

UTM Academic Integrity Toolkit

2023-2024

The concern of the Code of Behaviour on Academic Matters is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect and aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

Academic Integrity Unit, Office of the Vice-Principal Academic & Dean

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The Academic Integrity Unit

The Academic Integrity Unit (AIU) in the Office of the Vice-Principal Academic & Dean handles all allegations of undergraduate academic misconduct under the University's Code of Behaviour on Academic Matters. We serve as an educational resource for students, faculty, and staff, and strive to promote a culture of academic integrity and educational excellence at UTM.

In this toolkit, you will find useful resources and information related to academic integrity and its importance at UTM. We encourage all instructors to work with us to explore how we can collectively create a positive learning environment that emphasizes the value of academic integrity to all members of our community.

Meet The Team



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Case Division

The AIU has now standardized the distribution of AI matters among its staff. Please direct all AI inquiries and case documentation to your appropriate AIU representative, as outlined below:

AIU Staff Member	Academic Unit
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Promoting Academic Integrity in the Classroom

Make your expectations clear. Be explicit about what is and is not allowed in your class.

- Faculty are required to include a section about academic integrity in their course syllabus. See [Sample Syllabus Statements](#).
- Discuss what constitutes an academic offence (e.g. plagiarism, unauthorized assistance, unauthorized use of generative artificial intelligence, etc.) and provide examples. Reinforce these messages at the beginning of the year and again before assignments are due.
- Communicate your policies on submission of assignments, late penalties, and extensions.

Devote time in the classroom to discuss why academic integrity is important.

- Put it in the context of protecting students' hard work and the value of a degree.
- Remind students of how critical integrity is in the professional world.
- Use active methods of educating students about academic integrity (e.g. the [RGASC Academic Integrity Module](#), [Academic Integrity Checklist](#)).

Remind your students of some of the lesser-known academic offences at UofT.

- Submitting the same work more than once is not permitted without the permission of the instructor.
- Allowing a friend to copy work can result in an allegation of academic misconduct. Students have a responsibility to protect their own work.
- Being in possession of an unauthorized aid (e.g. a cell phone, smart watch, wireless headphones) during a test or exam can result in an allegation of academic misconduct.
- The use of generative artificial intelligence tools (e.g. ChatGPT) in academic work can also lead to an allegation of academic misconduct.

Advise your students that the consequences for committing an academic offence can be serious.

- Highlight that you take academic offences seriously by using an example from your own teaching experience.
- Remind students that their committing an academic offence can result in not being able to progress in their program. An annotation can impact their applications to graduate school or future jobs. Suspensions will delay their academic achievement.
- Sanctions for cheating can put study permits at risk for international students.

Show students that you care about their success and help them help themselves.

- Emphasize that you are available to talk to them by appointment or during office hours.
- Remind students of the [resources](#) available help them develop the skills they need to succeed.

Deterring Academic Misconduct through Course and Assessment Design

Don't reuse tests/assignments.

- Change essay topics, quizzes, and multiple-choice questions often and keep previous versions secure
- Students are now able to find previous versions of tests, essays on any topic, and past assignments online and via social media, so changing materials can act as a barrier to plagiarms and the use of unauthorized assistance.

Use the University's Plagiarism Detection Tool.

- A Plagiarism Detection Tool (PDT) acts as an academic offence deterrent and encourages students to review their assignment submissions.
- Students must be informed at the beginning of a course of an instructor's intent to use a PDT via their course syllabus. See [Sample Syllabus Statements](#).

Don't assume students know what plagiarism is.

- Be clear that plagiarism includes copying the words or ideas of another.
- Encourage students to use the resources at the [Robert Gillespie Academic Skills Centre](#), including workshops and one-on-one appointments.
- Consider devoting time in class to research and writing skills, including in-class writing assignments that allow students to practice skills, such as summing, paraphrasing, and citing.

Enforce examination rules and procedures at all tests. This will help students prepare for the expectations at their final exam.

- Specify what students are permitted to have on their desks.
- Remind students that no unauthorized aids are allowed, including cell phones and smart watches. Possession, regardless of use, is an offence under the Code.
- The Faculty of Arts & Science has created a document outlining how to [mitigate coordinated cheating in exams](#) for course instructors and invigilators.

Some other helpful tips include:

- Assign outlines, drafts, and/or annotated bibliographies so that the various stages of students' work can be seen as it progresses.
- Design assignments that have multiple pieces, requiring students to build upon each toward a final project and to show their work-in-progress.
- Be clear whether and how collaboration is permitted and set clear rules and expectations regard group assignments, take home work, and online assignments.

RGASC Academic Integrity Module

The Robert Gillespie Academic Skills Centre (RGASC) has created student-facing modules to promote academic integrity. These modules can be imported directly into a course Quercus page.

