



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/faculty-staff/teacher-info>

A GUIDE FOR FACULTY AND STAFF

Office of Student Academic Integrity, Fall 2010

* Honesty, Trust, Fairness, Respect, Responsibility –The Center for Academic Integrity (CAI) promotes these five principles as key to the advancement 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

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 the 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
Dean

The guidelines and procedures outlined below are based on the University of Toronto's [Code of Behaviour on Academic Matters \(Appendix A\)](#). The *Code* defines academic offences and governs procedures for their resolution, 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 to educate students about the importance of academic integrity and how to avoid allegations of academic misconduct. OSAI includes five Dean's Designates who hear cases in the three discipline areas (Humanities, Sciences, and Social Sciences) and make decisions regarding their resolution, and Academic Integrity Officers who investigate the cases and advise the Dean's Designates on procedure and precedents. The Academic Integrity Officers are also available to provide advice to instructors, staff and students on matters related to academic integrity.

Please note that OSAI is responsible for administering only the *Code of Behaviour on Academic Matters*. For issues or concerns arising in relation to the [Code of Student Conduct \(Appendix F\)](#), please contact the University's Office of Appeals, Discipline and Faculty Grievances
<http://www.governingcouncil.utoronto.ca/AppealsDisciplineAndFacultyGrievances.htm>

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

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TYPES OF ACADEMIC MISCONDUCT & TIPS FOR PREVENTION

Here are some suggestions for discouraging or preventing academic misconduct in your own classroom.

Academic Integrity Initiatives in the Classroom

1. Clarify for your students, both orally in class and on written course materials, what is expected of them in terms of academic behaviour and define for them precisely what constitutes an academic offence.

- Include a statement on academic integrity in the course syllabus. See [Appendix D](#) for a sample statement.
- Emphasize that not knowing the rules is not an excuse and that students are expected to know and follow the rules of the University.
- Have another discussion when you distribute assignments, the first lab is conducted, or a test or examination is pending, so the information is fresh and relevant (and benefits those who may have been overwhelmed or distracted at the start of term).
- Include a reminder statement on assignment descriptions.
- Ensure that your TAs are aware of the rules and are following proper procedures.

Approximately 50% of cases forwarded to OSAI involve senior students. If you are teaching an upper-year course, don't assume that there is no need to discuss issues of academic integrity and how to avoid allegations of academic misconduct.

2. Discuss with your students why academic integrity is important to you, them, and the University and relate it to their lives and experiences.

- Avoid implying that all students are dishonest by putting the discussion in the context of protecting their hard work and the value of their degree.
- Demonstrate 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.
- Make the importance of academic honesty relevant by referring to relevant current events, or by asking how they would feel if they found out that the engineer who designed their car brakes had cheated through school (or a similar example relevant to your course).

3. Remind students that every year students are regularly caught and sanctioned for offences.

- 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.
- 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.
- If you have not had first-hand experience dealing with an offence in your own class, you can tell your students that a large number of students are caught each year engaging in inappropriate behaviour and that the consequences usually involve, at a minimum, a failure in the course and an annotation on their transcript for a period of time.
- A guideline for sanctions for academic offences recommended by the UofT Provost's Office can be found in Appendix C of the *Code*.

- 4. Introduce a small quiz or assignment on the subject of academic integrity into your course.**
An example of this type of tutorial can be found at Ryerson University --
<http://www.ryerson.ca/academicintegrity/episodes/> (Ryerson has generously given permission for anyone interested in the promotion of academic integrity to link to their tutorials).
- 5. Emphasize that you are available to talk students during your office hours about the course or any challenges they might be facing.**
 - If your students feel that you are available to them and care about them, they are less likely to make bad choices when they are having difficulty with course material or during times of personal crisis.
 - If their challenges are not related to the course, you can refer them to their college registrar's office. (See [Appendix B](#))
- 6. Remind students of the many free resources available to assist them if they run into troubles of any kind, and to help them develop the skills they need to succeed.**
 - Direct them to "How Not to Plagiarize" by Dr. M. Procter (U of T Coordinator, Writing Support, <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize/>).
 - The UofT writing website, <http://www.writing.utoronto.ca/>, provides additional information and advice on researching and writing assignments.
 - The Academic Success Centre (<http://www.asc.utoronto.ca/>) offers lectures and seminars on skills for success at UofT.
 - Tutors at college writing centres can offer guidance on writing style and referencing. Contact information is listed in [Appendix B](#).
 - Library services: <http://discover.library.utoronto.ca/services/research-services>
- 7. Rethink the grading of small assignment on which students may feel justified in cheating.**
 - Adjust marking schemes 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 4 labs, each worth 5%, contribute to a lab mark worth 20% of the final grade, inform students that if they commit an offence in just one of the labs, it may result in a zero for the entire lab component).
 - Don't count small assignments towards the final course grade, but instead include questions related to the assignments on tests and exams or make completion of the work a mandatory component of a mark assigned for participation.
 - Ask students to submit an "Academic Honesty Statement" with each assignment.
 - This reminds students that it is their responsibility to know the rules and that the University expects all work to be completed in accordance with the *Code of Behaviour*. (see [Appendix C](#) for a sample statement).
 - It also gives them one final chance to think "have I acknowledged all of my sources properly" before submitting the assignment.
- 8. 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 that they will be tested on their own knowledge of the course material.

