



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

# ACADEMIC INTEGRITY HANDBOOK

Preventing and Resolving  
Allegations of Academic Misconduct  
(Academic Handbook: Part II)

<http://www.artsci.utoronto.ca/main/faculty/resources/faculty/acaresources>

## A GUIDE FOR FACULTY AND STAFF

Office of Student Academic Integrity, Fall 2008

\* **Honesty, Trust, Fairness, Respect, Responsibility** – These five principles are promoted by the Center for Academic Integrity (CAI) as key elements in the promotion and success of a culture of academic integrity in the university environment. The CAI is a group of over 360 institutions, including the *University of Toronto*, that seek to discuss and explore issues and research related to academic integrity.

[www.academicintegrity.org](http://www.academicintegrity.org)

OSAI would like to thank the many faculty, staff and students in Arts & Science for their continued support and participation in our academic integrity initiatives. The maintenance and furthering of academic integrity in the Faculty depends on this support, and it is greatly appreciated.

## Message from the Dean

Faculty of Arts & Science

The preservation and promotion of academic integrity at the UofT are critically important both to uphold the standards of this University and to maintain a community that exemplifies the values of honesty, trust, respect, fairness and responsibility. As the largest Faculty at the UofT, Arts and Science sets a high standard for the way academic integrity is viewed and upheld at the University. It is thus essential for us all to promote the importance of academic integrity to our students, to be vigilant in identifying academic misconduct of any kind, and to handle such incidents fairly and according to procedure so that the rights of all parties (instructors, students, administrators) are protected. Failure to do so results in the devaluation of the University's core values.

I encourage you all to follow these guidelines and to forward to Office of Student Academic Integrity any suggestions and/or comments on how we as a Faculty might further our goals of promoting and preserving academic integrity at the UofT. This commitment will set the best possible example for our students, who look to us for guidance in developing their own moral framework and value system.



Meric S. Gertler  
Interim Dean

The guidelines and procedures outlined below are based on the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>. see [Appendix A](#)). The *Code* defines academic offences and governs procedures for their handling, including sanctions available at the departmental, divisional and tribunal levels.

The Office of Student Academic Integrity (OSAI) handles allegations of academic misconduct at the divisional level for the Faculty of Arts and Science on the St. George Campus. OSAI is also responsible for devising and implementing proactive strategies and initiatives intended to educate students about the importance of academic integrity and how to avoid allegations of academic misconduct. OSAI is composed of five Dean's Designates who hear cases in the three discipline areas (Humanities, Sciences, and Social Sciences) and make decisions regarding their resolution. Academic Integrity Officers investigate the cases and advise the Dean's Designates on procedure and precedents, as well as providing advice to instructors, staff and students on matters related to academic integrity.

Please note that OSAI is only responsible for administering the *Code of Behaviour on Academic Matters*. For issues or concerns arising in relation to the *Code of Student Conduct* ([Appendix H](#)), please contact the University's Judicial Affairs Officer, Ms. Nancy Smart, at (416) 946-7663.

Should you have any questions or concerns relating to an allegation of an academic offence or the *Code*, or suggestions regarding our procedures and initiatives, please contact:

Kristi Gourlay, Manager and AI Officer	(416) 946-5810	<a href="mailto:kgourlay@artsci.utoronto.ca">kgourlay@artsci.utoronto.ca</a>
Erin McMichael, AI Officer	(416) 946-5512	<a href="mailto:emcmichael@artsci.utoronto.ca">emcmichael@artsci.utoronto.ca</a>
AI Officer (to be announced)	(416) 978-3392	
AI Officer (to be announced)	(416) 946-5512	
Nancy Prior, Administrative Assistant	(416) 946-0428	<a href="mailto:nprior@artsci.utoronto.ca">nprior@artsci.utoronto.ca</a>



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# Types of Academic Misconduct & Tips for Prevention<sup>1</sup>

Academic misconduct lowers the morale of honest students and devalues the University's evaluation and degree systems. By providing every student with a copy of the *Arts and Science Calendar* in which the rules are stated (<http://www.artsandscience.utoronto.ca/ofr/calendar/rules.htm>), the Faculty expects that students "ought reasonably to know" what constitutes an academic offence at the University, and thus are responsible for abiding by the rules. While the majority of students are honest and conduct themselves according to the rules of the University, unfortunately a significant portion do not. In order to protect the integrity of the University and the value of the UofT degree, we must do our best to both educate students about the importance of academic integrity and to detect and pursue suspected academic misconduct. To do otherwise is unfair to those students who work diligently and honestly to complete their UofT degrees and ultimately devalues UofT degrees themselves.

## **Academic Integrity Initiatives in the Classroom**

- **Remind your students, both orally in class and on written course material, what is expected of them in terms of academic behaviour and define for them what specifically constitutes an academic offence** (see a suggested course syllabus statement in [Appendix D](#)). At the start of term, students are often so overwhelmed with new material and instructions that they fail to pay attention to everything, or do not fully understand many of these rules until they are forced to put them into practice. Even worse, many believe that they fully understand the rules and only realize that they do not when confronted with an allegation of academic misconduct. It is thus important to provide information about academic behaviour both at the start of a course AND when assignments are distributed, the first lab is conducted, or a test or examination is pending. Include practical, course-specific examples when you discuss the issues so students can see them in practice. Emphasize that "not knowing the rules" is not an excuse and that students are expected to know and adhere to the rules of the University. *Instructors should also ensure their teaching assistants are aware of the rules and are following proper procedures.*

- **Have a discussion with your students about academic integrity.** Instructors are often uncertain how to begin such a discussion and sometimes find it awkward. No instructor wants to appear that he/she is implying that all students are dishonest, but it is critical to let students know how much both you and the University value academic integrity. You might start by demonstrating to your students the link between honest research and the furthering of scientific knowledge by showing them how academic integrity forms a crucial part of your own research work and practices. Or you might want to follow the lead of another instructor who asks students if they would "want to be operated on by a doctor who cheated his way through medical school" or "if they would feel comfortable on a bridge designed by an engineer who cheated her way through engineering school."<sup>2</sup> Refer to current

Course syllabus statements on academic integrity "should be supplemented by early and frank class discussions that: (1) reiterate the importance of academic integrity, (2) clarify what constitutes academic dishonesty; and (3) explain the serious sanctions against students that can and have been taken when violations occur."

C. Scanlon, "Strategies to promote a Climate of Academic Integrity and Minimize Student Cheating and Plagiarism," *Journal of Allied Health* 35 (2006): 3.

<sup>1</sup> Please note that the recommendations and suggestions contained in this document are based on experience and past practice but are intended only as guidelines and suggestions. This handbook does not replace or supersede rules or regulations outlined in the [Code of Behaviour on Academic Matters](#).

<sup>2</sup> B. Taylor, "Integrity: Academic and Political. A Letter to My Students," [http://www.mcmaster.ca/ell/resources/nifty\\_notes/david.godden/Integrity.pdf](http://www.mcmaster.ca/ell/resources/nifty_notes/david.godden/Integrity.pdf); Accessed 23 Aug 2007.

events (James Frey, etc.), to make the importance of academic integrity more relevant for students. These kinds of examples help students to think about academic integrity in relation to the outside world and establish for them how their own interests, and the interests of everyone around them, are dependent on the preservation of academic integrity.

- **Emphasize that Students are regularly caught and sanctioned for offences.** If students receive the impression that everyone is engaging in dishonest behaviour, and nothing is being done about it, then they will reason that it is acceptable, and in fact that they are at a disadvantage if they do not cheat.<sup>3</sup> If you have found students engaging in dishonest behaviour in previous terms, discuss the consequences (especially the sanction) with your current classes. The point of such a discussion is not to threaten students, but to reinforce that the University takes this issue seriously, is defending the work of honest students, and is protecting the value of its (and their) degrees. Students are less likely to engage in dishonest behaviour if they know that their chances of getting caught are reasonable and the consequences of being caught significant. A guideline for sanctions for academic offences recommended by the UofT Provost's Office can be found at [http://www.utoronto.ca/govcncl/pap/policies/behaveac.html#\\_Toc469657010](http://www.utoronto.ca/govcncl/pap/policies/behaveac.html#_Toc469657010)
- **Consider introducing a small quiz or assignment on the subject of academic integrity into your course.** The point of such an exercise (worth a very small amount of the final mark or strictly optional) is to encourage students to engage with these rules and put them into practice. There are a number of examples of these types of tutorials and tests -

UofT English – <http://www.utoronto.ca/academicintegrity/PlagiarismAssignment-Woodland%20pdf.pdf>

UofT Engineering - <http://www.ecf.utoronto.ca/~writing/interactive-plagiarismtest.html>

University of Alberta - <http://www.uofaweb.ualberta.ca/TIE/quiz.cfm>

Indiana University - <http://education.indiana.edu/%7Efrick/plagiarism/item1.html>

University of Manitoba - [http://www.umanitoba.ca/student/advocacy/academic\\_honesty\\_quiz.shtml](http://www.umanitoba.ca/student/advocacy/academic_honesty_quiz.shtml)

**Don't assume that because your course is at an upper-year level there is no need to discuss issues of academic integrity and how to avoid allegations of academic misconduct!**

- **Emphasize that you are available to students during your office hours.** Many students make bad choices when they are having difficulty with course material or during times of personal crisis. Often they don't think to ask for an extension or discuss their difficulties with someone who might be able to assist them. If you remind them that you are available for these purposes.

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### **Academic Integrity in Course Procedures and Syllabi**

- **Adjust the marking scheme for smaller assignments.** To discourage academic offences on smaller assignments, like lab reports or mini writing assignments, consider adjusting the marking scheme so that each small assignment counts as one part of a larger mark, and make it clear that an offence in one part counts as an offence for the whole (e.g. if there are 4 labs, each worth 5%, that contribute to a lab mark worth 20% of the final grade, let students know that if there is an offence in ONE of the labs, they may receive a zero for the entire lab component). This helps discourage students from thinking that because an assignment is not worth many marks it is not important to ensure the rules are followed.

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<sup>3</sup> S. Cole & E. Kiss. "What Can We Do About Student Cheating?" *About Campus* (June 2000): 9.

Alternatively, consider not assigning marks that count towards the final grade for smaller assignments. To provide an incentive for students to complete the work, and to do it themselves, include questions related to the assignments on tests and exams.

- **Ensure a statement on Academic Integrity is included in the course syllabus.** See [Appendix D](#) for a suggested statement.
- **Ask for a “Student Awareness Statement”<sup>4</sup> to be included with each assignment that is submitted.** This asks students to confirm that they are aware of the rules about plagiarism, collaboration and the resubmission of work and have adhered to these rules in completing their assignment. The purpose of this exercise is to ensure that students have made themselves aware of the rules (and thus prevent accidental offences) and to remind them that the University expects all work to be completed in accordance with the [Code of Behaviour](#). Similar statements are used by universities across North America (see [Appendix D](#) for a sample statement).
- **Hold a final exam in your course as one of several forms of evaluation.** This provides students with an incentive to attend class, learn the material in the course, do all the readings, and complete all assignments themselves with a minimum of “shortcuts” because they know that ultimately they will be tested on their own knowledge of the course material.