More information on these modules can be found [here](#).

Requesting the RGASC Academic Integrity Quercus Module

If you are teaching and would like to add the Academic Integrity modules to your Quercus sandbox, please email academicskills.utm@utoronto.ca and provide:

- Course code; and
- Instructor's UTORid and uoronto e-mail address.

You will be added as teacher to the AI module Quercus shell which will allow you to export the module.

Importing the RGASC Academic Integrity Quercus Module

Directions for importing the module into Quercus are as follows:

- Select Settings (left side of the screen) from your course menu;
- Click on the Import Course Content link on the right side of the page;
- In Import Content, select Content Type and select Canvas Course Export Package file;
 - You want Copy a Canvas Course and then select from the drop-down menu RGASC Academic Integrity Modules (it does give you the option to rename).
- Click on the Choose File or Browse button, depending on your browser, to select the course imsc export file that you wish to import;
- Select All content or Select specific content;
- Select the Import button.

You will now see the import status under Current Jobs.

If you specified Select specific content, you will now confirm which content is to be imported by clicking on Select Content.

Your files are now imported, and most of your course material can be found under Modules.

Responding to Potential Academic Offences

Unfortunately, despite your best efforts to promote academic integrity and discourage academic misconduct, academic offences can and will occur.

Alleged offences must be reported and handled according to the processes outlined in the Code of Behaviour on Academic Matters. This

- Protects the work of honest students and creates equity in the classroom; and
- Ensures consistent handling and reporting of offences across departments and divisions.



Key things to remember:

- If you believe an offence has occurred, you must give the student an opportunity to meet with you and discuss the matter.
- Instructors are not permitted to resolve a case. They cannot assign a penalty or suggest what the penalty for an offence will be.
- Students are not allowed to drop a course when an allegation of academic misconduct is under investigation or after a sanction has been imposed. Students are also not permitted to use the CR/NCR notation in a course which they have been assigned a penalty for academic misconduct.

5 Steps to Reporting an Offence

Collect any evidence you have regarding your suspicions:

- Keep/download a copy of the assignment in question.
- Collect supporting evidence, including copies of source documents, PDT reports, testimonies of TA's or staff involved, etc.
- Alert your departmental undergraduate advisor that you believe an offence may have occurred. They will ensure a "GWR" (Grade Withheld Pending Review) is placed on the students record under the course in question. A GWR will supersede any other marks or codes submitted for the course via eMarks.

Contact the student to establish a time to meet:

- Do not make any accusations, but make the student aware of your concern.
- An instructor must make a reasonable attempt to meet with the student. If the student does not respond to the instructor's efforts to meet, the matter should be referred to the Chair/Associate Chair or Director, who will then forward the matter to the Office of the Dean.

Conduct an interview with the student:

- This conversation can take place in person, virtually, via telephone, or e-mail.
- Present the case objectively and avoid making accusations.
- Give the student an opportunity to explain the circumstances, as well as the opportunity to admit to the offence.
- Make notes of your meeting to assist you in preparing a summary. You may need to refer to these notes if the matter is pursued further or if the case proceeds to the University's Tribunal.
- The student may be emotional. Refer to the [Academic Integrity Supports for Students](#).
- **Do not:**
 - **Return the assignment in question to the student.**
 - **Impose any sanctions.**
 - **Suggest what the sanction might be.**

Determine whether or not you believe an academic offence has occurred:

- If the instructor believes an offence has occurred, the case must be forwarded to the Chair/Director.
- If the instructor is satisfied that no offence has occurred, they will inform the student and no further action will be taken.
- If the instructor is unsure whether an offence occurred, they should contact their Chair or a staff member in the AIU for advice on how to proceed.

Provide a brief written summary of your finding and report the matter to your Department Chair/Director:

- The instructor should prepare a written report as soon as possible after the meeting with the student and forward this report with original assignment(s) and supporting documentation to the Chair/Director.
- Instructors are invited but not compelled to attend decanal meetings with the student.

Once an Offence has Been Reported

Once an offence has been reported to the Department, one of two things may occur:

1. If the value of the work is **10% or less** AND the **student has admitted** to committing an offence AND this is the student's **first offence**, the matter can be resolved within your Department. You can check a student's academic offence history by having your undergraduate advisor contact staff in the AIU. Your Chair/Director may assign a sanction or work with you in determining one. Note that more severe offences (e.g., forgery, impersonation, purchasing papers etc.) must be forwarded to the decanal level for resolution.
2. If the value of the work is more than 10% of the course grade OR the student does not admit guilt OR this is not the student's first offence, the matter must be forwarded to the decanal level. Provide your Chair/Director with the materials you have collected, which will be forwarded with the Chair's report to the AIU.