Be vigilant for offences and report them when they occur. This shows students that:

- You are paying attention to what they do
- You care about the fairness of the evaluation process
- The University is serious about preserving academic integrity
- There are consequences for their actions

Types of Offences

Plagiarism:

Most students know that plagiarism is an academic offence. However, many students don't appear to understand what constitutes plagiarism. Remind them that plagiarism includes:

- Taking an idea from a source and not acknowledging it with a citation.
- Copying material word for word and not indicating that the words are copied with quotation marks or indentation. Providing a citation is not enough! Failure to use quotation marks is an academic offence.
- Changing a few words in a sentence or reversing the order of clause. This is not paraphrasing!
- Including translated material from a source in another language without acknowledgement.

Tips for deterring plagiarism:

- Explain why acknowledging sources is necessary
 - It strengthens their work
 - It recognizes the hard work of someone else
 - It allows readers to follow up on ideas that are of interest
- Advise students of which citation convention you expect them to use and provide a link to a resource with detailed instructions such as
 - <http://www.writing.utoronto.ca/advice/using-sources/documentation>
 - <http://main.library.utoronto.ca/eir/articlesbytopic.cfm?subject=237>.
- Suggest that students make an appointment with their college writing centre as soon as they know the assignment deadline. If they leave it to the last minute, there will be no appointments available.
- Encourage good research practices: tell students to indicate immediately when they have copied something verbatim by using quotation marks, or highlighting text in a different colour, so that they won't forget what is copied and what is in their own words.
- Discourage students from changing topics at the last minute since it is often a signal that the student may be having difficulty with an assignment and is considering a shortcut.
- Remind students that giving or selling graded assignments to others may result in an allegation of academic misconduct.
- Clarify what "common knowledge" is in your course, and provide example of what would and wouldn't require a reference.
- Emphasize that internet sources require citations like any other source. Remind them that just because something is on the internet doesn't mean that it is common knowledge.
- Break larger assignments down into components (e.g., outline, annotated bibliography, final essay) which encourages good work habits as well as making it more difficult to submit a purchased assignment or one copied from a previous year.
- Make it clear that students are responsible for what they submit and that you will not accept the "I accidentally submitted a rough draft" explanation if plagiarism is detected.
- Use Turnitin.com: when used properly it is an efficient tool for detecting and deterring plagiarism. UofT has a license for unlimited use of this service and it is available to any instructor who is interested in using it in his/her class.
- Pursue cases of suspected plagiarism so students know that you take it seriously, and that there are consequences for ignoring your instructions.

For more information about Turnitin.com, please consult [Ryan Green](#), [Centre for Teaching Support & Innovation](#) or Tel: (416) 946 7729

For more tips, see Margaret Procter's guides:

- “Deterring Plagiarism” (<http://www.writing.utoronto.ca/faculty/deterring-plagiarism>)
- “Designing Assignments” (<http://www.writing.utoronto.ca/faculty/designing-assignments>)
- “Help your ESL Students” (<http://www.writing.utoronto.ca/faculty/help-your-esl-students>)

Concocted References

The use of false or concocted references is a separate offence under the *Code*, but usually occurs together with plagiarism. Students usually include false references because they:

- Want to make their work seem more scholarly
- Want to conceal the fact that they've relied on disreputable internet sources
- Were sloppy in their research and can't remember where they found the information

To discourage false references, encourage good research practices:

- Remind students to note their source immediately when they record information, from both online and published sources
- Recommend that they use a citation manager system. RefWorks is software available for free to all UofT students, staff and faculty (https://login.library.utoronto.ca/cgi-bin/go_log.pl?url=http://refworks.scholarsportal.info/Refworks/login.asp?WNCLang=false).