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## **Plagiarism and Concocted References**

Plagiarism is the most common academic offence. Plagiarism includes failing to cite sources AND/OR failing to place within quotation marks material taken verbatim from a source, regardless of whether the material is acknowledged with a citation. **Failure to use quotation marks is an academic offence.** The inclusion of false, misleading, or concocted references is an offence which often occurs in conjunction with plagiarism. This can be a product of sloppy research or a deliberate attempt to mislead the reader into thinking that the paper has been properly researched and cited. Both are inappropriate, the latter much more so.

To help discourage plagiarism:

### **a) Make your expectations clear**

- Explain clearly to students what plagiarism is, taking into account that some students, particularly students from a different educational tradition, may be unfamiliar with the concept or the terminology used to discuss plagiarism and how to avoid it. Be specific and don't be afraid to use the word plagiarism. For example, you might say “If you do not tell your reader where you found the material or idea by providing an accurate reference to the source from which you borrowed it or if you don't place within quotation marks material taken word for word, this is plagiarism.” Place these remarks in context, so that

**RESEARCH:** One study on plagiarism by Roig (1997) took a section of text and rewrote it several times, including correctly and incorrectly paraphrased versions. These sections of text were then given to undergraduate students who were asked to identify the plagiarized sections. Approximately three-quarters of the students identified the correctly paraphrased passages, however, as many as 40-50% of the students did not identify the plagiarized passages. In one example, where the new version was rewritten word for word without quotation marks, but with a citation to the original author, 57% of students identified it incorrectly as not being plagiarized.

M. Roig, “Can Undergraduate Students Determine Whether Text Has Been Plagiarized?” *The Psychological Record* 47 (1997):1.

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<sup>4</sup> Our thanks to *Dalhousie University* for the use of this title.



students understand why appropriate acknowledgement of sources is appropriate in all aspects of life, not simply in an academic environment. You may wish to refer to the ongoing concerns in music and publishing.

- Advise students of particular citation and referencing requirements and what convention you expect them to use, as these may vary from discipline to discipline.
- Make it clear that students are responsible for what they submit, so that they should ensure that what they hand-in is the final version of their paper. This helps discourage the common inadequate explanation for plagiarized papers, “but I accidentally submitted a rough draft.”
- Discourage students from changing topics at the last minute (it is often a signal that the student may be having difficulty finishing an assignment and is considering a shortcut)
- In lab-based courses, students frequently refer to lab assignments from previous years and some even copy portions of the reports. It is important that students know that not only is it an offence to copy the work of others, but also that giving or selling graded lab reports to others may also result in an allegation of academic misconduct.
- Ensure students understand the concept of “common knowledge.” It is often a source of confusion for many students, particularly as it relates to internet sources.
- Remind students that translating material from another language and including that material without acknowledgement is a form of plagiarism.

#### **b) Encourage good work habits**

- Require that students submit their research notes and a draft along with their finished essays. This encourages the development of good work habits by forcing students to prepare adequately for assignments and makes it more difficult for students to submit assignments which have been purchased or completed in previous years by another student.
- Ask students to submit an annotated bibliography as part of the assignment
- Ask students to submit an outline of their paper a few weeks before the due date.

#### **c) Provide students with handouts and referrals to appropriate resources**

- “How not to Plagiarize” by M. Procter (U of T Coordinator, Writing Support, [www.utoronto.ca/writing/plagsep.html](http://www.utoronto.ca/writing/plagsep.html)) continues to be an excellent source to recommend to students or to include in your course syllabus or reader.
- Advise students in course outlines or other handouts of the UofT writing website, <http://www.utoronto.ca/writing/>, where students can obtain additional information and advice on researching and writing assignments.
- Remind students that their colleges provide Writing Centres where tutors can offer guidance on writing style and referencing. Contact information is listed in [Appendix C](#).
- Discuss with students the library system and ensure that they know how to find legitimate materials to use for their assignments (academic journals and peer-reviewed materials versus questionable internet sources).
- If you allow students to use internet sources, discuss the quality and legitimacy of this material. Many students assume that if information is publicly available then it is legitimate and accurate.

Students should know that it is an academic offence to copy the work of others AND to provide or sell copies of their own lab reports or essays to other students.

#### **d) Use assignments that are original and require creative thinking**

- Change assignment, essay and lab report topics from year to year. Make topics specific rather than general and ask students to compare, contrast, and evaluate two positions. Topics that are frequently recycled or that are overly broad keep the essay mills and “tutoring” services in business.
- Design assignments specific to the content of your course.

- Discourage students from relying entirely on other scholars' ideas (and “accidentally” plagiarizing) by requiring that they discuss their own ideas about the material.
- Vary the format of assignments. Instead of always assigning an essay, consider using alternative such as an in-class book review or report.
- Use current topics, if possible.
- Require students to present their assignments orally in class.
- See Margaret Procter’s guides for “[Deterring Plagiarism](#)” and “[Designing Assignments](#)” for more suggestions.

### e) Consider using Turnitin (plagiarism detection software)

Many instructors in various disciplines are using Turnitin.com to help deter and identify plagiarism. Students submit their assignments electronically to Turnitin.com, where they are compared to publicly available secondary sources found on the Internet and to essays in its database submitted by other students. An originality report is generated for each submission, highlighting passages that bear a textual similarity to existing publicly available material on the Internet, for which text and a URL are provided. The instructor or TA must review the documentation to determine whether the flagged material has been cited and referenced correctly. In other words, Turnitin.com provides the information; the instructor determines whether an offence has occurred. UofT has a paid subscription to this service and it is available to any instructor that is interested in using it in their class.

Students and essay-writing services are increasingly developing ways to evade detection by Turnitin, and Turnitin only has access to sources which are publicly available (e.g. Turnitin does not have access to many of the online journals available to students through the UofT library system), so please do not rely entirely on Turnitin to detect problems. Its use, however, does appear to act as an effective deterrent to students who might be contemplating plagiarizing and it does identify assignments which have previously been submitted by other students to the Turnitin database which would otherwise go undetected.

For more information about Turnitin.com, please consult Pam Gravestock, Office of Teaching Advancement, 416-946-8585 or [p.gravestock@utoronto.ca](mailto:p.gravestock@utoronto.ca)

### Purchased Assignments

Pre- and custom-written assignments (commonly essays) are readily available for purchase over the Internet from essay-writing services and, increasingly, from students themselves. In 2006, there were over 250 internet sites in existence that offer assistance to students in the writing of their papers (see <http://www.coastal.edu/library/presentations/mills2.html>). A recent google search on “essay services” produced 21,800 hits. While these sites are not illegal, the use of materials by students from these sites (without acknowledgement) does constitute a serious academic offence, and UofT considers the purchase of assignments to be one of the most serious breaches of academic integrity. If you suspect that an assignment has been purchased (you google a phrase and find the paper available on a service; the writing is inconsistent with the student’s abilities; the assignment is not on topic), please call OSAI for advice on how to proceed. **To help discourage these types of offences**, select a poor paper from one of the essay writing websites and scrutinize it for your students in class, highlighting any errors in facts, grammar, referencing and quality of writing.<sup>5</sup> This has the benefit of both alerting students to the fact their instructor is aware of these sites, and highlighting the pitfalls of using these

<sup>5</sup> D. Eerkes. Academic Handbook for Instructors and Teachings Assistants (2008/9), 6. University of Alberta. <http://www.uofaweb.ualberta.ca/TIE/pdfs/2008%20AI%20Handbook.pdf>; Accessed 8 Aug 2008.

resources (which are often plagiarized and full of grammatical and factual errors). It also works well as a lesson in proper essay writing.

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### **Resubmitting Work for which Credit was Previously Obtained**

Self-plagiarism is a lesser-known offence. In an effort to be efficient, some students either recycle work from a past course or write the same assignment for two courses. **It is an offence for a student to submit an assignment for which credit has already been obtained or is being obtained UNLESS s/he has permission from the instructors involved.** If you suspect that you have received an assignment which appears to have been written for another course, make a discreet inquiry to the instructors of any other relevant courses in which the student is concurrently enrolled. You might ask if they received any papers on topic “x”. To protect the student’s privacy, do not use the student’s name. Include this form of plagiarism in your class discussion at the beginning of the year.

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### **Altered Work Resubmitted for Credit**

OSAI is seeing an increasing number of cases involving students who, in an effort to obtain a higher grade, submit work for remarking which has been “improved” with the addition of material responding to the marker’s comments or with answers subsequently posted online or discussed in class which they assert were overlooked in the original grading. Other students alter marks and then claim that an addition error has been made by the department or that their grade was entered incorrectly into the marks book/program. To discourage this and help identify it when it happens:

- When marking, draw a line through any blank space which remains, make a slash mark at the end of an answer, or draw a circle enclosing the answer to prevent students from adding material to their assignment after receiving it back. If a student failed to fill in a multiple choice answer, draw a line through all the options (assuming a scantron form is not used).
- Record marks in a distinct and standardized manner on the assignment and in your records.
- **Make photocopies of randomly chosen tests/assignments and keep them on file and let students know that you will be doing so.**
- If you suspect that altered work has been submitted for remarking, but have no proof, photocopy the student’s next assignment and keep it for comparison if the student attempts to submit it too for remarking.
- If a student contacts you to request a remark, or mark check, ensure that the request is in writing, and specifies exactly what the student’s concerns are. That way, if a problem is later identified, you have a written record if the student then claims that there was a “misunderstanding” about the request.

## **Collaboration (Providing/receiving Unauthorized Aid; Plagiarism)**

Collaboration occurs when students work together inappropriately with the result that the work they submit is unacceptably similar. This can result in an allegation of plagiarism and/or of providing/receiving unauthorized aid. While the University does not want to discourage students from discussing ideas, in order to prevent inappropriate collaboration:

- Discuss expectations and guidelines for group projects, making sure that students know exactly what is and is not permissible.
- Include a statement like the following in the assignment handout for the project:  
“UofT encourages students to exchange ideas with each other. This is an essential part of the learning process and is not considered cheating or plagiarism. However, while you may generally discuss an assignment with your class mates, AFTER such discussions you are expected to go away and write up your own work separately. Ensure that any work which you submit is entirely your own work. Do not provide a copy of your finished work (in text form or electronically), or even a draft of your work, to another student in case s/he is tempted to use it inappropriately in completing his/her own work. If s/he does, you too may face an allegation of academic misconduct under the *Code of Behaviour on Academic Matters*.”
- Define clearly what contributions are expected from individual members in the project. Require each individual member to submit her/his research materials and the draft(s) of her/his portion of the project. This also helps ensure that all members of the group participate in the project.
- Ask students to write a brief report outlining their contributions to the project and/or the contributions of others in the group.
- Advise students of potential consequences to an individual, and to the group as a whole, in the event of an allegation of an academic offence.

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## **Tests and Examinations (Providing/receiving Unauthorized Aid)**

(Rules for Examinations - <http://www.artsci.utoronto.ca/current/undergraduate/exams/rules>).

