

Conducting Resolution Meetings: a Faculty Guide

Overview

A Resolution Meeting is an opportunity for students alleged to have engaged in academic misconduct to contribute to the investigation process by having a conversation with the Department Head/Director regarding the alleged misconduct, the investigation, and their experience.

This guide is meant to assist the faculty members conducting these meetings to support administrative fairness and the Policy 70 Procedures. Each portion of the resolution meeting is outlined and includes guiding language to use, as well as suggested questions.

Meeting Introduction

- Ensure your meeting space is accessible, private.
- Introduce yourself, including your title and role in the Academic Misconduct process.
- Provide an overview of the meeting
- Review the role of the support person, if applicable
- Provide student with the opportunity to ask questions before getting started

- "My name is [name], my pronouns are [she/her] and I am the Department Head of [X]. Thank you for taking the time to meet with me today."
- "To start, I'd like to provide you with a breakdown of our meeting today - I will begin by sharing the evidence that [faculty member] has provided to me from the investigation they conducted. You will then have an opportunity to share any evidence you have prepared and I may ask questions to ensure my understanding and that I have all the information needed to make a decision. I'd also like to have a conversation about potential penalties and get your input on that. I'll then review what next steps will look like. Do you have any questions before we get started?"
- "I see that you've brought a support person with you today. I'd like to ensure that we all have an understanding of the support person's role, and that they will not be permitted to answer questions on your behalf."

Present Faculty Evidence

- Outline the following information in an objective, factual manner:
 - the assignment / exam in question
 - the suspected academic misconduct
 - the faculty member's evidence from their investigation
- "While reviewing your *[research paper]* in *[class name]*, *[faculty member]* had suspicions that you engaged in *[plagiarism]*"
- "[*Faculty member*] conducted an investigation and presented the following evidence:
 - *[a reference you listed does not exist]*;
 - *[there are multiple quotations in your paper that do not match the material from the references listed]*

Student Presents Evidence

- Provide the student with an opportunity to present any evidence they have prepared to show they did not engage in academic misconduct
- As they share, ensure you:
 - listen carefully and don't interrupt
 - consider their perspective objectively
 - ask questions for clarity
- "Now that you've heard what *[faculty member]* has provided as evidence from their investigation, what would you like to share?"
- "How do you think that *[this piece of evidence]* supports your claim that you did not engage in academic misconduct?"

Investigation Discussion

- Once the faculty and student's evidence has been shared, engage in a conversation with the student to obtain the information you need to make a decision about the alleged academic misconduct.
- Share with the student the Standard of Proof for academic misconduct investigations - more likely than not that the misconduct occurred.
 - All evidence will be considered in the investigation, which is why it is important for the student to get an opportunity to share.
- "Tell me about how you conducted your research for this paper."
- "How did you come to this answer on this question of your exam?"
- "Can you explain why you chose to cite this reference here in your paper?"
- "Thank you for sharing your evidence with me. My decision for cases of academic misconduct is based on whether it is more likely than not to be true that the student engaged in the misconduct. Having your information helps me to make this determination."

Discuss Potential Outcomes/Penalties

- Refer to Policy 70 Procedures section 7 to determine the available penalties for the student based on their prior case(s) of academic misconduct, if any.
- Share these available penalties with the student to ensure they have an understanding of potential outcomes.
 - this can alleviate stress by putting outcomes in context, rather than students imagining worst-case scenarios.
- Have a conversation, if appropriate, to assess the level of reflection and responsibility the student has engaged in.
 - this information will help guide a conversation regarding potential penalties
 - you may already have an understanding of the student's level of accountability based on the meeting thus far.
- "I'd like to discuss available penalties with you now. Although I will have the final decision on assigned penalties, I would like to hear your perspective and any factors you feel I should be aware of when I make this determination."
- "The penalties available for a *[first instance]* of academic misconduct according to Policy 70 are *[list penalties]*."
- "Where do you see your case fitting into the list of available penalties?"

Meeting Conclusion

- Provide a brief summary of what was discussed in the Resolution Meeting.
- Explain next steps
- Mention the student's right to appeal
- Provide information on support services

- "Thank you for taking the time to meet with me today; I understand that this process can feel overwhelming and stressful, in addition to the other stressors you've shared with me today."
- "I'm glad we were able to discuss the evidence that *faculty member* had submitted, and that I was able to hear your experience and perspective on the situation."
- "I appreciate you answering my questions and providing additional details and clarity regarding this situation."
- "I'd like to make sure we discuss what happens next before we end today's meeting."
 - I will be reviewing the information and evidence that we discussed today to make a decision about the alleged academic misconduct.
 - In the event that I determine it is more likely than not that academic misconduct occurred, I will take what you've shared regarding potential penalties into consideration.
 - Once I've determined whether the misconduct occurred, you will receive an email from me. If I move forward with reporting the academic misconduct, that report will capture what we discussed today.
 - You will receive an email from the SRRO summarizing this report and details of the assigned penalty(ies)"
- "If you disagree with the decision, you have the right to appeal under Policy 70"
- "Please keep in mind the resources available to you at UFV, including the Academic Success Centre, the Student Support Centre, and the Student Rights and Responsibilities Office."



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