Purchased Assignments

Pre- and custom-written assignments (commonly essays) are readily available for purchase from essay-writing services and, increasingly, from students themselves.

See the list at <http://www.coastal.edu/library/presentations/mills2.html> which grows every year in size. You've seen the posters all over campus for www.theessayplace.com which has its own Facebook site (<http://www.facebook.com/group.php?gid=32047402786>) and provides custom written essays. While these services are not illegal themselves, the use of materials from these sites by students (without acknowledgement) does constitute a serious academic offence.

Custom written essays are an increasing problem at A&S because they are very easy to obtain and very difficult to detect. If you suspect that an assignment has been purchased (the writing is inconsistent with the student's abilities; the sources used are unusual, the assignment is not on topic, etc.), please call OSAI for advice on how to proceed. We successfully resolved 5 cases from one course in 2009/10, all of which resulted in a recommendation for expulsion from the University.

Students are also selling past tests and assignments along with their text books as part of a “course package” on sites like www.tusbe.com.

Tips for discouraging purchasing/selling assignments:

- Create assignments that are original and require creative thinking.
- Change assignment, essay, and lab report topics from year to year.
- Make essay topics specific rather than general and ask students to compare, contrast, and evaluate more than one positions.
- Design assignments specific to the content of your course and require the inclusion of materials discussed in class.
- Vary the format of assignments. Instead of always assigning an essay, consider using an alternative such as an in-class book review or report.

- Use turnitin.com. This is the easiest way to detect if an assignment has been resubmitted.
- Require students to present their assignments orally in class.
- Break the assignment into stages, and require students to submit a bibliography, draft, and final essay.
- Ask for a one page statement summarizing the writing process and any challenges faced.
- Remind your students that UofT has a zero tolerance policy for purchased papers and that the recommended penalty is expulsion from the University.

If students submit an electronic version, you can check the document properties. Ask for both an electronic copy and a hard copy for grading.

Resubmitting Work for which Credit was Previously Obtained

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 previously obtained permission from the instructor to whom the paper is being submitted.

Tips for discouraging reuse of work:

- Use turnitin.com. If the work has been submitted previously to a course which used turnitin or concurrently to a course using turnitin, this will be immediately detected
- Remind your students that this is an offence, because many do not seem to realize this.

Resubmitting Altered Work for Which Credit has already Been Obtained

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

Tips for discouraging resubmission of altered tests:

- When grading, draw a line through any blank space that 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). If a scantron form is used, and the student asks to review it, make a photocopy of the scantron and let the student view that.
- Record marks in a distinct and standardized manner on assignments and in your records.
- Make photocopies of randomly chosen tests/assignments, 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 in case the student also submits it for remarking.
- If a student contacts you to request a remark, or mark check, require that the request be in writing and that it specify 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 on individual assignments with the result that the work they submit is unacceptably similar. Students often do not consider this to be cheating because they are used to working together in high school, but it can result in an allegation of plagiarism and/or of providing/receiving unauthorized aid at UofT.

While the University does not want to discourage students from discussing ideas and engaging in academic discourse, in order to prevent inappropriate collaboration:

- Discuss your expectations for assignments, making sure that students know exactly what is and is not permissible in your course.
- Include a statement like the following in the handout for the assignment:
“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 discuss an assignment in a general fashion 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*.”
- Assign more group work, and be clear about your expectations:
 - Define clearly what you expect each member of a group project to contribute.
 - Require each individual member to submit a brief statement describing his/her contribution to the project and the contributions of others in the group. This also helps to ensure that all members of the group participate equally in the project.
 - Make it clear that in the event of an allegation of an academic offence in one part of the project, the group will face the consequences.
- Remind students that editing help should be limited to reviewing with suggestions for changes. An editor should not provide new material or make substantial changes in wording, language, or grammar.

Tests and Examinations (Providing/Receiving Unauthorized Aid)

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

- Possession of any unauthorized aid(s). Note that under the *Code* it is an offence merely to possess an unauthorized aid. Aids fall into two categories:
 - Electronic devices (cell phones, Blackberries, MP3 players, iPods, electronic dictionary/translators, programmable calculators, etc.).
 - Notes of any kind relevant to the course, including those written on calculators, ball caps, labels of water bottles, rulers, body parts, etc.
- Use of any unauthorized aid(s).
- Continuing to write after being instructed on more than one occasion that the test/exam is over, gaining a possible academic advantage over students who follow the instructions.
- Obtaining unauthorized assistance from other students.
- Providing unauthorized assistance to other students.
- Other. These offences are serious, but less frequent:
 - Impersonation.