Although, according to the *Code*, students are expected to know these rules, often they do not, or assume incorrectly that what they are allowed to do during in-class tests is also permitted during final examinations. In order to familiarize students with the rules, and thus reduce the number of final exam offences, **it is essential that the rules be applied consistently during both tests and examinations.**

Test/exam offences tend to fall into six main categories:

1. Possession of unauthorized aids. Note that under the *Code* it is an offence to merely **possess** an unauthorized aid. Aids fall into two categories:
  - a) Electronic devices (cell phones, PDAs, MP3 players, iPods, electronic dictionary/translators, programmable calculators, etc.). With increasing technical innovations and the prevalence of electronic devices which can be used to cheat, the Faculty has instituted a zero-tolerance policy for the possession of unauthorized electronic devices.
  - b) Crib notes (written on various materials including calculators, ball caps, labels of water bottles, rulers and parts of the body), or course notes.
2. Use of any unauthorized aids.
3. Students who continue to write after being instructed on more than one occasion that the test/exam is over, thus gaining a possible academic advantage over those students who

follow the instructions. In order to be fair to all students writing the examination, instructions to cease writing **MUST** be followed.

4. Students who obtain unauthorized assistance from other students.
5. Students who provide unauthorized assistance to other students.
6. Other: Serious, but less frequent:
  - a) Impersonation.
  - b) Pre-written test booklets smuggled into test/exams for which questions were provided in advance.
  - c) Students who claim to have written a test/exam and then blame department/Faculty for losing it or not recording a grade when there is no evidence that the test/exam was actually written.

All of these offences should be reported according to the appropriate procedure. For tests worth more than 10%, like any other term work, the instructor is required to interview the student before submitting the case to OSAI through the Chair or Associate Chair. In final exams, the matter is referred directly to OSAI by the Examinations Office without an instructor-student interview.

To help prevent test/exam allegations:

- Ensure that tests and exams are properly invigilated and that invigilators know what is expected of them and how to respond if they observe suspicious behaviour.
- Tell students specifically what they are allowed to have at their desks (e.g. T-card, pens, pencils, eraser, etc.) and insist that everything else, including pencil cases, must be placed at the side/back/front of the room.
- Clarify that this means that during the test they are not permitted to have any electronic devices, including, but not limited to, cell phones, palm pilots, programmable calculators, iPods, etc. on their desks or on their persons. Should they be found in possession of such devices, they will not only be confiscated but also be treated as “unauthorized aids,” and the matter will be dealt with as required under the *Code*, with all of its consequences.
  - Report any student found with or warned about the possession of an unauthorized aid to OSAI so that we can enter them into our database, and send a decanal warning letter if appropriate.
- If you permit students to keep pencil cases or calculator cases at their desks, ask them if you may check inside – these are common places where students hide or write notes. Sometimes the writing is in ink or pencil that is barely visible, so check closely.
- Students also write on various body parts, under baseball caps, behind water bottle labels, and the bottom of coffee cups, etc., so be vigilant for creative hiding places.
- Warn students that when they are told to stop writing, they must do so immediately. If they fail to do so, they may face an allegation of academic misconduct.
- Discourage students from sitting with friends as it often provides the temptation to share information during the test or act in a manner that could be interpreted as cheating. If you see students who consistently sit together during tests, separate them.
- **For multiple-choice tests, scramble the order of questions into two or more coded versions of tests or examinations to discourage wandering eyes.**
- Instruct students NOT to write the answers to multiple choice questions in large bold letters in the margins of their test book because this encourages copying by others. Warn them that if they do so, they run the risk of being investigated for academic misconduct.
- Maintain security in major tests, using checks of student ID cards and signatures whether your class is large or small. Allegations of impersonation have arisen not only in final examinations but also in class test situations.
- Do a head count and an test book count. Compare these totals against the sign-in sheet. There have been an increasing number of cases in which students, in order to get academic

advantage, claimed not to have been at a exam or test when in fact they were there OR claimed to have written the test and then blamed the department for “losing” their test.

- **Mark each batch of “TERM” test booklets used for a particular test with a stamp or your initials to make it more difficult for students to smuggle in pre-written TERM books.**
- Do not leave extra copies of tests or empty exam booklets lying around which a student may take away, complete, and then later attempt to substitute for the original test.
- To the extent which is possible, arrange seating so that students are not tempted to cheat or to copy from each other. When possible:
  - Avoid tiered lecture rooms for tests or exams.
  - Split students into alphabetically determined sections, or
  - Assign numbers to desks, and when students come into the room, give each a card with a number and instruct them to sit at the desk with the matching number.
- Vary the format of tests and examinations. While multiple choice tests are easier to mark, it may be also useful to use other formats.

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### **Altered or Falsified Documentation (Medical Notes)**

One of the more serious offences OSAI is seeing in increasing numbers is the falsification of documentation required to support missed assignments/exams. This documentation usually takes the form of UofT medical certificates, but can also include death certificates, obituaries, etc.

It has also been observed that students are increasingly missing multiple tests/assignments due to vague medical conditions such as “gastroenteritis” and “muscle aches” for which they receive notes from different walk-in clinics. While some of these notes are from legitimately ill students, others may be using medical notes as a form of “time management” allowing them to defer work to a less busy time or may be avoiding an unpleasant confrontation with their weakness in the course. Encourage students to take tests when scheduled as delaying seldom leaves the student better prepared.

It is strongly recommended that you require students who miss an assignment due to illness to submit an original copy of the [U of T Medical Certificate](#) (not a photocopy). The top section of the certificate authorizes the university (which includes the instructor) to contact the physician to verify information in the note.

In order to deter misuse of medical notes:

- **Always ask to see an original medical note on a UofT medical certificate, not a copy.** (the form is available online at <http://www.artsci.utoronto.ca/current/undergraduate/forms/certificate.pdf>). If a note has been altered in any way, photo-copying the note makes the changes less easy to detect. If the student tells you that s/he needs the note for another class, insist on seeing the original, and take a copy of the original note yourself. If anything on the original note looks like it has been altered in any way, keep it and notify OSAI immediately.
- **Don't feel obligated to accept a note which you do not find satisfactory.** According to the Faculty's rules on medical documentation which can be found in the Calendar (<http://www.artsandscience.utoronto.ca/ofr/calendar/rules.htm#petitions>): “the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. The Faculty will not accept a statement that merely confirms a report of illness made by the student for documentation by the physician.” This does not mean that you should automatically reject any note that wasn't written on the actual day of the illness or which describes symptoms reported by a student because sometimes students are too sick to visit a doctor at the actual time when they are experiencing the illness, and sometimes there really

are no symptoms that can be verified without tests. But, if you have received similar notes from the student in the past, if the dates of the illness don't correspond with the date of the missed assignment, if the CPSO number is missing or incorrect (CPSO#s are five digits and you can check them at [http://www.cpso.on.ca/Doctor\\_Search/number\\_srch.asp?SCR=FIRST](http://www.cpso.on.ca/Doctor_Search/number_srch.asp?SCR=FIRST)) or if you have any other reason to question the note, don't feel that you must accept it. You can either call the doctor for more information or require the student to provide you with more complete documentation. Keep a copy of the inadequate note in case you later decide to proceed with an allegation of misconduct.

- Keep every medical note submitted at least until the end of the course, preferably until the end of the following term. This allows you to compare notes if you receive more than one a term from a student.
- Let students know that the Faculty is aware that some students are misusing medical notes, which is not fair to other more conscientious students, and is taking steps to stop it.
- Warn students that if caught submitting a note which has been altered or obtained under false pretences, they are facing suspension from the University.

Some instructors have expressed concerns regarding the current use of medical notes, and departmental feedback is essential for assessing the nature and extent of these concerns. If you are concerned that there are an unacceptably high number of students missing tests for medical reasons, please document your concerns and forward them to your Department Chair, who may wish to forward these concerns to the Dean's Office or the Office of the Faculty Registrar. If you suspect this may involve an academic offence, please contact OSAI for advice.

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### **Altered or Falsified Documentation (Transcripts or Degrees)**

The reputation of the University of Toronto is important to every single person who has a connection to the institution; every student, every graduate, every faculty member and every staff member of the University. It is therefore important that the University does everything it can to ensure that students work diligently and honourably in the pursuit of their degree and that the product of this honest and difficult work is appropriately and accurately recognized through UofT Transcripts and Degrees.

While it would never occur to the vast majority of students to tamper with a transcript or degree, unfortunately a small number do. We recommend that if you accept unofficial UofT transcripts provided by students in support of applications for scholarships, awards, internships or acceptance into a program of study, that you check the unofficial copy against ROSI. While you may never find a discrepancy, if you do find one and report it, you will have protected the other students who were applying for the same position and ensured that a dishonest student did not unfairly earn a scholarship/award/job/ place in a program that should have gone to another, more deserving, candidate.

## **Other Suggestions for Prevention of Offences**

### **Maintain Secure Procedures for the Submission and Return of Assignments**

- Do not have students hand in assignments to unsupervised open mailboxes, to boxes placed on the floor outside an office, or to envelopes on a door. Students have been known to take another student's work from an unsupervised place and then submit it as their own.
- Similarly, do not leave marked assignments outside your office for pick up by students.
- Do not allow students to collect tests from a pile. Instead, return assignments/tests individually, in smaller tutorial sessions, or leave them for pick up from an administrative assistant who will check the student's ID card before returning the work to her/him.
- Have students submit papers directly to you or the TA. If they submit papers to the department, ensure that a record is kept of the date when the papers were received and that receipts are provided to the students to confirm that a paper has been received and on what date. This protects you, the department, and the student by helping prevent false claims that a paper was submitted and then lost by the department or instructor.
- Take instructions seriously for keeping exam papers and other materials secure. Incidents have been reported where supposedly secure areas have been broken into and exams stolen or course marks altered.
- Ask students to hand-in their question sheets (with their name written on the sheet) when they submit tests or in-class examinations for marking. Students may claim that there was an error on their examination sheet or that a question was missing, and this helps ensure that there are no questions about fairness in the test or examination (suggestion courtesy Prof. J. Blackmore, *Department of Spanish and Portuguese, UofT*).

If you have suggestions for the prevention of offences that you use in your course or material that you include in your syllabi, please share them with us and, with your permission, we will share them with the rest of the Faculty and with our colleagues at the other Faculties/Divisions.

**For more information on Academic Integrity initiatives, The Centre for Academic Integrity offers a wealth of ideas and resources for instructors.**

<http://www.academicintegrity.org/>



# Procedures for Instructors / TAs

For Handling Allegations of Academic Misconduct

## Departmental vs. Divisional (OSAI) Offence Resolution\*

### ***Departmental Resolution: Assignment is worth 10% or less***

- STEP 1:** Instructor [documents the alleged offence](#).
- STEP 2:** Instructor [holds an interview with the student](#) to discuss his/her concerns with the assignment or test.
- STEP 3:** Instructor [reports the case to the Department Chair](#) (or Chair's designate for academic behaviour) if it appears an offence may have been committed using [Appendix E](#). **The instructor is not permitted under the [Code of Behaviour](#) to impose a sanction.**
- STEP 4:** Chair (or designate) meets with the student to discuss the allegation. Chair may wish to contact OSAI to check if student has prior offences on record.
- If the student admits to an offence at a meeting with the Chair, a sanction may be imposed. The maximum sanction that can be assigned by the Chair (or Chair's designate) is "0" for the assignment. **The student must be notified of this sanction by the Department Chair in writing.**
  - If the student does not admit to an offence, the case may be forwarded to OSAI if the Chair (or designate) feels that an offence may have been committed. Cases should be forwarded using the form found at [Appendix D](#).
- STEP 5:** Department notifies OSAI (if the case was resolved at the departmental level) so that it can be entered into the OSAI database. This helps OSAI facilitate the tracking of "minor" offences across departments.

