



# Academic Integrity: A Toolkit for UTM 2022-23

*“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 for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.”*

*(Code of Behaviour on Academic Matters, University of Toronto, 1995, p.1)*

## Academic Integrity Unit – Office of the Vice-Principal Academic & Dean

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# Academic Integrity Unit

The Academic Integrity Unit (AIU) in the Office of the Vice-Principal Academic and Dean handles all undergraduate academic offence cases at the University of Toronto Mississauga (UTM). We also serve as an information resource for students, faculty, and staff and strive to promote a culture of academic integrity and educational excellence at UTM.

With regards to academic integrity, the primary role of the AIU is to:

- educate, inform, and encourage faculty, staff, and students on issues related to academic integrity through a variety of workshops and seminars;
- act as a resource to provide information about the process involved in academic offence cases;
- ensure that all academic case files brought forward by Department Chairs are appropriately completed; and
- handle allegations of academic misconduct in relation to the University's [Code of Behaviour on Academic Matters](#) (the Code).

## Meet the Team



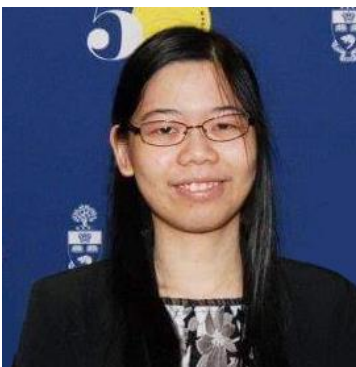
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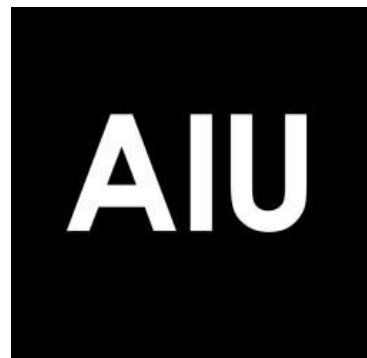
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	Department of Language Studies
	Department of Management
	Department of Mathematical and Computational Sciences <ul style="list-style-type: none"> <li>• Mathematics 100- &amp; 200-level courses</li> </ul>
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	Institute for Management and Innovation
	UTSG / UTSC

## Foreword

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.

For further information on academic integrity at UTM, visit the [Academic Integrity Website](#).

Please note that academic integrity cases for graduate courses at UTM are handled by the University of Toronto (UofT) School of Graduates Studies (SGS). Graduate instructors should consult the [UofT SGS website](#) for more details.

# Preventing Academic Offenses

## PROMOTING ACADEMIC INTEGRITY IN THE CLASSROOM

- 1. Make your expectations clear. Be explicit about what is and is not allowed in your class.**
  - All faculty are required to include a section regarding academic integrity within their course syllabus. [See sample syllabus statement on [page 10](#) or contact your department for guidelines.]
  - Discuss what constitutes an offence (e.g., plagiarism, unauthorized aids or assistance, etc.).
  - Communicate your policies on submission of assignments, late penalties, and extensions. Clarify the conditions under which an extension would or would not normally be granted, and how you prefer students to make extension requests.
  - Reinforce these messages in class at the beginning of the year **and** again before assignments are due.
- 2. Devote time in the classroom to discussing why Academic Integrity is important.**
  - Put it in the context of protecting their hard work and the value of their degree.
  - Remind them how critical integrity is in the working world.
  - Encourage continued discussion, including student questions and experiences.
  - Try to use active methods of educating students about academic integrity instead of passive ones. Active methods include integrating academic integrity quizzes, reference guides, and tutorials. Reinforce the importance of the resources you have provided by referring to them in class and in your communications.
- 3. Remind your students of some of the lesser-known academic offences at U of T.**
  - 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 work.
  - Possession of an unauthorized electronic device (e.g., phone, calculator, smart watches) during a test or exam can also result in an allegation of academic misconduct.
  - The use of Artificial Intelligence (AI) tools to assist in academic work can likewise lead to an allegation of academic misconduct.
- 4. Advise your students that every year students are caught for committing academic offences and the consequences can be serious.**
  - Highlight that you take academic offences seriously by using an example from your own teaching experience and describe the sanction and the impact on the student.
  - Remind your students that failure can result in not being able to progress in their program. An annotation may harm their chances when they apply for a job or graduate school. Suspensions will delay their academic achievement.
  - Discuss strategies of prevention you've put in place for your course.
- 5. Show students that you care about their success and help them help themselves.**
  - Emphasize that you are available to talk to them during your office hours.
  - Remind students of the many free resources available to assist them if they run into troubles of any kind and help them develop the skills they need to succeed. A comprehensive list of academic resources is included on [page 8](#) and can also be found at: <http://www.utm.utoronto.ca/dean/undergraduates/academic-resources>.