- Pre-written test booklets smuggled into test/exams for which questions were provided in advance.
- Students who claim to have written a test/exam and then blame the 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 (see section II). 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. In Faculty final exams, the matter is referred directly to OSAI by the Examinations Office without an instructor-student interview.

Tips for preventing test/exam allegations:

- Enforce Faculty examination rules at all tests (www.artsci.utoronto.ca/current/undergraduate/exams/rules) in order to familiarize students with the rules and reduce the number of final exam offences
- Increase the security of your own tests
- 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.
- Check nearby washrooms before, during, and after the test for stashed notes.
- 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 during the test students are not permitted to have any electronic devices, including, but not limited to, cell phones, Blackberries, programmable calculators, iPods, etc., on their desks or in their pockets.
- Explain to the students that 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 students found with or warned about the possession of an unauthorized aid to OSAI so that we can enter them into our database
- If you permit students to keep pencil cases or calculator cases at their desks, let them know that if they do so, you will be checking 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.
- Be vigilant for creative hiding places: students write on various body parts, under baseball caps, behind water bottle labels, and the bottom of coffee cups, etc.
- 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 to avoid 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 versions of tests or examinations to discourage wandering eyes. CTSI has scanning software available assist with grading.

Note: with increasing technical innovations and the prevalence of **electronic devices** that can be used to cheat, the Faculty has instituted a zero-tolerance policy for the possession of unauthorized electronic devices.

- 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 a test book count. Compare these totals against the sign-in sheet. There have been an increasing number of cases in which students have claimed not to have been at an 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 that a student could take away, complete, and then later attempt to substitute for the original test.
- When possible, arrange seating so that students are not tempted to cheat:
- Avoid tiered lecture rooms for tests or exams.
- Split students into alphabetically determined sections, or
- Assign numbers to desks, write those numbers on cards and scramble them, and when students come into the room, give each a card 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.

Altered or Falsified Documentation (Medical Notes)

OSAI is seeing increasing numbers of cases involving fraudulent documentation submitted to explain missed assignments/exams. This documentation usually takes the form of UofT medical certificates (<http://www.healthservice.utoronto.ca/pdfs/medcert.htm>), but can also include emergency reports, death certificates, obituaries, etc.

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

OSAI has also received many reports from instructors that students are 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” that allows them to defer work to a less busy time, and yet others may be avoiding an unpleasant confrontation with their weakness in the course. The Faculty has introduced a new policy in an effort to track and assist students engaging in this behaviour:

<http://www.artsci.utoronto.ca/current/undergraduate/absence>. The hope is that through proactive advice and guidance, these students will engage in more academically responsible behaviour.

Tips for deterring misuse of medical notes/excuses:

- Encourage students to take tests when scheduled as delaying seldom leaves the student better prepared.
- Require students to use the absence declaration when they are ill
- Warn students that if they are caught submitting a note that has been altered or obtained under false pretences, suspension from the University for at least a year is the usual penalty.
- Insist on an original medical note on a UofT medical certificate, not a copy. Photocopying helps conceal possible changes. If the student tells you that s/he needs the note for another class, ask for the original, and take a copy for yourself. If anything on the original note looks like it has been altered in any way, keep it and notify OSAI immediately.
- Do not feel obligated to accept a note that you do not find satisfactory.

Note: the Petitions Office will only accept medical documentation on the UofT Medical Certificate, and requires that it “must indicate that the doctor diagnosed and treated you when you were ill; it cannot just report that you told the doctor after-the-fact that you were ill previously.”

<http://www.artsci.utoronto.ca/current/undergraduate/petitions/process#documentation>

You may wish to follow this practice yourself.

- If you have received similar notes from the student in the past, if the dates of the illness do not correspond with the date of the missed assignment, if the CPSO number is missing or incorrect (CPSO numbers are five digits and you can check them at <http://www.cpso.on.ca/docsearch/default.aspx?id=2052>), or if you have any other reason to question the note, do not feel that you must accept it.
- Do not, however, automatically reject any note that wasn't written on the day of the illness or that describes symptoms reported by a student. 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.
- You can either call the doctor for more information or require that the student provide you with additional documentation.
- Keep a copy of the inadequate note in case you later decide to proceed with an allegation of misconduct.
- Keep all medical notes until the end of the course, preferably until the end of the following term. You can then compare notes if you receive more than one a term from a student.