### **Reporting Cases to OSAI**

When reporting departmentally resolved cases to OSAI, department administrators can either use the form found at [Appendix E](#) of this booklet or send OSAI a summary of the situation, including the student's name, student number, course number, value of assignment, offence, penalty, and the explanation provided by the student. With either option, please include copies of the final letter to the student indicating the sanction that was imposed.

Note that we are currently designing a central database so that departments can quickly check if a student has committed a prior offence, which may influence how the case is to be handled. This database will also allow departments to enter their own information about cases resolved departmentally.

\* Instructors are not authorized to assign a penalty for an offence, regardless of the weight of the assignment or the admission by the student of an offence.

\* All cases of Academic Misconduct must be forwarded by the instructor to the Department Chair or Associate Chair for resolution. (see [Appendix E](#))

\* All allegations for assignments worth more than 10% must be submitted to OSAI (via the Department Chair) for resolution, regardless of whether the student has admitted to an offence (unless the department chair or instructor decides there is no offence).

\* The Department should notify OSAI of all departmentally resolved cases (see [Appendix E](#)).

\* Students can NOT drop a course when an allegation is under investigation or if a sanction has been imposed.

\*See [Appendix G](#) for a chart outlining the complete offence resolution process in the Faculty of Arts & Science  
**Divisional Resolution (OSAI): Assignment is worth more than 10%**

- STEP 1:** Instructor [documents the alleged offence](#).
- STEP 2:** Instructor [holds an interview with the student](#) to discuss concerns with the assignment.
- STEP 3:** Instructor [reports the case to the Department Chair](#) (or Chair's Designate for Academic Behaviour) using the form found at [Appendix D](#) if there is sufficient evidence to suggest that an offence may have occurred (instructors should not attempt to resolve the case on their own). Instructor submits NGA (no grade available) for grade if grades need to be submitted to Faculty.
- STEP 4:** Chair reports case to OSAI if s/he agrees with the instructor that an offence may have been committed. Use forms at [Appendix E](#).
- STEP 5:** Instructor assists the Office of Student Academic Integrity with any follow-up and/or attend an [Interview with the Dean's Designate for Academic Integrity](#) and the student (if necessary). To post student's grade, instructor completes the "remove GWR" form provided by OSAI, and returns it immediately to OSAI at the end of the course.

ALL allegations involving assignments worth more than 10% must be submitted to OSAI via the Department Chair or Associate Chair for resolution at the divisional level. This ensures that the procedural requirements of the *Code* are met, that consistency in sanctioning is possible, and avoids difficulties/complications should the student re-offend.

Forwarding cases to OSAI also alleviates some of the pressure on instructors because it allows responsibility for the resolution of the allegation to be placed in someone else's hands. Instructors should explain to students that the *Code* requires them to take such action as part of their responsibility as instructors at the UofT.

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## **Documentation of Alleged Offences**

1. [Plagiarism](#)
2. [Purchased or Resubmitted Papers](#)
3. [Collaboration on Assignments](#)
4. [Test/Examination Offences](#)
5. [Unauthorized Aids \(notes\)](#)
6. [Unauthorized Aids \(use\)](#)
7. [Obtaining / Providing Unauthorized Assistance](#)
8. [False Documentation](#)

If you suspect that an academic offence has been committed or is being committed, it is important that you obtain sufficient evidence and/or documentation to proceed with an allegation of an academic offence. Please use the checklist found in [Appendix E](#) and submit the completed form and all documentation to your departmental designate for academic offences.

- Keep as evidence the original of the academic work (essay, test, exam, scantron cards), as well as sign-in sheets, unauthorized aids, and medical notes, and provide them to OSAI.
- If proceeding with an allegation, send the original of all material to OSAI and keep a copy for yourself.
- Ensure you keep a record of all correspondence you may have with the student via email or letter mail in case it becomes relevant. Please be careful what you say to students (because

if the matter does proceed to the Tribunal level, all written correspondence may become “evidence” in the case, and available to the student and his/her legal counsel.

## **1. Plagiarism:**

When preparing a plagiarism case file, the more complete the file, the faster OSAI is able to process the case. Please:

- Provide source documentation (internet print-outs, photocopies of books, etc.) for at least one quarter to one third of the work in question. This is particularly important if the source of the material is not easily found online. More is better, but if you are pressed for time, OSAI can do the rest, though this may cause a delay in resolving the case.
- Include a Turnitin similarity report if plagiarism was identified using Turnitin.com. Please include copies of actual source documents along with the report because often they are no longer available or difficult for the AI Officer to access.
- Highlight the plagiarized passages in both assignment and source material. Do not transcribe the passages in question on a separate sheet because we will need a copy of the original source material to show the student.
- Check and identify if material has been taken verbatim (without quotation marks) or if it has been paraphrased from the source document(s).
- Check if the student has inserted quotation marks around a phrase or a sentence or two in the middle of a passage taken verbatim from a single source. This can result from faulty note taking or may be an attempt to hide the extent of plagiarism.
- Check for unusual or peculiar sentences or word choices that could be indicative of a literal translation of material written in another language into the language in which their paper is to be written. Several computer programs are available that will do this automatically for students.
- Check if the student reproduced references from the original source and presented them as his/her own.
- Check if the student has included references which bear no relation to the material used (concocted references).
- Check if the sources listed in the bibliography of the assignment are the same as or similar to those in the source document(s).
- Include any course material which discusses academic integrity or plagiarism.

## **2. Purchased or Resubmitted Papers:**

The type of plagiarism for which documentation is hardest to find involves work prepared by another person (including purchased papers) or work previously submitted for credit in another course. Often these essays are not on topic, they may be written in a more sophisticated writing style than is expected from the student, or they may contain language untypical of the student. In these cases the interview with the student is very important in determining authorship of the assignment, are any rough drafts or work which the student should be asked to produce as quickly as possible. If you have identified the author of a paper which has been previously submitted for credit, if possible, meet with that student to gather information about how their paper came to be submitted by someone else.

## **3. Collaboration on Assignments**

- Provide a point-by-point analysis of the assignments in question which documents the specific similarities, and what has led you to believe that inappropriate collaboration has occurred.
- Include a copy of any instructions given to students regarding the assignment in question.

### 3. Test/Examination Offences

#### (a) Unauthorized Aids (possession of an electronic device): In a test:

- Confiscate device for duration of test, but let the student finish writing.
- Meet with student before returning device and warn him/her that it is an offence to possess an unauthorized aid during a test or exam.
- It is the current practice of OSAI to send warning letters to most students found in possession of an unauthorized electronic device during Faculty exams, but not to impose a further penalty for a first offence. For tests worth 10% or less, however, the Department does have the authority to impose a penalty involving marks if it wishes to do so.
- Provide the name of the student and a summary of the situation to OSAI for entry into our database. If the test is worth more than 10%, OSAI will send a warning letter to the student and a copy to the department.
- In a Faculty of Arts and Science Examination: confiscate the device and report it to the CPO who will assist with the appropriate “brown” form.

**The Faculty treats the possession of electronic devices very seriously due to the fact that many of these devices (particularly iPods, Cell Phones, and programmable calculators) are highly advanced and capable of storing significant amounts of information.**

#### (b) Unauthorized Aids (notes):

Possession of notes relevant to a test or exam is considered to be a serious offence, regardless of whether the student was seen using the notes or not.

- Confiscate the notes and check relevance to course. Permit the student to finish the test or examination.
- If in a term test, meet with student to discuss situation. Please note that “forgetting study notes” in a pencil case is not an adequate or exculpatory explanation.
- If the test is worth more than 10%, forward case to OSAI for resolution (via the Department Chair) along with a report of the situation, the notes, and the test.

#### (c) Unauthorized Aids (use):

- If you suspect that a student may be using an unauthorized aid, observe the student’s behaviour and make a detailed record of his/her actions, noting the time when you initially suspected the behaviour. You may wish to ask another person (instructor, TA, invigilator) to witness the student’s activity and to make his/her own report.
- If you see an unauthorized aid being used, approach the student and confiscate the aid. Note the time when this occurred and the point which the student had reached in the test. Advise the student to continue writing and that the matter will be discussed following the conclusion of the test or exam. If the aid is written on the student’s hand or other body part, record immediately what was written on it, as this may constitute the only material evidence that will enable the case to proceed. Insist that the student wash the aid off before allowing him/her to continue with the test. The aid should be reviewed for relevance to the particular course.
- If you suspect that the student has placed the “aid” in his/her pocket, coat, pencil case, etc., politely ask the student if s/he could empty their pockets or show you the inside of his/her pencil case. This should be phrased as a request of the student

rather than a demand. If the student refuses, make detailed notes of the refusal and any reasons given by the student and report them along with your observations of the “use.”

#### **(d) Obtaining/Providing Unauthorized Assistance:**

For this kind of allegation, the clearer and more precise your observations and documentation, the stronger the case.

- If you suspect that a student is copying from another, or that two or more students are collaborating during a test or examination, note their behaviour and the time when it started. When possible, have your observations corroborated by another invigilator.
- Warn the student to cease the suspicious activity and move one or more students to other seats. Advise the students to continue writing.
- Make a note of the point which the students had reached in their test or examination at the time when they were warned and/or moved, so that a comparison of answers before and after the warning can be made.
- Make a diagram showing where students were seated in relation to each other.
- Compare the answers given by the students in question, looking especially for similar wrong answers that may be particular to them rather than typical of the class.
- If the test or examination required students to answer on scantron cards, retain all original scantrons, the test or examination questionnaire, and the marking scheme. A quick analysis of the answers should be performed to establish whether the answers appear to confirm the suspicious behaviour. OSAI may also require that a statistical analysis be done of answers provided by the whole class in order to assess the probability that two students or a group of students collaborated during a test or examination.

#### **4. Documenting False or Altered Medical Certificates, Transcripts, and Other Documentation:**

If you suspect that a student has submitted a false or altered medical certificate in support of a request for an extension or for other academic consideration, call the doctor’s office from which the note originated to confirm that it was issued to the student by the doctor on that date.

**If the note is on a [UofT Medical form](#) (we strongly recommend that you require this), by signing the form, the student has authorized the doctor to provide any information required.** If requested, you may fax the document in question to the medical office. If the note is vague, ask for more details. Confirm whether the symptoms were actually observed by the doctor or only reported by the student. The same applies to other documentation the student may be required to present. If you are unsure whether your concerns are justified, don’t hesitate to contact OSAI for advice.

If at any time you encounter a transcript that you are concerned may be forged or altered, please do not hesitate to contact OSAI for advice. UofT and the Faculty take this issue extremely seriously.