Once a meeting has been held at the decanal level, the Office of the Dean will inform the instructor of the outcome via their department:

- If the case has been resolved at the decanal level, a Mark Change Form will be sent to the instructor (via the department) and must be completed by the instructor and the Chair/Director. Please note that the code of GWR will appear on a student's record until this form has been completed, so it is important that the Mark Change Form be completed as soon as possible.
- Should the Office of the Dean be unable to resolve the case, the case will be forwarded to the Trial Division of the University's Tribunal for resolution. The purpose of the Tribunal hearing is to weigh the evidence for the academic offence and determine whether or not the student is guilty of academic misconduct. Instructors and other staff may be asked to attend or testify at the Tribunal hearing, but this happens rarely and on a case-by-case basis.

Academic Integrity Resources for Students

If a student has questions or concerns about academic integrity or is seeking support through the process, the following resources can provide valuable assistance:

Academic Integrity Unit (AIU) Staff

Staff from the AIU can provide information to students, staff, and faculty on all issues and processes related to academic integrity. Refer to [Case Division](#) for your academic unit's appropriate AIU representative or e-mail academicintegrity.utm@utoronto.ca

Downtown Legal Services

[Downtown Legal Services](#) is the Faculty of Law's community legal clinic, offering free legal assistance to University of Toronto students. DLS represents students charged with offences under the Code of Behaviour on Academic Matters.

University of Toronto Mississauga Students Union (UTMSU)

[UTMSU](#) can provide advice, support, and guidance to students undergoing academic discipline proceedings.

Robert Gillespie Academic Skills Centre

The RGASC offers a full range of workshops, seminars, and individual consultations to help UTM students identify and develop the skills they need for academic success.

Facing an allegation of academic misconduct can be a stressful and overwhelming experience for a student. You can refer students to the following mental health support resources to help them navigate through this challenging time:

UTM Health & Counselling Centre (HCC)

The [HCC](#) offers personal counselling, group counselling, and psychiatric care to assist students experiencing a wide range of challenges.

UoT Telus Health Support (formerly known as MySSP)

[UofT Telus Health Support](#) provides students with free, immediate and/or ongoing 24-hour support for any school, health, or general life concern.

Good2Talk

[Good2Talk](#) is a free 24/7 confidential and anonymous service offering professional counselling, mental health information, and connections to local resources. They can be reached at 1-866-925-5454.

For a complete list of UTM supports and resources, [click here](#).

If you are on-campus with an emergency, call UTM's Campus Safety at 905-569-4333.

Sample Syllabus Statements

On Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The [University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized aids or assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids or assistance.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including but not limited to doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to the University's Code of Behaviour on Academic Matters regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g., software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the University's [Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [UTM Academic Integrity website](#)).

Sample Syllabus Statements

On UofT's plagiarism detection tool

The University's plagiarism detection tool (PDT) is a tool that will assist in detecting textual similarities between compared works. It is an efficient way to identify common writing issues and deter plagiarism in course assignments.

Note that the tool does not identify plagiarism; it is up to the individual instructor to determine if passages highlighted by the tool represent plagiarism. Instructors using this tool can create an Assignment in their Quercus course to which students submit their assignments electronically for analysis. With the integration of the University's plagiarism detection tool into Quercus courses, instructors and students should not access the program through the company's website.

Before using the University's PDT, instructors must adhere to U of T's Conditions of Use. Key things to note about using this tool:

- Students must be informed at the start of the course that the instructor will be using University's plagiarism detection tool. Ideally, a notice about use of the tool and guidance for using the tool should appear in the course syllabus.
- The course syllabus must include the following statement (as is):

"Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site."



Ouriginal is the PDT that is currently being used at UofT.

To create an Ouriginal account, click [here](#). Instructors will need an account to be able to download source documents to support an allegation of plagiarism.

For more information on the Plagiarism Detection Tool, please send a query to q.help@utoronto.ca.

Sample Syllabus Statements

On Generative Artificial Intelligence Tools

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting, are proliferating and becoming ubiquitous. This includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies. There are now hundreds of these systems that are readily available. AI assistants are becoming more proficient at:

- Creating an outline for a paper, or bullet points and graphics for slides.
- Writing longer coherent prose in multiple languages.
- Providing explanations or ideas for a literature review with mostly accurate citations.
- Summarizing longer articles, text, or a corpus of texts.
- Suggesting a response to a question, such as on a short answer or multiple-choice test, or for a discussion board posting.
- Translating text more accurately.
- Creating computer code in multiple languages.
- Assisting users with formulas inside applications such as Excel.