## DETERRING BEHAVIOUR THROUGH COURSE AND ASSIGNMENT DESIGN

### 1. 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 plagiarism and the use of unauthorized assistance.

### 2. Use a Plagiarism Detection Tool and be sure to follow the regulations of use:

- A Plagiarism Detection Tool acts as an academic offence deterrent and encourages students to review their assignment submissions before they submit it for grading.
- **Students must be informed at the beginning of a course of an instructor's intent to use a Plagiarism Detection Tool via their course syllabus (mandated statement is available on our website and on [page 10](#)). Instructors must provide students who opt-out of a Plagiarism Detection Tool with an offline alternative. The UofT also strongly recommends that students, rather than instructors, submit the student's work to the Plagiarism Detection Tool.** For more information on regulations of use, please see the [Plagiarism Detection Tool FAQ](http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/turnitin-faq/)<http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/turnitin-faq/>.

### 3. Request that your students hand in draft materials such as outlines and annotated bibliographies:

- Previous notes can help verify a student's work and provide added evidence in cases of purchased papers.
- This evidence will help you to evaluate students on the entire writing process and ensure that both you and the students have an opportunity to head off potential problems.
- Asking students to hand in draft materials also helps to discourage the illegitimate use of Artificial Intelligence tools.

### 4. Don't assume that your students know what plagiarism is:

- Be clear that plagiarism includes copying the **words** of another person. Emphasize that any words or phrases copied directly from another source **must** be placed within quotation marks as well as cited accurately.
- Encourage students to use the valuable writing resources that exist at the [Robert Gillespie Academic Skills Centre \(RGASC\)](#), including workshops and one-on-one appointments.
- Devote a tutorial to research and writing skills, including in-class writing assignments that allow students to practice skills such as summarizing and paraphrasing.

### 5. Ask your students to submit an "[Academic Integrity Checklist](#)" with each assignment.

- This reminds students of the assignment expectations and that it is their responsibility to meet them.
- Hold a final test or exam in your course as one of several forms of evaluation. This provides students with an incentive to complete all course work without shortcuts because they know they will be tested on their own knowledge of the course material.
- Scramble question order on multiple-choice tests into two or more versions of the test to discourage wandering eyes.
- Either you or your TA should circulate through the test/exam room as observers. Coach TAs to look for strange behaviour or communication between students.

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

- Do not allow pencil cases, backpacks, or bags at their desks. Specify what students are and are not allowed to have at their desks.
- Remind students that no unauthorized aids are allowed, **including cellphones**. Possession, regardless of use, is an offence under the *Code*.
- Check student ID cards and signatures, regardless of whether your class is large or small.
- Instruct students not to write answers in large letters which are visible to wandering eyes.

## RGASC ACADEMIC INTEGRITY QUERCUS MODULE

The RGASC has created student-facing modules to promote academic integrity that instructors can import directly into their course's Quercus page. Full information on these modules can be found on the [RGASC website](#).

### 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](mailto:academicskills.utm@utoronto.ca) and provide:

- Course code; and
- Instructor's utoronto email address or UTORid.