### **The Instructor/Student Interview**

The *Code* requires that, in the event of an allegation of academic misconduct, the instructor or the person in charge of the course must notify the student of the concern, and invite the student to

discuss the matter. The Teaching Assistant for the course should not conduct the interview, although s/he may be present.

The meeting should be relatively informal (i.e. it is not a legal proceeding) and be conducted fairly, with respect for the student. It is an opportunity for the student to answer any questions you may have regarding the work in question and for the student to reach a better understanding of your concerns. You are not required to obtain an admission of the offence, nor is the student required to admit to an offence.

The instructor/student interview is meant to be informal. It is an opportunity to present the student with the instructor's concerns and provide an opportunity for the student to respond. It is not an interrogation.

Interviews regarding allegations of academic misconduct may be emotional and stressful for all individuals involved. It is extremely important to maintain a high level of professionalism. We suggest that two departmental representatives (i.e. the instructor plus an additional person) be present at any meeting so that someone is available to take notes of the meeting, and to act as a "witness" to what transpires.

**Please do not hesitate to contact OSAI, should you have any concerns or questions regarding a particular case or if you would like tips on how to conduct a meeting of this kind.**

### **1. Arranging the Interview:**

- (a) Invite the student for a meeting in a manner that is private. If you will not be seeing the student after class, often e-mail is the next best method of contacting students, or you can call them. For privacy reasons, if possible, we recommend that you use their utoronto account and provide a minimum of information in the message. Your department administrator can obtain contact information from ROSI. Maintain a paper trail of all email correspondence.
- (b) When informing the student of the request for a meeting, advise her/him that you wish to speak with her/him about your "concerns" with a particular assignment. If the student asks for more details you may provide them, but we recommend that you do so orally (not in email) avoid making any accusations, and use as neutral language as possible. Keep in mind that should a case be heard by the Tribunal, all correspondence related to the file may become part of the record and thus "disclosable" to the student and his/her legal counsel.
- (c) Arrange that the meeting takes place as soon as possible after the essential documentation and information have been collected.
- (d) Occasionally it is not possible to meet in person. In this event, the matter may be discussed by phone, although this is not recommended except in exceptional circumstances. Avoid e-mail discussions because misunderstandings can easily arise.
- (e) Should the student not respond to an initial request for a meeting, try at least two more times, using different methods and keep a record of all attempts. If the student has not responded after three attempts, forward the file to OSAI via the Associate Chair.
- (f) In the case of an allegation involving more than one student, interview each student individually.

### **2. Who Should Attend the Interview:**

- (a) In addition to you and the student, it is often advisable to have a third person present who can act as an observer. The student should be advised why this person is present, and what her/his role is. Depending on the normal procedures within your department and/or the particular nature of a case, this person may be a TA, the undergraduate advisor, the course coordinator, the Program Director, the Associate Chair, the Chair, or a departmental secretary. It is preferable that the student attends the meeting alone because the meeting is

intended to be an opportunity for the student to speak about the situation. However, if the student insists that someone accompany him/her for support (family member, registrar, even lawyer), this is allowable, but the student should be advised that you would like the opportunity to speak with him/her and thus the person accompanying him/her is not entitled to participate in the conversation. If the parent/lawyer insists on speaking, politely remind him/her that s/he has been allowed to attend the meeting as a courtesy, but the whole purpose of the meeting is for you to speak with the student.

- (b) If you suspect that a student may become verbally or physically threatening, abusive, or may use intimidating behaviour, ensure that a third person is present and hold the meeting during a time when it is certain that there will be other people nearby.

### 3. Conducting the Interview

- (a) Explain your concerns clearly to the student without accusing him/her of an offence. At this stage in the process, the student's conduct is simply under investigation.
- (b) If a second person is present to observe or take notes, explain who the person is and why they are attending the meeting.
- (c) In the case of plagiarism, you may wish to ask the student to define plagiarism or how to properly cite a source. If s/he does not appear to know the answer, explain. If you provide a class handout such as ["How Not to Plagiarize"](#) (M. Procter) you may wish to refer to it. You may also wish to refer to discussions you have had in class.
- (d) Show the student the assignment in question and, using specific examples, explain what it is that has caused you concern. Again, avoid accusing her/him of anything. Provide the student with an opportunity to explain.
- (e) Some allegations may require more specific questioning of the student. This is particularly important when it is suspected that the assignment was written by another person such as an essay service, an "editor," a "tutor" or a friend. In this situation, please contact OSAI for advice prior to the interview.
- (f) If you are aware of circumstances pertaining to the student that may assist you in your approach (e.g. time constraints, difficulty the student is experiencing with the subject matter, etc.), this information may help provide an opening for the student to explain how and why the incident occurred. **However, care must be taken with matters which are of a personal nature.** A student should not be pressed on these points. Should a student provide you with information of a personal nature, let him/her know that you will be referring to this in your report. If s/he does not wish the information to be repeated, you should respect this and omit details from your report. Instead, you can refer to "personal circumstances which the student wished to remain private" and comment on whether you feel the circumstances to be relevant to the offence.
- (g) If, at any point during the interview, the student becomes unusually agitated or upset, conclude the meeting and direct the student to the appropriate campus resource listed in [Appendix B](#). The student's College Registrar's Office is a good starting point, particularly for academic concerns, as well as Counseling & Learning Skills Services. **If the student indicates that s/he is suicidal or self-harming, please contact the Crisis Response Team at 416-946-7111. If the student's behaviour suggests that s/he may pose a threat to the**

"I didn't know that it was wrong," is not an acceptable defense in most situations and should not be taken into account when establishing whether an offence has been committed (although, if true, it may be relevant for sanctioning). The position of the University as reflected in the *Code* is that students "ought reasonably" to know the rules of the Faculty and the UofT and are therefore responsible for their actions.

**safety others, including yourself, please contact the Community Safety Office at 416-978-1485.**

#### **4. Concluding the Interview:**

If, after the interview, you believe that no offence has been committed, no further action is necessary. Assign a mark for the assignment as appropriate. If, however, your suspicions that an offence has been committed are confirmed by the meeting:

- (a) Inform the student that the matter is being forwarded to the Dept Chair/Associate Chair for review and from there to OSAI if the assignment is worth more than 10%. It may be helpful to tell the student that you are required to do so under the *Code* and do not have the authority to resolve these matters yourself.
- (b) If you still need to meet with other students prior to making an assessment, inform the student of this and that s/he will be notified of the status of the allegation once this has been done. Note that it may be necessary to re-interview the student based on new information.
- (c) **Advise the student that under the *Code*, students cannot withdraw from a course in which an allegation of an academic offence is being investigated. If a student does withdraw from the course s/he will be reinstated when the offence report reaches OSAI, so please forward cases as soon as possible to avoid complications.**
- (d) If the student has questions about procedures and/or sanctions, refer them to the [Code of Behaviour on Academic Matters](#) and their college registrar. Do not advise a student of possible sanctions, as this can create difficulties at the divisional level if the sanction imposed differs from your advice.
- (e) **Refer students to their college registrar for academic advice and personal counseling.** A list of the college registrars and their contact information is provided in [Appendix A](#).
- (f) Do not submit or post a grade for the assignment in question. If the course is finished, submit an "NGA" (no grade available) to the Faculty for the final mark until the matter is resolved.

Students Affairs provides an excellent guide for students to the academic misconduct resolution process at UofT. You may find it helpful to refer students to this resource.

[http://www.utoronto.ca/academicintegrity/Academic\\_integrity.pdf](http://www.utoronto.ca/academicintegrity/Academic_integrity.pdf)

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### **Post-Interview: Reporting an Allegation to the Department Chair/OSAI**

#### **1. Departmental Level (work worth 10% or less):**

Allegations of an academic offence may be resolved at the departmental level when the academic work is worth 10% or less of the final course grade and when the student has admitted to the offence.

1. An instructor may not impose a penalty but must refer the matter to the Chair or Chair's designate for sanctioning. Please complete the Academic Offence Form ([Appendix E](#)) and submit to Chair or designate.
2. The Chair (or designate) meets with the student to discuss the allegation.
  - a) If the student admits to an offence at a meeting with the Chair, a sanction may be imposed. The maximum sanction that can be assigned by the Chair (or Chair's designate) is "0" for the assignment. **The student must be notified of this sanction by the Department Chair in writing.** Note that this step can be omitted if the student agrees to waive their right to meet with the Chair. See [Appendix F](#) for a sample of a letter which can be used in these circumstances.
  - b) If the student does not admit to an offence, the case may be forwarded to OSAI if the Chair (or designate) feels that an offence may have been committed. Cases should be forwarded using the form found at [Appendix E](#).



3. The maximum sanction a chair or designate may assign is a mark of zero (0) for the assignment.
4. Departments should retain the file regarding the allegation and its resolution for a period of time determined by departmental policy.
5. **Provide a summary of each case resolved at the departmental level to OSAI immediately after resolution, where it will be entered in the OSAI data base.** Please include a copy of the final letter to the student indicating the sanction that was imposed. In the event that the student's name is brought forward in connection with another allegation of academic misconduct in another department, a central record of the first offence will thus exist. OSAI is currently designing a database so that departments can enter their own information into a centralized system which we hope to have operational in 2008.
6. If the Chair feels a penalty of zero for the piece of work is insufficient, refer the case to OSAI. This may occur if the nature of the offence is particularly egregious or if the student's attitude is such that it is felt that s/he might benefit from a meeting with a Dean's Designate.

## **2. Divisional Level, OSAI (work worth more than 10% or no admission):**

Allegations of an academic offence must be referred to OSAI, through the Chair or designate of the department (**see [Appendix E](#) for OSAI Submission Form**), in the following circumstances:

- If the academic work in question is worth more than 10% of the final course grade, regardless of whether or not the student has admitted to an academic offence.
- If the student does not admit to the alleged offence.

## **3. Documentation Required to Report an Allegation (please see [Appendix E](#)):**

When you submit a file to OSAI, please include the following information:

- Student's full name and student ID.
- Number and title of the course in which the alleged offence occurred.
- Date on which the assignment was due and the date of the departmental meeting.
- Value of the work in question (percentage of final course grade).
- Student's other course marks to date, and the course marking scheme.
- Contact information, both phone and email, for the instructor.
- Report of the alleged academic offence, including a summary of the interview with the student. If there is any other information of which OSAI should be aware, please ensure that it is included in the report. Note that there is no "disclosure" to the student, parents, or legal counsel at the departmental or divisional levels, so do not provide a copy of the instructor's report to the student.
- Other relevant information such as a course outline, assignment topic sheet and guidelines, handouts on plagiarism, samples of the student's other work, and, if pertinent, any communications with the student regarding the allegation.
- The original of the work or document in question (the student may be given a copy).
- For a test, the original of the scantron answer card if one was used, the exam questionnaire, the answer book, and sign-in sheets. Note any specific requirements or aids permitted for the test in question. Include the report(s) of those who invigilated the test and observed the behaviour in question.

## **Interview by the Dean's Designate for Academic Integrity**

An allegation of Academic Misconduct will proceed from the Department Chair to the Office of Student Academic Integrity (OSAI) for resolution if:

1. The assignment is worth more than 10%.
2. The assignment is worth 10% or less but the student does not admit guilt.
3. The assignment is worth 10% or less but the Department Chair feels the case is serious and warrants being sent forward to OSAI.

