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
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.

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*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
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Investigations of Academic Misconduct

case and bring a support person with them.

רונגי: (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 Rונגי some brochures of resources.

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