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:

1. Select **Settings** (left side of the screen) from your course menu;
2. Click on the **Import Course Content** link on the right side of the page;
3. 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).
4. Click on the **Choose File** or **Browse** button, depending on your browser, to select the course imssc export file that you wish to import;
5. **Select All content** or **Select specific content**;
6. 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 Offenses

## ALLEGED ACADEMIC OFFENCES: WHAT TO DO

Unfortunately, despite your efforts to promote academic integrity in your course, educate your students, and discourage academic misconduct, academic offences can and will occur. Being vigilant and reporting offences will show students that:

- You are paying attention to what they do;
- You care about the fairness of the evaluation process; and
- The University is serious about preserving academic integrity.

Remember that everyone has a responsibility to report potential academic offences. Encourage your TAs to be as informed and vigilant as you are.

Alleged offences must be reported and handled according to the processes outlined in the Code—**informal resolution is not allowed**. This:

- Protects the work of honest students and creates equity in the classroom;
- Protects faculty from allegations of preferential treatment and academic misconduct;
- Avoids complications that can occur should the student challenge a low grade that the instructor assigned for an assignment in which academic misconduct occurred; and
- Ensures consistent handling and reporting of offences across departments and campuses.

### Key things to remember:

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

## 5 STEPS TO REPORTING AN OFFENCE

### 1. Collect any evidence you may have regarding your suspicions:

- Keep the originals of the assignment/test/quiz/exam, etc.
- Collect copies of source documents, testimonies of TAs or staff involved, or other supporting evidence.
- Alert your departmental undergraduate advisor that you believe an offence may have occurred. They will ensure that a “GWR” (Grade Withheld pending Review) is placed on the student’s course. A “GWR” will supersede any other marks or codes submitted for the course.

### 2. Contact the student and establish a time to meet:

- Keep the request simple.
- Do not make any accusations, but make the student aware of your concern.
- An instructor should make **at least 3 attempts** to meet with the student. If the student fails to 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 (this is how the step of meeting with the instructor can be bypassed).



**3. Conduct an interview with the student in person and in private:**

- You may invite someone else to be present, such as a TA, another faculty or staff member, who can take notes and assist you.
- Give the student the opportunity to explain the circumstances as well as the opportunity to admit to the offence.
- Avoid making accusations. For example, ask them to discuss their paper, their research methods, and the sources they have used. Ask about the particular passages of the paper that you have found to be suspicious and if they can identify their sources or explain the passages to you.
- Be prepared with the documentation you have collected. Listen to the student's responses. If there are discrepancies, explain your concerns.
- The student may become emotional. Have a list of emergency numbers on hand. If you are already concerned about the student's reaction, speak with someone from Campus Police and alert your department.
- Make notes of your meeting (though a full transcription isn't necessary) to assist you in preparing a complete summary. You may need to refer to these notes if the matter is pursued further or if the case proceeds to the divisional or Tribunal level.
- Do not return the assignment in question to the student. Do not impose any sanctions on the student. Do not suggest what the sanction may be. Do not advise the student to withdraw from the course. A student will be unable to drop a course they have committed an academic offence in. Encourage the student to continue in the course. When in doubt, please refer a student to the AIU for more information about the process.

**4. 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.
- If the instructor is satisfied that no offence has been committed, s/he will inform the student and no further action will be taken unless other evidence comes forward.
- If the instructor is not sure whether an offence has occurred, s/he should contact either their Chair, their Undergraduate Advisor or staff in the AIU for advice on how to proceed.

**5. Provide a brief written summary of your finding and report the matter to your Department Chair/Associate Chair or 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 originals of the evidence (highlighted to make clear the offence) to the Chair/Associate Chair/Director. Include information on the weight of the assignment, the course outline, and any information given to the student with regard to academic integrity. The case submission on [page 11](#) may help you at this stage.
- Instructors are invited but not compelled to attend decanal meetings with the student. An e-mail invitation from the Office of the Dean will be sent to your UTOR e-mail address. Please note that this may take several months, as it does take time for a file to be processed and reviewed at the decanal level.