Once the file has been received by OSAI, it is assigned to an officer and the case is investigated. A “GWR” (grade withheld pending review) notation is also put on the student’s transcript for the course in question until the matter is resolved. The instructor may be contacted with follow-up questions. Once OSAI’s investigation is complete (this can take anywhere from a week to a couple of months or more depending on case load and the complexity of the case), the instigator of the allegation will be contacted to arrange a date for an interview with the student and the Dean’s Designate. Note that the *Code* requires that the course instructor be invited to be present for the divisional level interview, and the presence of the instructor is often invaluable. In some instances, the presence of the TA, invigilator, or other witness may be required. The instructor’s role is to provide clarification on various matters that may arise during the discussion with the student, to contribute to the discussion with the student as necessary, and to provide input when the sanction is determined. **TAs required to attend a decanal meeting should be compensated by their academic unit in pay at their specific hourly rate or equivalent reduction of hours previously allocated to other duties in their contract.**

“Dean’s Designates” (DDs) are experienced academics, often former department chairs or vice-deans, who conduct the interviews with the student and make the final decision about penalty.

Decanal meetings can take anywhere from 20 to 90 minutes (and rarely even longer), but generally take no more than 30 minutes. If the student admits to the alleged offence, after asking the student to step outside the meeting room, the DD will discuss with the instructor and Case Officer what sanction would be appropriate. Sanctions usually involve a zero for the assignment, a grade reduction of some kind, and an annotation of the student’s transcript which indicates that a sanction has been imposed for academic misconduct. In more serious cases, a suspension of up to one year may be considered, and, in very serious cases, the DD may decide to send the case to the University’s Tribunal for resolution. Note that the DD is only empowered to impose a sanction if the student admits to the offence. If the student does not admit to the offence, but it is decided that the evidence suggests otherwise, the DD may forward the case to the Vice-Provost for review with the recommendation that charges be laid and the case heard by the University Tribunal. For further information about the tribunal process, and copies of past case decisions at UoFT, please visit the Judicial Affairs website at: <http://www.utoronto.ca/govcncl/bac/details/didetail.htm>

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### **After the Decanal Interview**

If a mark penalty is imposed and the course is complete, at the end of the meeting, you will be asked to complete and sign a mark change form that will be submitted to the Faculty Registrar, and you will be provided with a copy of the form for the department’s files. If the course is not complete, you will be provided with a form and asked to submit it to the Faculty Registrar at the end of term along with the final grades for the course and to provide a copy to OSAI so that we can close the file. It is essential that this form is completed as the GWR (grade withheld pending review) notation on the student’s transcript will not be removed by the Registrar until this specific form is completed. A simple report of the grade using the usual grade reporting procedures will not remove this notation. If you have any questions, concerns or suggestions, please don’t hesitate to contact OSAI.

## Frequently Asked Questions

**Q. What if the student in question is taking an Arts & Science course, but is enrolled in another Faculty?**

A. The Faculty/Division in which a student is enrolled is responsible for handling any allegation of academic misconduct involving that student, regardless of the course in question. If it comes to light during the process of the investigation that the student is from another Faculty/Division, please send the case directly to that Faculty/Division (via the Department Chair). Please contact OSAI if you need a list of contacts at the other Faculties.

**Q. If the student retains a lawyer at some point in this process, does this mean that the instructor will also need legal counsel?**

A. Absolutely not. Provided the instructor has followed the rules set out in the [Code of Behaviour](#), and has not contravened any other UofT rules or policies, there is no reason for an instructor to worry about legal representation – the university assumes this responsibility.

**Q. Why is the instructor invited to attend the student's meeting with the Dean's Designate?**

A: OSAI is required under the [Code of Behaviour](#) to invite the instructor for the course to attend the meeting, but s/he is not obligated to attend. The meeting is led by the Dean's Designate and the general role of the instructor is to answer any course related questions that may arise, and provide feedback to the Dean's Designate on the sanction that is being considered in the case (this is done privately when the student is out of the room). The instructor will not be asked to question the student or take a lead role, but may participate in questioning the student if s/he wishes to do so.

**Q. Are the procedures different if an offence occurs during a Faculty examination?**

A. Yes. In the case of an examination offence the allegation is brought forward by the CPO (Chief Presiding Officer) of the examination, rather than the instructor. In these cases there is generally no instructor/student interview, and the case is sent directly to OSAI for resolution (i.e. the Department Chair is not involved). The instructor may be contacted for course information, or to attend a meeting, but generally the CPO of the examination fills the role of the instructor at a meeting with the Dean's Designate as the person who reported the allegation. The instructor and Chair / Associate Chair will be copied on all formal correspondence between OSAI and the student regarding the allegation.

**Q. I have received a turnitin plagiarism report regarding a student's paper. The report indicates that the student's paper shows a strong similarity to several unreferenced sources. Is this enough evidence to proceed with an allegation?**

A. Unfortunately, no. OSAI asks that the instructor double-check a few of the alleged sources to ensure the accuracy of the report, and to establish if the flagged material has been acknowledged properly. Turnitin will pick up ALL material taken verbatim from sources to which it has access, including material that the student may have placed in quotation marks. A review of the paper by the instructor helps ensure that the student in question is not caused any unnecessary stress because of a misunderstanding or inaccuracy in the electronically generated report. A review of this kind also often identifies additional material that turnitin did not catch.

**Q. I have heard that it can take a long time to resolve an allegation of academic misconduct. Is this true?**

A. OSAI has worked diligently to reduce the length of time it takes to resolve cases and has streamlined many of its processes to improve the speed with which allegations are resolved. A

straightforward case in which the student is cooperating and there are no unforeseen difficulties should be resolved fairly quickly and easily. Factors that can slow down a case include difficulties obtaining evidence, students who do not cooperate or who do not respond to correspondence, and legal difficulties. Certain times of the year (term end and exams) are also particularly busy for OSAI. Cases forwarded to the Tribunal for resolution will take a good deal longer to resolve, but OSAI makes every effort to resolve all but the most egregious offences without recourse to the Tribunal.

**Q. This all sounds like a great deal of time and effort are required. Do I really need to follow these procedures?**

A. Unfortunately, yes. We recognize that maintaining academic integrity can, in a few cases, be somewhat time consuming, but it is essential that the procedures prescribed in the [Code of Behaviour](#) are followed. OSAI is constantly reviewing our procedures in order to make the process as straightforward as possible for instructors and staff. We have provided several template materials which you are welcome to use as needed. We also welcome any suggestions you might have to streamline our procedures further or reduce the amount of effort that instructors or departments have to put into cases (while still remaining within the *Code*).

### Why are instructors not permitted to resolve allegations independently?

OSAI is frequently asked why instructors who have identified an academic offence are not given the option of simply assigning the student a poor grade on an assignment or resolving the matter informally, rather than having to invest the time and energy required to meet the requirements specified in the *Code*. The Faculty recognizes that proceeding with an allegation of academic misconduct can in some cases involve extra work on the part of instructors (and OSAI greatly appreciates the efforts of those who regularly submit cases), but we would like to offer several reasons why it is critical that the process is followed.

1. **The Code.** Instructors and administrators are obligated to follow the procedures laid out in the *Code*, just like students are expected to know the rules and avoid committing the offences covered in the *Code*. If we deviate from the procedures in the *Code*, this can cause legal difficulties for the University.
2. **Fairness and consistency.** A centralized offence resolution process helps facilitate fairness to students and consistency in sanctioning.
3. **Access to information.** Most instructors do not have access to ROSI, so are unable to see if a student is having difficulties beyond the course in question, or if s/he has been sanctioned for a prior offence. Department Chairs and OSAI have full access to this information which can be invaluable for deciding how to proceed with a case or for taking steps to direct a student in need to the appropriate campus resources. Despite students' claims that they have never plagiarized before, or have never taken a course where writing is required, a quick look at ROSI often shows that this is not the case.
4. **Repeat offenders, I.** If an academic offence is resolved informally, and the student commits another offence, OSAI has difficulty proceeding with the case as if it is a second offence because proper procedure has not been followed. Repeat offenders have also been known to blame the leniency of previous instructors for their continued behaviour, indicating that they did not realize UofT takes academic integrity seriously.
5. **Repeat offenders, II.** Unless offences are managed centrally, students who frequently engage in questionable academic conduct can proceed through the system for years without their misconduct being detected or corrected. This is why we, in addition to insisting that cases involving work worth more than 10% be forwarded to OSAI, also ask for departments to notify us about all departmentally resolved offences.
6. **Helping students in difficulty get on the right track.** If the student is one who regularly receives poor or low grades, s/he is not going to be deterred by receiving a bad grade on one more assignment and is unlikely to learn from the mistake. Going through the "process" is often what it takes to get students to recognize that they need to make changes in their work habits and/or to seek help for issues affecting their academic performance.
7. **Providing help to students in need.** Frequently, during the course of an investigation, it becomes apparent that there are much deeper underlying reasons contributing to the academic misconduct (e.g. difficult family or home situations, physical or mental illness, etc.). Unless these issues are fully investigated and explored, students may not receive the help and support they need to finish their studies. These types of issues are often not revealed if an offence is resolved quickly and informally.
8. **OSAI experience.** OSAI staff is experienced in researching and investigating academic offences and often discover additional serious issues of concern that are not immediately apparent, and that would have been overlooked, had a case been resolved informally. OSAI officers are especially experienced in investigating areas such as purchased papers and fraudulent documentation (medical notes, transcripts) with which many instructors may not be as familiar.

## **Offences and Divisional Sanctions**

The following is an extract of relevant sections of the Code of Behaviour on Academic Matters. It outlines not only academic offences in the university, but the sanctions available to the department, faculty and university as a whole. The full Code can be found at: <http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>)

The University and its members have a responsibility to ensure that a climate which might encourage, or conditions which might enable, cheating, misrepresentation or unfairness not be tolerated. To this end, all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

**B.i. 1.** It shall be an offence for a student knowingly:

(a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;

(b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;

(c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;

(d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ;

(e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;

(f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member knowingly:

(a) to approve any of the previously described offences;

(b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified;

(c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

## APPENDIX A: Offences and Divisional Sanctions

3. It shall be an offence for a faculty member and student alike knowingly:
  - (a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;
  - (b) to engage in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.
4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

### **B.ii. Parties to Offences**

1. (a) Every member is a party to an offence under this Code who knowingly:
  - (i) actually commits it;
  - (ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
  - (iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
  - (iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence; or
  - (v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.
- (b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.
2. Every member who, having an intent to commit an offence under this Code, does or omits to do anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.
3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence is a party to and guilty of the offence and is liable upon conviction to the sanctions provided for the offence.

## APPENDIX A: Offences and Divisional Sanctions

### C.i.(b) Divisional Sanctions

*department  
chair's  
duties*

1. In an assignment worth ten percent or less of the final grade, the department chair may deal with the matter if,
  - (i) the student admits guilt; and
  - (ii) the assignment of a penalty is limited to at most a mark of zero for the piece of work.