These are only a few examples. Many AI assistant applications give the user a choice of templates (e.g., email, essay, memo, plan) and a choice of tone to tailor the generated text to the user's need.

We strongly encourage you to familiarize yourself with the type of functionality these systems offer and to have a conversation with your class about these technologies, in addition to including language about these technologies on your syllabus. You may also find this FAQ helpful which contains up to date information on use of the technology, including the institutional stance on detectors.

We recognize that some instructors may want to allow, or even encourage, their students to use these technologies, and others may want to prohibit their use. The following suggested statements are intended to help you shape the message you provide to your students on a course syllabus and/or on assignment instructions to reinforce a shared understanding of what is, and is not, allowed.



Can use generative AI tools

In indicating on a syllabus and/or assignment instructions that students may use generative AI, the instructor should decide to what degree and on which assignments the students may use these tools. This is similar to indicating to students when they may collaborate, and to what degree, with their classmates, and when an assignment should be solely their own work.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

- Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials.
- Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.
- Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content.
- Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

- Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Note that some generative AI applications may require a subscription fee. Please consider offering students a choice to opt-out of using a system if they have concerns about the cost, privacy, security or other issues related to the technology.



Can use Generative AI in certain instances or specific ways

It is important to be very specific about the boundaries and limitations of artificial intelligence use in completing course work, if there are boundaries you want to set. Please consider the difficulty for students, who are trying to navigate AI rules in multiple courses before setting up elaborate limitations in your course. However, there are reasons why you may want, or need, students to engage with generative AI tools in a specific way or on a specific assignment.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

- Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.
- Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.
- Students may not use artificial intelligence tools for taking tests in this course, but students may use generative AI tools for other assignments.
- Students may use the following, and only these, generative artificial intelligence tools in completing their assignments for this course: No other generative AI technologies are allowed to be used for assessments in this course. If you have any question about the use of AI applications for course work, please speak with the instructor.



Cannot use Generative AI

In indicating on a syllabus that students may not use generative artificial intelligence, the instructor should decide to what degree and on which assignments the students may not use these tools. This is similar to indicating to students when they may, or may not, collaborate with classmates and to what degree. Note that as AI tools become incorporated into commonly used systems (e.g., Google docs), it will become increasingly important to be clear about what functionalities are allowed or disallowed in your course.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

- The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
- The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
- Representing as one's own idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
- Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
- The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
- This course policy is designed to promote your learning and intellectual development and to help you reach your learning outcomes.

Academic Integrity & Generative Artificial Intelligence

Generative Artificial Intelligence Tools (e.g. ChatGPT) have obvious implications for educators when it comes to academic integrity.

The University continues to monitor the changing landscape of generative artificial intelligence and the Office of the Vice-Provost, Innovations in Undergraduate Education has compiled a list of [FAQ's](#) in response to this emerging technology.

Some important reminders when it comes to academic integrity:

- The University has created [sample statements](#) for instructors to include in course syllabi and course assignments to help shape the message to students about what artificial intelligence technology is, or is not, allowed.
- If an instructor specified that no outside assistance was permitted on an assignment, the University would typically consider use of ChatGPT and other such tools to be use of an “unauthorized aid” under the Code of Behaviour on Academic Matters, or as “any other form of cheating”. Such a categorization is in keeping with how the University has classified use of other generative and unauthorized technology tools, such as Chegg, in the past.
- **The University discourages the use of AI-detection software programs on student work.** Such software programs have been found to be unreliable and to incorrectly flag instances of AI use in human-written content. Some of the AI-detection software programs assess if a piece of writing was generated by AI simply on its level of sophistication. Using such detection programs could negatively impact students if they were to be improperly accused of using an AI tool.
 - Sharing your students’ work with these software programs without their permission also raises a range of privacy and ethical concerns.
 - However, instructors are encouraged to continue to use their traditional methods for detection of potential academic misconduct, including meeting with a student to discuss their assignment in person.

Academic Integrity Checklist

CHECKLIST FOR STUDENTS TO COMPLETE AND SUBMIT WITH ASSIGNMENT

Academic Integrity Checklist

Assignment Name _____

Course Name _____

Instructor Name _____

I, Student Name, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks and proper citation.
- When paraphrasing the work of others, I used my own words, rather than merely using synonyms or rearranging the sentence structure. I have also appropriately cited the source(s) of the idea(s).
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for academic credit in any year and/or at any institution.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself. All changes (including grammar correction) were entirely my own.
- I have not shared my work with others in any way not authorized by my instructor.
- I have not used any unauthorized aids or obtained any unauthorized assistance.
- This is the final version of my assignment and not a draft.
- I have kept and will continue to keep my work to myself and did not/will not share answers or content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University of Toronto's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student Name: _____ Signature: _____

Date: _____