## 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/Associate 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/Associate Chair/Director with the materials (or copies of) 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/Associate Chair/Director. Please note that the code of GWR (NOT the sanction or annotation) will appear on a student's record until this form has been completed and thus it 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 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 & REMOTE LEARNING

The AIU recognizes that instructors may be faced with new and unprecedented challenges in fostering a culture of academic integrity in virtual classrooms. Instructors are encouraged to modify the language in their course syllabi to remind students that the expectations set out in the [Code](#) apply regardless of the course delivery method. A sample syllabus statement is provided on [page 10](#).

[The Centre for Teaching Support & Innovation](#), in consultation with the Division of the Vice-President & Provost and the Office of the Vice-Provost, Academic Programs, has prepared the following guide to help instructors prepare for the upcoming terms: [Academic Integrity and Teaching Online/Remotely](#). Many of the strategies included in this guide are adapted from the [Smart Strategies](#) section of the [University of Toronto Academic Integrity website](#) in order to suit the online teaching and assessment environment. As this is a tri-campus guide, UTM instructors should be careful to follow through with the instructions on the linked pages to ensure that they arrive at UTM's divisional supports.

# Resources for Students

## ACADEMIC INTEGRITY RESOURCES

### **Academic Integrity Unit Staff – Office of the Dean, UTM:**

Manages academic discipline proceedings at UTM. Provides information to students, staff, and faculty about the academic integrity process.

- Website: <http://www.utm.utoronto.ca/academic-integrity/>
- E-mail: [academicintegrity.utm@utoronto.ca](mailto:academicintegrity.utm@utoronto.ca)
- Phone: (905) 569-4284

### **Downtown Legal Services (University Affairs Division):**

Downtown Legal Services is both a community legal clinic and a clinical education program, operated by the Faculty of Law at the University of Toronto.

- Website: <http://downtownlegalservices.ca/>
- E-mail: [law.dls@utoronto.ca](mailto:law.dls@utoronto.ca)
- Phone: (416) 978-6447

### **University of Toronto Mississauga Student Union:**

Provides advice, support, and guidance to students undergoing academic discipline proceedings.

- Website: <http://utmsu.ca>
- E-mail: [ypua@utmsu.ca](mailto:ypua@utmsu.ca)

## ACADEMIC RESOURCES

For a complete and updated list, please visit:

<http://www.utm.utoronto.ca/dean/undergraduates/academic-resources>.

### **The Robert Gillespie Academic Skills Centre:**

Offers a full range of workshops, seminars, and individual consultations to help UTM students identify and develop the skills they need for success in their studies.

- Website: <http://www.utm.utoronto.ca/asc/welcome>
- E-mail: [academicskills.utm@utoronto.ca](mailto:academicskills.utm@utoronto.ca)
- Phone: (905) 828-3858

### **One-on-One Library Research Help:**

Provided through the University of Toronto Mississauga Library. Offers students help with library research through a variety of online and offline options

- Website: <http://library.utm.utoronto.ca/contact>
- E-mail: [research.utml@utoronto.ca](mailto:research.utml@utoronto.ca)
- Phone: (905) 828-5237

### **Old Exams Repository:**

Provided through the University of Toronto Library. Offers access to old exams from all three campuses. Faculty must submit their exams to be added to this collection so not all courses will be found here.

- Website: <https://exams.library.utoronto.ca/>
- E-mail: [askutml.utm@utoronto.ca](mailto:askutml.utm@utoronto.ca)
- Phone: (905) 828-5236

### **Writing at the University of Toronto:**

Website which provides helpful information about UofT's expectations in academic writing, including useful tips on researching, editing, and referencing.

- Website: <http://www.writing.utoronto.ca/>

## **PERSONAL AND GENERAL RESOURCES**

### **Health & Counselling Centre:**

Offers personal counselling, group counselling, and psychiatric care to assist students experiencing a wide range of challenges.