If the student does not admit guilt, or if the department chair chooses, the matter shall be brought before the dean.

*sanctions  
listed*

2. One or more of the following sanctions may be imposed by the dean where a student admits to the commission of an alleged offence:
  - (a) an oral and/or written reprimand;
  - (b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
  - (c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
  - (d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
  - (e) denial of privileges to use any facility of the University, including library and computer facilities;
  - (f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
  - (g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
  - (h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

*recording on  
academic  
transcript*

3. The dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.



## APPENDIX B: Important Contact Information

### Important Contact Information

#### *College Registrars*

##### **Innis College**

Donald Boere (Registrar) 416-978-2871 [donald.boere@utoronto.ca](mailto:donald.boere@utoronto.ca)  
Claudia Li-Tang (Assoc Registrar) 416-978-2845 [claud.litang@utoronto.ca](mailto:claud.litang@utoronto.ca)

##### **New College**

Sally Walker (Registrar) 416-978-8269 [sally.walker@utoronto.ca](mailto:sally.walker@utoronto.ca)  
Paul Russell (Assoc Registrar) 416-946-8182 [paul.russell@utoronto.ca](mailto:paul.russell@utoronto.ca)

##### **St. Michael's College**

Damon Chevrier (Registrar) 416-926-1300 x3457 [damon.chevrier@utoronto.ca](mailto:damon.chevrier@utoronto.ca)  
Gerri George (Assistant Registrar) 416-926-1300 x3443 [gerri.george@utoronto.ca](mailto:gerri.george@utoronto.ca)

##### **Trinity College**

Bruce Bowden (Registrar) 416-978-2687 x2126 [bowden@trinity.utoronto.ca](mailto:bowden@trinity.utoronto.ca)  
Nelson DeMelo (Assistant Registrar) 416-946-7614 [demelo@trinity.utoronto.ca](mailto:demelo@trinity.utoronto.ca)

##### **University College**

Shelley Cornack (Registrar) 416-978-6224 [shelley.cornack@utoronto.ca](mailto:shelley.cornack@utoronto.ca)  
Michael Nicholson (Assoc Registrar) 416-978-6226

##### **Victoria College**

Susan McDonald (Registrar) 416-585-4405 [s.mcdonald@utoronto.ca](mailto:s.mcdonald@utoronto.ca)  
Emanuel Melo (Assoc Registrar) 416-585-4493 [emanuel.melo@utoronto.ca](mailto:emanuel.melo@utoronto.ca)

##### **Woodsworth College**

Cheryl Shook (Registrar) 416-978-5787 [cheryl.shook@utoronto.ca](mailto:cheryl.shook@utoronto.ca)  
Jennifer Guyatt (Assoc Registrar) 416-978-5597 [j.guyatt@utoronto.ca](mailto:j.guyatt@utoronto.ca)

#### *Other Important Contact Numbers*

**Student Crisis Response Programs** (<http://www.sa.utoronto.ca/area.php?waid=3>)  
Coordinator: Becky Smith 416-946-7111

**Community Safety Office** <http://www.communitysafety.utoronto.ca/resources/stgeorge.htm>  
416-978-1485

**Counseling and Learning** (<http://www.calss.utoronto.ca/>)

##### **Skills Service**

General Number 416-978-7970

**International Student Centre** (<http://www.isc.utoronto.ca/>)

General Number 416-978-2564  
Ben Yang (Director) 416-978-5646 [ben.yang@utoronto.ca](mailto:ben.yang@utoronto.ca)  
Jian P. Su (Counsellor) 416-978-8774 [jianping.su@utoronto.ca](mailto:jianping.su@utoronto.ca)

**Psychiatric Services** (<http://www.psychiatricservice.utoronto.ca/>)

General Number 416-978-8070

**UofT Writing Centre** (<http://www.utoronto.ca/writing/>)

## APPENDIX C: College Writing Centres

### **College Writing Centres**

- [Innis College Writing Centre](http://www.utoronto.ca/innis/writing.htm)(<http://www.utoronto.ca/innis/writing.htm>), Innis College Room 121; book appointments [online](#).
- [New College Writing Centre](http://www.newcollege.utoronto.ca/students/services/writing.htm) (<http://www.newcollege.utoronto.ca/students/services/writing.htm>), Wilson Hall, Rooms 2045 and 2047; book appointments [online](#).
- [St. Michael's College Writing Centre](http://www.utoronto.ca/stmikes/students/student_services_wc.html) ([http://www.utoronto.ca/stmikes/students/student\\_services\\_wc.html](http://www.utoronto.ca/stmikes/students/student_services_wc.html)), Kelly Library, Rooms 230 and 231; book appointments [online](#).
- [Trinity College Writing Centre](http://www.trinity.utoronto.ca/Students_Applicants/Undergraduate_Students/Student_Services/writing-centre.htm) ([http://www.trinity.utoronto.ca/Students\\_Applicants/Undergraduate\\_Students/Student\\_Services/writing-centre.htm](http://www.trinity.utoronto.ca/Students_Applicants/Undergraduate_Students/Student_Services/writing-centre.htm)), Larkin Building, Room 302; book appointments [online](#).
- [University College Writing Workshop](http://www.utoronto.ca/ucwriting/) (<http://www.utoronto.ca/ucwriting/>), Laidlaw Library, Room 214; book appointments [online](#).
- [Victoria College Writing Centre](http://www.vicu.utoronto.ca/academic/tutorial/writing.htm) (<http://www.vicu.utoronto.ca/academic/tutorial/writing.htm>), Northrop Frye Hall, various locations; book [online](#).
- [Woodsworth College Academic Writing Centre](http://www.wdw.utoronto.ca/current/awchome.htm) (<http://www.wdw.utoronto.ca/current/awchome.htm>), Woodsworth College Room 214; book appointments [online](#).

### **A Suggestion for an Academic Integrity Statement in the Course Syllabus**

“Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently.

According to Section B of the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>) which all students are expected to know and respect, it is an offence for students to:

- To use someone else’s ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism
- To include false, misleading or concocted citations in their work.
- To obtain unauthorized assistance on any assignment.
- To provide unauthorized assistance to another student. This includes showing another student completed work.
- To submit their own work for credit in more than one course without the permission of the instructor.
- To falsify or alter any documentation required by the University. This includes, but is not limited to, doctor’s notes.
- To use or possess an unauthorized aid in any test or exam.

There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values which they protect.”

### **A Suggested “Student Awareness Statement”<sup>6</sup>**

(for inclusion by students with assignments submitted for marking)

“I certify that this assignment represents entirely my own efforts. I have read and understood the University of Toronto policies regarding, and sanctions for, plagiarism, collaboration and the resubmission of work.”

Code of Behaviour: <http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>

“How Not to Plagiarize” Guide: <http://www.utoronto.ca/writing/plagsep.html>

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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<sup>6</sup> Our thanks to *Dalhousie University* for the use of this title, and to the Department of Chemistry, UofT, for allowing us to borrow and modify the text of their statement. Office of Student Academic Integrity, Faculty of Arts and Science, UofT, 2008-2009



## Office of Student Academic Integrity Academic Offence Allegation Form

### COURSE AND STUDENT INFORMATION

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
 Course Number: \_\_\_\_\_ Session: (e.g. 20079) \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Value (%) of Assignment: \_\_\_\_\_  
 Instructor Email: \_\_\_\_\_ Instructor Phone: \_\_\_\_\_

### MEETING WITH INSTRUCTOR

If the instructor is unable to meet with the student, please keep a record of all attempts to arrange a meeting.

Date of Meeting: \_\_\_\_\_ Admission to Offence:  Yes  No

### REPORT BY INSTRUCTOR TO CHAIR OF DEPARTMENT (include the following)

- Instructor Report detailing the allegation of academic misconduct.
- Summary of the instructor/student Interview.
- Original document (essay/assignment/test/medical note, etc).
- Supporting documentation (plagiarism source documents, Turnitin reports, emails from student).
- Course handouts / course syllabus (especially if academic conduct is mentioned).
- Other marks in the course (including weight of each assignment)

### REVIEW BY CHAIR OF THE DEPARTMENT

**For Assignments worth 10% or less, date of meeting with Chair:** \_\_\_\_\_.

**No Sanction Imposed** (Chair decides that an academic offence was not committed)

**Sanction Imposed by Chair** (in cases where student admits guilt and assignment is worth less than 10%. Please note student can NOT withdraw from a course in which an offence has occurred and a sanction imposed)

Detail: \_\_\_\_\_

**Referral to Office of the Dean** (student does not admit guilt *and/or* assignment is worth more than 10% *and/or* case is deemed serious enough by the Chair's Designate for Academic Offences to be referred to the Office of the Dean)

\_\_\_\_\_  
Signature of Department Chair (or Chair's Designate for Academic Offences)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**PLEASE ENSURE ALL DEPARTMENTALLY RESOLVED OFFENCES  
ARE REPORTED TO THE OFFICE OF THE DEAN THROUGH OSAI.**



## Office of Student Academic Integrity Academic Offence Allegation Form

### Departmentally Resolved Cases

(To be used in cases involving assignments worth 10% or less of the final mark and where the student admits to committing an academic offence)

### COURSE AND STUDENT INFORMATION

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Course Number: \_\_\_\_\_ Value (%) of Assignment: \_\_\_\_\_

Session: (e.g. 20079) \_\_\_\_\_ Instructor: \_\_\_\_\_

Instructor Email: \_\_\_\_\_ Instructor Phone: \_\_\_\_\_

### MEETING WITH INSTRUCTOR

If the instructor is unable to meet with the student, please keep a record of all attempts to arrange a meeting.

Date of Meeting: \_\_\_\_\_ Admission to Offence:  Yes  No

Explanation, if any: \_\_\_\_\_

### REVIEW BY CHAIR (OR CHAIR'S DESIGNATE) OF THE DEPARTMENT

**Date of meeting with Chair:** \_\_\_\_\_.

**No Sanction Imposed** (Chair decides that an academic offence was not committed)

**Sanction Imposed by Chair** (maximum sanction available: zero for assignment)

Detail: \_\_\_\_\_

### SIGNATURE

\_\_\_\_\_  
Signature of Department Chair (or Chair's Designate for Academic Offences)      Date

\_\_\_\_\_  
Printed Name

**PLEASE ENSURE ALL DEPARTMENTALLY RESOLVED OFFENCES  
ARE REPORTED TO THE OFFICE OF THE DEAN THROUGH OSAI**

Office of Student Academic Integrity  
Sidney Smith Hall, Room 2048  
[osai@artsci.utoronto.ca](mailto:osai@artsci.utoronto.ca) Phone: (416) 946-0428 Fax: (416) 946-5967

## APPENDIX F: Other Forms and Letter Templates

### Sign-Off letter for Departmentally Resolved Cases in which No Meeting with Department Chair Occurs

date

«Title» «First» «Last»  
«Address»  
«City» «Prov» «Postal»  
Student #

Dear Student:

I have received a report from Professor ????, Department of ????, which alleges that you submitted an assignment for credit in ???Y (20081) which contained material taken verbatim from various sources without appropriate acknowledgement in the form of quotation marks (modify as appropriate. Because the student hasn't had a chance to meet with the instructor, you might want to give a few details, and make reference to the fact that proper citation methods were discussed in class and on the syllabus or whatever). You should know that this is a form of plagiarism which is an offence under the University's *Code of Behaviour on Academic Matters* which is available on-line at: <http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>.