Altered or Falsified Documentation (Transcripts or Degrees)

The University's Tribunal hears several cases of falsified degrees or transcripts every year. This is considered to be the most serious offence a student can commit and always results in expulsion from the University.

If you accept unofficial UofT transcripts provided by students in support of applications for scholarships, awards, internships, or acceptance into a program of study, check the unofficial copy against ROSI. You may never find a discrepancy, but if you do find one and report it, you will have protected the other students who were applying for the same position by preventing a dishonest student from unfairly earning a scholarship/award/job/place in a program that should have gone to another, more deserving, candidate.

Other Suggestions for the Prevention of Offences

Maintain Secure Procedures for the Submission and Return of Assignments

- Require students to submit papers directly to you or the TA and not to an unsupervised mailbox.
- If students are permitted to submit papers to the department, develop a consistent process. Keep a record of the date when the paper was received. This protects you from false claims that a paper was submitted and then lost by you or the department.
- 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.
- Require students to hand in their question sheets when they submit tests or in-class examinations for marking. Students may claim that there was an error on their examination sheet, that a question was missing, or that they answered a different version of the test. This also allows you to review their rough work if a question comes up about copying from another student.

IF YOU HAVE SUGGESTIONS FOR THE PREVENTION OF OFFENCES THAT YOU USE IN YOUR COURSE AND/OR INCLUDE IN YOUR SYLLABUS, 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

PROCEDURES FOR DEPARTMENT CHAIRS* / INSTRUCTORS / TAS FOR HANDLING ALLEGATIONS OF ACADEMIC MISCONDUCT

* Chair or chair's designate for academic misconduct issues

Key Points to Remember when Resolving Offences

- Instructors are not authorized to assign a penalty for an offence, regardless of the weight of the assignment or a student's admission to the offence.
- The instructor must forward all cases of academic misconduct to the department chair for resolution. (see [Appendix D](#))
- The chair can impose a sanction **ONLY** if a student admits to the offence.
- The department should notify OSAI of all departmentally resolved cases (see [Appendix D](#) or copy OSAI on final letter to student).
- All allegations for assignments worth more than 10% must be submitted to OSAI (via the chair) for resolution, regardless of whether the student has admitted to an offence (unless the chair or instructor decides there is no offence).
- Students are not allowed to drop a course when a departmental allegation is under investigation or after a sanction has been imposed.
- Failure to pursue or report an academic offence may be considered an offence itself.

Summary of Departmental vs. Divisional (OSAI) Offence Resolution

Departmental Resolution: Assignment is worth 10% or less

STEP 1: The instructor documents the alleged offence.

STEP 2: The instructor meets with the student to discuss his/her concerns with the assignment or test.

STEP 3: If an offence has been committed, the instructor reports the case to the chair.

STEP 4: The chair meets with the student to discuss the allegation.

(Note that this step can be omitted if the student agrees to waive his/her right to meet with the chair. See [Appendix E](#)).

If the chair does not believe an offence has been committed, the case is dismissed.

If the student admits to an offence, the chair may impose a sanction.

If the student does not admit to an offence, the case may be forwarded to OSAI.

STEP 5: The department notifies OSAI that the case has been resolved at the departmental level.

Divisional Resolution (OSAI): Assignment is worth more than 10%

STEP 1: The instructor documents the alleged offence.

STEP 2: The instructor meets with the student to discuss concerns with the assignment.

STEP 3: If the instructor believes that an offence has occurred, s/he reports the case to the chair.

STEP 4: The chair forwards the case to OSAI. Use forms at Appendix E.

STEP 5: The instructor assists OSAI with any follow-up and, may be asked to attend a meeting with the Dean's Designate for Academic Integrity and the student.

