her computer.

Narrator: Meet Adile, an Academic Advisor. Her job is to guide students' success from admission to graduation.

There is a slight knock on the door.

Adile: Come in. (neutral)

Róngyù opens the door slightly and peaks into the room.

Narrator: Meet Róngyù, a fourth year student who is volunteering as a Course Representative.

Narrator: Róngyù wants to collect some information about the academic honesty policy to pass on to his classmates.

Adile: Róngyù, nice to see you again! What brings you in today? (happy)

Róngyù rolls into the room and sits in front of Adile.

Róngyù: My classmates and I have some questions about the academic honesty policy and the investigation process. (inquiry mode)

Róngyù gives out a shy smile.

Adile: Well, there are indeed many steps in the process of investigating academic misconduct. What would you like to know about first? (interested now)

Róngyù: Could you provide me with a brief description of the process?

Adile: Each Faculty and department or school assigns a person responsible for the administration of the Academic Honesty Policy...

Adile: (CONT'D)... and investigations of academic misconduct in a fair and neutral manner.(neutral explanatory tone)

Róngyù: Who does that include?(interested)

Adile: (neutral explanatory tone) Any of the following people can request, initiate, lead or



Investigations of Academic Misconduct

engage in an investigation:

Adile: (neutral explanatory tone) Assistant Dean, Associate Dean, Course Director, Undergraduate Program Director, Graduate Program Director, or Department Chair, and any other person assigned by the Dean's office.

Adile: (neutral) The person who is exploring what happened will share the details with the student and provide the student with an opportunity to respond and give their own version.

Adile: (CONT'D) Once a decision is made, the student is provided with a specific time frame to respond to the decision.

Adile: For example, students can agree to breach and penalty, agree to breach but not penalty, or disagree with both breach and penalty.

On Screen appears 3 options as visuals:

1. Breach Penalty
2. Breach Penalty
3. Breach Penalty

Adile: Throughout the entire process, students will have the opportunity to present their case, verbally or in writing. Students can also bring a support person such as a friend, family member, student advocate, or legal counsel.

-New still needed-

Rongyu nods.

Rongyu: (nods) Hmm, I see.

Adile: (neutral explanatory tone) After the investigation is completed and a decision is made,

Adile: (CONT'D) The student may appeal the decision to the Faculty-based Committee if they disagree with the outcome of the investigation. This committee will hear the appeal and render a decision, after it has heard from all parties.

Rongyu: What if the student disagrees with the decision or penalty of the Faculty-based committee? Does the student have options?

Adile: Yes. The student may appeal the decision of the Faculty-based Committee to the Senate Appeals Committee, which will hear the appeal and render a final decision.

Adile: and remember, that for all meetings or appeals, students have the right to present their



Investigations of Academic Misconduct

case and bring a support person with them.

Róngyù: (smiling & overwhelmed) Oh, wow that was a lot of information. I understand the process now! Do you have any last advice you would like me to pass on to my classmates?

Adile: Yes, it is best recommended that students come well prepared before attending any meeting. Also, honesty is the best policy.

On screen the following shows as bubble thoughts:

- Prepare
- Attend
- Own up to actions

Adile: (understanding/reassuring & also smiling) and don't worry, you do not *have* to memorise any of this. In fact, here are some resources for you to take!

Adile hands Róngyù some brochures of resources.

Róngyù: (content) I will check them out. Thank you again, Adile!