You should also be aware that under Section C.I.(a) of the *Code*, a student who is alleged to have committed an offence is entitled to an opportunity to discuss the allegation with the course instructor and the Department Chair or Chair's Designate. If the assignment is worth 10% or less, and there is an admission to the offence, the Chair may assign a sanction.

In cases where the student is unavailable to meet with the instructor or Department Chair, if the student is willing to forgo the opportunity to meet with the instructor and Chair, and is prepared to admit that he/she has committed an offence, as the Chair's Designate, I am prepared to impose a sanction based on my understanding of the case.

Therefore, if you are prepared to waive your opportunity to meet with your instructor and me, and will accept the sanction of a «Sanction» on «Assignment», please sign the enclosed form, and return it to the Undergraduate Office (address) by «Reply\_Date». If you choose to do so, you will receive a final letter confirming the sanction, and no further action will be taken. A copy of the final letter will be sent to the Dean's Office so that a centralized record exists of this incident.

Alternatively, you may choose to meet with your instructor and me to discuss the matter. If you wish to do so, please contact (???) at (???) by ??? date and arrange for a time. Please note that you may not withdraw from the course while an allegation of misconduct is under investigation, or after a sanction has been imposed, and that until this matter is resolved, your final grade will be with held.

Failure to respond to this letter by ????? by either returning the signed form or scheduling a meeting with me will result in my passing the case on to the Dean for resolution.

Sincerely,

Associate Chair, Undergraduate Studies  
Department of ????

cc: Professor «Instructor»; Kristi Gourlay, OSAI; College Registrar

APPENDIX F: Other Forms and Letter Templates

Department of ???????  
University of Toronto

**ACADEMIC DISCIPLINE**

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I admit the offence of

«Offence»

I also waive my opportunity to meet with the course instructor and Department Chair as described in the *University's Code of Behaviour on Academic Matters*, and am prepared to accept the sanction of

*A «Sanction» on «Assignment» in «Course», «Session».*

Signed \_\_\_\_\_ Date \_\_\_\_\_  
«First» «Last»  
«Id»

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Please sign the appropriate section and return to: Undergraduate Office  
Department of  
University of Toronto  
Toronto, Ontario  
M5S 2E4  
(416) 978-????

Please note that by

**BOLD DATE**

You should either have returned a signed copy of this form or contacted ?????? to arrange for a meeting.

**Final letter for Departmentally Resolved Cases in which No Meeting with Department Chair Occurs**

Date

«Title» «First» «Last»  
«Address»  
«City» «Prov» «Postal»  
Student #

Dear Student:

By returning a signed copy of the form I sent you on <<date>>, you have admitted to me that you (offence). As you are now aware, this is an offence under the University's *Code of Behaviour on Academic Matters*.

By signing the form, you also waived your opportunity to meet with your instructor and me to discuss the matter and accepted the sanction which I proposed for your offence, namely (sanction).

**Please note that students may not withdraw from a course in which they have committed an offence and for which sanctions have been imposed.**

In future, it is important for you to understand that the work you submit for credit must reflect your own knowledge and efforts and not those of others. If you use a source for guidance or borrow ideas from it, you must acknowledge that source with a reference and list it in your bibliography. If you take material from the source and use it word for word, you must also enclose those words within quotation marks. If you are unsure of whether the use of a particular source is authorized or not, please make sure that you ask your instructor or TA. [\(modify as appropriate\)](#)

Finally, while I hope that you have learned from this experience and will not behave in such a manner again, I must warn you that a record of this matter has been sent to the Dean's Office, and a second offence will be dealt with more severely.

Yours sincerely,

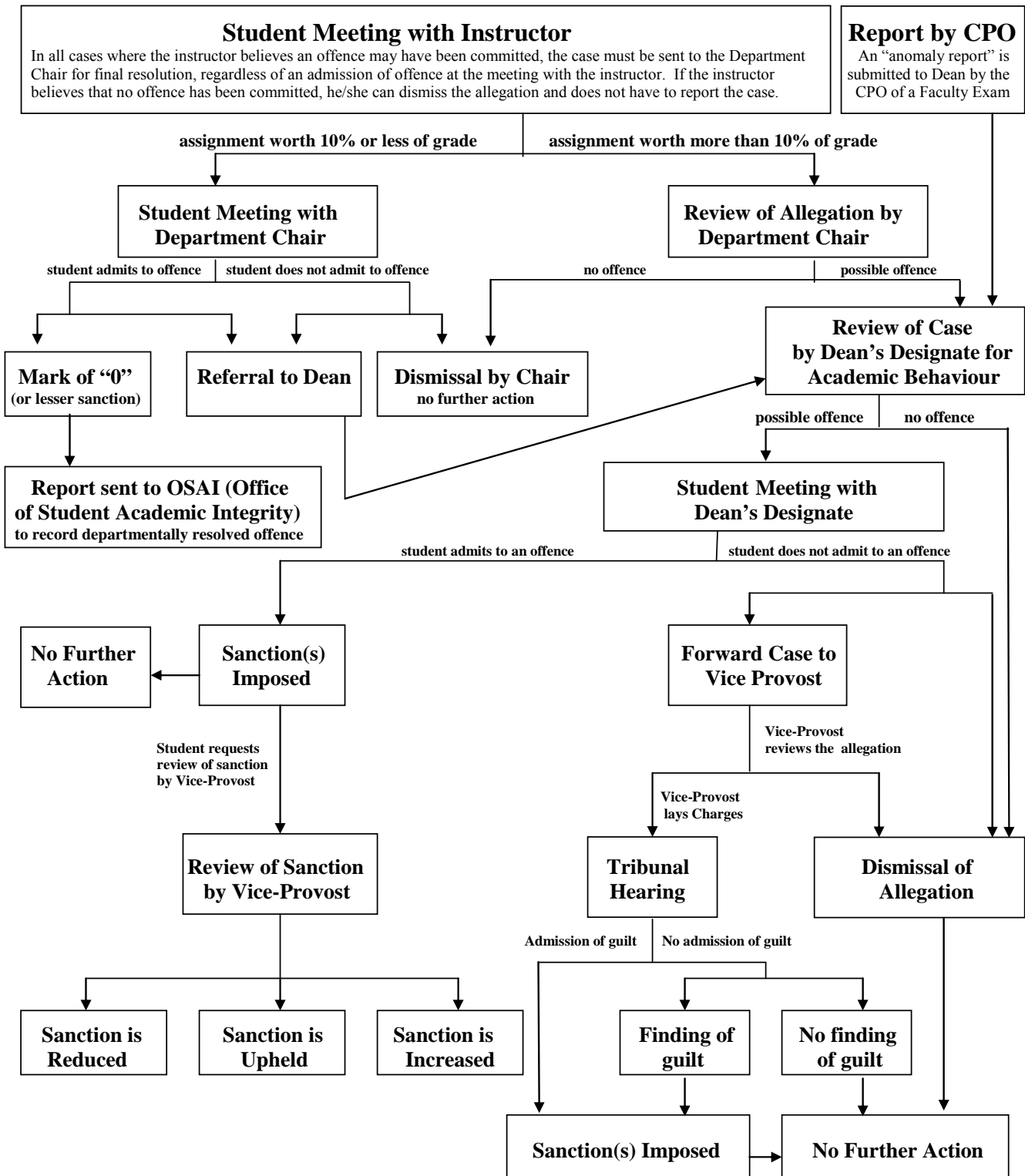
?????

Chair/Associate Chair

cc: Instructor  
College Registrar  
Kristi Gourlay, OSAI



**Organizational Chart for Academic Offence Resolution in Arts & Science**



**Code of Student Conduct**

Please note that the Office of Student Academic Integrity is only responsible for administering the [\*Code of Behaviour on Academic Matters\*](#) at the Divisional level for the Faculty of Arts and Science.

For issues or concerns arising in relation to the *Code of Student Conduct* (<http://www.utoronto.ca/govcncl/pap/policies/studentc.html>), please contact the University's Judicial Affairs Officer, Ms. Nancy Smart, at (416) 946-7663.

**Summary of *Code of Student Conduct***

Non-academic offences are defined in the University's *Code of Student Conduct* (2002), the full text of which may be obtained from the Office of the Assistant Vice-President, Student Affairs. A summary of the *Code* is provided below.

**[B.] Offences**

The following offences constitute conduct that shall be deemed to be offences under this *Code*, when committed by a student of the University of Toronto, provided that such conduct:

- (i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and
- (ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the *Code of Behaviour on Academic Matters*, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the policy and procedures: Sexual Harassment; or to a divisional disciplinary body, such as a residence council or a recreational athletics disciplinary body; or is covered under these policies but which is deemed by the head of the division to be more appropriately handled by the *Code of Student Conduct*; and
- (iii) except as otherwise provided herein, occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions; and
- (iv) has not been dealt with under provisions for the discipline of students with respect to University offices and services whose procedures apply to students in several academic divisions, such as University residences, libraries or athletic and recreational facilities.

**1. Offences Against Persons**

- a) No person shall assault another person sexually or threaten any other person with sexual assault.
- b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.
- c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.
- d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to his or her property.
- e) No person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on race, ancestry, place of origin, colour, ethnic origin, citizenship, sex,

## APPENDIX H: *Code of Student Conduct*

sexual orientation, creed, age, marital status, family status, handicap, receipt of public assistance or record of offences of that individual or those individuals, and that is known to be unwelcome, and that exceeds the bounds of freedom of expression or academic freedom as these are understood in University Policies and accepted practices, including but not restricted to, those explicitly adopted.

(Note: terms in this section are to be understood as they are defined or used in the Ontario Human Rights Code. Vexatious conduct that is based on sex or sexual orientation is considered an offence under the University's Policy and Procedures: Sexual Harassment. If the Sexual Harassment Officer believes, after consultation with relevant parties, that a complaint based on sex or sexual orientation would be better handled under the *Code of Student Conduct*, the Officer may refer the matter to the appropriate head of division.)

- f) (i) No person shall, by engaging in the conduct described in subsection (ii) below, whether on the premises of the University or away from the premises of the University, cause another person or persons to fear for their safety or the safety of another person known to them while on the premises of the University of Toronto or in the course of activities sponsored by the University of Toronto or by any of its divisions, or cause another person or persons to be impeded in exercising the freedom to participate reasonably in the programs of the University and in activities in or on the University premises, knowing that their conduct will cause such fear, or recklessly as to whether their conduct causes such fear.
- ii) The conduct mentioned in subsection (i) consists of:
- a) repeatedly following from place to place the other person or anyone known to them;
  - b) repeatedly and persistently communicating with, either directly or indirectly, the other person or anyone known to them;
  - c) besetting or repeatedly watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or
  - d) engaging in threatening conduct directed at the other person or any member of the family, friends or colleagues of the other person.

### 2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this *Code*. But noise that obstructs the conduct of a meeting or forcible blocking of access to any activity constitutes disruption.