IDENTIFYING AND DOCUMENTING ALLEGED OFFENCES

1. Plagiarism
2. Purchased or Resubmitted Papers
3. Collaboration on Assignments
4. Test/Examination Offences
 - Unauthorized Aids (possession of an electronic device)
 - Unauthorized Aids (possession of notes)
 - Unauthorized Aids (use)
 - Obtaining/Providing Unauthorized Assistance
5. False Documentation

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

Provide the original of the academic work (essay, test, exam, scantron form, etc.), as well as sign-in sheets, unauthorized aids, and medical notes, and provide them to OSAI. Make a copy of the documents for your own files. Keep a record of all correspondence you may have with the student via email or letter mail in case it becomes relevant. Please be aware that 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, the more complete the file, the faster OSAI is able to process the case. Please:

- Establish the nature and extent of the alleged problem:
 - Has the material been copied without references, without quotation marks, or without either?
 - Does the paper contain references which bear no relation to the material used (concocted references)?
 - Has the student reproduced references from the original source and presented them as his/her own?
 - Are all the sources used listed in the bibliography?
 - Has the student inserted quotation marks around a phrase or a sentence or two in the middle of a passage taken verbatim from a single source?
 - Are there unusual or peculiar sentences or word choices that suggest that material has been translated literally from one language into the language in which the paper is to be written?
- Indicate the location of each problematic passage and the extent of the plagiarism. Highlighting plagiarized passages in both assignment and source material is visually effective.
- If passages have been identified by Turnitin.com, confirm that what has been flagged is actually problematic (a 40% match does not necessarily mean that 40% of the paper is plagiarised). Keep in mind that Turnitin.com only checks publicly available material and

If you are hesitant to send a case forward because of the small amount of plagiarism you have found in an initial search, note that in the majority of cases forwarded to OSAI, the case officer identifies additional problematic areas.

material already in its database so it can miss many resources available online through the UofT Library. A quick google search is often valuable.

- Provide source documentation (internet print-outs, photocopies of books, etc.) for at least one quarter to one third of the assignment in question.
 - This is particularly important if the source of the material is not easily found online (e.g. a book).
 - 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.
 - The main thing is to be able to show to the student the nature of the problem when you meet with him/her.
- Include a Turnitin similarity report if plagiarism was identified using Turnitin.com with copies of actual source documents along with the report because often they are no longer available or difficult for the AI Officer to access.
- Include any course materials which discusses academic integrity or plagiarism.

2. Purchased Papers or Recycled Papers

These cases are admittedly tricky, because the “evidence” is more difficult to find.

Signs that a paper may not be the student’s own work or is being reused:

- It is off topic
- It appears to be have been written for another course
- The sources used are unusual or outdated, and not easily available in the UofT system
- The writing style is more sophisticated than you would expect from the student
- The language used is not typical of the student, or of undergraduate students in general

If your instincts tell you that the work submitted is not the work of the student who has submitted it, follow up on these instincts, because they are often correct. Call OSAI if you are unsure how to proceed with a case of this nature: we deal with them frequently, so can advise you on strategy.

Tips for investigation:

- If you suspect that the paper is not the student’s own work, but can’t find any evidence of plagiarism, meet with the student ASAP (please call OSAI for tips on interview strategy)
- If you suspect that you have received an assignment that appears to have been written for another course, determine if there are other courses offered for which the paper would be appropriate. You can find out if the student is enrolled, or has been enrolled, in any of these courses by asking your department administrator to check the student’s ROSI record. Make a discreet inquiry to the instructors of the relevant courses: you might ask if they received any papers on topic “x”. To protect the student’s privacy, do not use the student’s name.

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. Of particular importance are instructions that the assignment is to be individual work.

4. Test/Examination Offences

(a) Unauthorized Aids (possession of an electronic device)

In a test:

- Confiscate device for duration of test, but let the student complete the test.
- 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 completing the appropriate form.

(b) Unauthorized Aids (possession of 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 their relevance to the course. Indicate in the student's exam booklet the point that the student had reached when the notes were confiscated. 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 the case to OSAI for resolution via the department chair along with a report of the situation, the notes, and the test.
- The aid should be reviewed for relevance to the particular course.

(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 that 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. If there is writing on the student's hand or other body part, record immediately what is written since this may constitute the only material evidence for the case. Insist that the student wash the writing off before allowing him/her to continue with the test.

- 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. If the student refuses, make it clear that a report will be filed anyway, make detailed notes of the refusal, including any reasons given by the student for doing so, and report them along with your observations of the "use."

(d) Obtaining/Providing Unauthorized Assistance

- The clearer and more precise your observations and documentation for such an allegation, the stronger the case is.
- If you suspect that one 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, but do not delay the next step.
- 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 that 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 the students were seated in relation to one other.
- Compare the answers given by the students in question, looking in particular for similar wrong answers that may be specific 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 request 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.
- If you observe that a student is taking an unusual number of bathroom breaks or spending an unusually long time there, check that the student is not ill or in distress and check the bathroom for stashed notes.