- Website: <http://www.utm.utoronto.ca/health/>
- E-mail: [health.utm@utoronto.ca](mailto:health.utm@utoronto.ca)
- Contact: (905) 828-5255

### **Accessibility Services:**

Offers services and academic accommodations to students who have a documented learning, physical, sensory, mental disabilities, or medical conditions.

- Website: <http://www.utm.utoronto.ca/accessibility/>
- E-mail: [access.utm@utoronto.ca](mailto:access.utm@utoronto.ca)
- Contact: (905) 569-4699

### **My Student Support Program (MySSP):**

Offers students free, confidential, emotional, and well-being support to UofT students in over 150 languages.

- Website: <https://myssp.app/ca/home>

### **International Education Centre:**

Offers services, transitional programming, and a place to call home for both international and internationally-minded students studying at UTM.

- Website: <http://www.utm.utoronto.ca/international/>
- E-mail: [international.utm@utoronto.ca](mailto:international.utm@utoronto.ca)
- Contact: (905) 569-4716

# 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, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <https://www.utm.utoronto.ca/academic-integrity/resources/students>).

## ON PLAGIARISM DETECTION TOOLS

The University's plagiarism detection tool is an efficient way to identify common writing issues and deter plagiarism in course assignments. 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.**

Each submitted paper is checked for textual similarity using millions of resources stored in the company's database. Instructors can access and view the Similarity Report in their Quercus course. The University's plagiarism detection tool can help students develop their writing skills, save instructors time in the investigation of the similarity of student work, and allow for efficient citation verification. Using this information as well as any other relevant information, it is then up to the individual instructor to determine if these passages represent plagiarism. Before using the University's plagiarism detection tool, instructors must adhere to U of T's [Conditions of Use](#).

Similarity Reports highlight suspicious passages and do not make judgments as to whether a paper has been plagiarized. Users may use the report's information as well as any other relevant information to determine if these passages represent plagiarism.

Students must be informed at the start of the course that the instructor will be using a plagiarism detection tool. The course syllabus must include the following unaltered statement:

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 (<https://uoft.me/pdt-faq>).

**[Ouriginal](#) is the Plagiarism Detection Tool that is currently being used at the UofT. It replaced Turnitin.com as a Quercus assignment option effective October 11, 2021.**

To create an Ouriginal Account click [here](#).

## 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. Hundreds of these systems are now 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 students about these technologies, in addition to including language about these technologies on your syllabus. [You may also find this FAQ](#) helpful: it contains up-to-date information on use of the technology, including the institutional stance on Artificial Intelligence detectors.

We recognize that some instructors may want to allow, or even encourage, their students to use these technologies while 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 as well as 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 tool 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 tools 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 Artificial Intelligence 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 Artificial Intelligence 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 Artificial Intelligence technologies are allowed to be used for assessments in this course. If you have any question about the use of Artificial Intelligence applications for course work, please speak with the instructor.

### **Cannot use Generative AI tools**

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 Artificial Intelligence 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 Artificial Intelligence 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 one's own idea or an expression of an 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 Artificial Intelligence 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 Artificial Intelligence writing and coding assistants. Use of Generative Artificial Intelligence 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 course learning outcomes.

#### **Notes to faculty to accompany the syllabus language:**

- Consider an "opt-out" option for students if you are encouraging the use of any third-party software in your courses, as the software may require a subscription fee and has not undergone a security review by the University. For more information on the use of educational software see <https://teaching.utoronto.ca/resources/tools-beyond-quercus/>.
- Note that if you choose to use, or encourage use of, applications like ChatGPT, the terms of use may change without notice during the term.



- If you are allowing or disallowing Artificial Intelligence tools in your course, clarify for the students why this decision was made and how AI assistance supports or, alternatively, negatively impacts the pedagogical goals of the course or assignment.

# 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: \_\_\_\_\_