5. 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.
- The same applies to other documentation the student may be required to present. If you are unsure whether your concerns are justified, do not 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. See Appendix F for a sample email. The TA for the course should not conduct the interview, although s/he may be present.

The instructor/student interview is meant to be **informal**. It is an opportunity for the instructor to present the student with his/her concerns and for the student to respond. It is not an interrogation.

The meeting should be relatively informal (i.e., it is not a legal proceeding) and be conducted fairly, with respect for the student.

It can be short. This is the student's opportunity 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.

In legal terms, this is a "without prejudice" meeting, meaning that anything that the student says at the meeting cannot be used against them as evidence should the matter go to Tribunal. The contents of the instructor/student meeting can, however, be used if necessary to facilitate resolution at the Divisional meeting, which is not a formal legal procedure. Should the matter subsequently go to Tribunal, any reference to the departmental meeting would be excised from the record of the meeting.

Interviews regarding allegations of academic misconduct may be emotional and stressful for all individuals involved. It is important to maintain a high level of professionalism. We suggest that two departmental representatives (the instructor plus an additional person) be present at any meeting so that one person can take notes and also 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 an instructor/student meeting.

1. Arranging the Interview

- a. Invite the student for a meeting. You can ask him/her privately after class, send an e-mail (use the student's utoronto account if available), or call. If calling, remember that many students live with their parents, so for privacy reasons disclose nothing about why you are calling unless you are speaking directly to the student. Your departmental administrator can obtain contact information from ROSI. Maintain a paper trail of all email correspondence and of any attempts to contact the student over the phone.
- b. When informing the student of the request for a meeting, advise him/her that you wish to speak to him/her about your "concerns" regarding a situation. If you suspect that the paper has been plagiarized, for example, you could say "I have concerns about your use of sources in assignment #3 and would like to meet with you to discuss those concerns." If the student asks for more details, you can say that you would be happy to explain in more detail when you meet. At all times, avoid making accusations and try to use as neutral language as possible. If you are using email, 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 subject to disclosure to the student and his/her legal counsel.

- c. Arrange for the meeting to take place as soon as possible after the essential documentation and information have been collected.
- d. If it is not possible to meet in person, discuss the matter by phone. This is only recommended except in exceptional circumstances. Avoid e-mail discussions because misunderstandings can easily arise.
- e. If the student doesn't respond to an initial request for a meeting, try at least two more times, using different methods, and keep a record of all attempts. On the third attempt, you might include a sentence saying that if you have not heard from the student by a certain date, you will be forwarding the case to the Dean's Office for resolution. If the student fails to respond, forward the file to OSAI via the 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 and take notes so that you can focus on what the student is saying. This is especially recommended if you suspect that a student may become verbally or physically threatening or abusive, or may use intimidating behaviour. The student should be advised what the role of this person 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.
- b. Students are expected to attend the meeting alone. However, if the student insists on bringing someone (family member, registrar, even lawyer), while irregular, you may allow this, but you should confirm that you are expecting to discuss the situation with the student 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.

Remember that when the Code says "knowingly" it means "what a student ought reasonably to have known at the time of the offence." "I didn't know that it was wrong," is thus not an acceptable defence 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 UofT and are therefore responsible for their actions. It is like a speeding violation: you may not have known that you were speeding, but it is nevertheless an offence.

3. *Conducting the Interview*

- a. If a second person is present to observe or take notes, explain who the person is and why s/he is attending the meeting.
- b. Explain your concerns clearly to the student without accusing him/her of an offence. This stage in the process is part of the investigation and is intended to provide you with information.
- 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" 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 if you suspect 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 has 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 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 that 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 Counselling and Psychological Services (CAPS). If the student indicates that s/he is suicidal or self-harming, please immediately contact the Crisis Response Team at 416-946-7111. If the student’s behaviour suggests that s/he may pose a threat to the safety of others, including you, please contact the Community Safety Office at 416-978-1485.

4. Concluding the Interview

If you believe that no offence has been committed, no further action is necessary. Assign a mark for the assignment. Note that under the *Code*, “not knowing” does not excuse a student—it is what a student “ought reasonably to have known” that is critical for determining whether an offence has occurred, and the University expects students to know the *Code*. In other words, if there is plagiarism, an offence has been committed regardless of the student’s expressed intent or any extenuating circumstances which s/he may raise. Explanations as to why the plagiarism occurred may, however, affect to some degree the sanction that is imposed.

If 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 chair for review and, if the assignment is worth more than 10%, on to OSAI. It may be helpful to tell the student that the *Code* requires you to forward cases or risk being accused on an offence yourself.
- b. Inform the student if you still need to meet with other students prior to making an assessment, and tell him/her 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, whether at the departmental or the divisional level. 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. If you notice that a student has already withdrawn from the course, please notify your departmental administrator and request that the student be reinstated.**

- 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 counselling.** 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.

5. Post-Interview: Reporting an Allegation to the Department Chair/OSAI

Departmental Level (work worth 10% or less):

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

1. An instructor may not impose a penalty but must refer the matter to the chair for sanctioning. Please complete the Academic Offence Form (Appendix E) and submit it to the chair.
2. The chair meets with the student to discuss the allegation.
 - a) If the student admits to an offence, the chair may impose a sanction.
 - i. The maximum sanction that the chair can assign is “0” for the assignment.
 - ii. The chair must notify the student of this sanction in writing.
 - iii. Note that this step can be omitted if the student agrees to waive his/her right to meet with the chair. See Appendix F for a sample of a letter that can be used in these circumstances.
 - iv. If the chair feels a penalty of zero is inadequate for the offence s/he may forward the case to OSAI.
 - b) If the student does not admit to an offence, the case may be forwarded to OSAI if the chair feels that an offence may have been committed. Please use the form found in Appendix E.
3. Departments should retain the file regarding the allegation and its resolution for a period of time determined by departmental policy.
4. **Immediately after the resolution of the case, please provide a brief summary of the case to OSAI for entry into the OSAI database** using one of the following options:
 - a) Copy OSAI on the final letter sent to the student indicating the sanction that was imposed. See Appendix F for a recommended sample letter
 - b) Use the form found at Appendix E of this booklet
 - c) Send OSAI a summary of the situation, including the student’s name and student number, the course number, the value of the assignment, the offence, the sanction, and the explanation provided by the student.

Divisional Level/OSAI (work worth more than 10% or no admission)

Allegations of an academic offence must be referred to OSAI, through the department chair (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.

The chair or designate may also forward a case to OSAI if the piece of work in question is worth 10% or less of the final grade and the student has admitted to the offence, but the chair or designate feels that a penalty of zero for the piece of work is insufficient.

Documentation Required for an Allegation of Academic Misconduct (see Appendix E):

When submitting a file to OSAI via the department chair, 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 date when it was submitted.
- Value of the work in question (percentage of final course grade).
- Student's other course marks to date and the course marking scheme.
- Instructor's contact information, both phone and email.
- Report of the alleged academic offence, including a summary of the interview with the student and the date on which the interview took place. If there is any other information of which OSAI should be aware, please include it 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 your report to the student.
- Other relevant information such as the course syllabus, assignment topic sheet and guidelines, handouts on plagiarism, samples of the student's other work, and, if pertinent, any communication 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.

The Divisional Process

Allegations of academic misconduct will proceed from the department chair to 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 to the offence.
3. The assignment is worth 10% or less but the chair or designate feels the case is very serious and warrants being sent forward to OSAI.

OSAI Case Process

- Case is logged and a database file is created
- A GWR (grade withheld pending review) notation is put on the student's transcript for the course in question until the matter is resolved.
- it is assigned to an academic integrity officer who thoroughly reviews the file and often conducts some further investigation (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 instructor may be contacted with follow-up questions.
- A meeting will be scheduled with the student and the Dean's Designate (DD).

Interview by the Dean's Designate for Academic Integrity

DDs are experienced academics, usually former acting deans, vice-deans and/or department chairs, who conduct the interviews with the student and make the final decision about sanction.

Note that the *Code* requires OSAI to invite the course instructor to the divisional level interview, and the presence of the instructor is often very helpful. 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. OSAI recognizes, however, how time consuming this process can be, therefore if an instructor does not wish to attend the meeting, just let us know. If the presence of the instructor is instrumental to the success of the meeting, OSAI will make this clear.

In some instances, the presence of the TA, invigilator, or other witness may be required. **TAs required to attend a decanal meeting should be compensated by their academic unit in pay at their specific hourly rate or in an equivalent reduction in hours previously allocated to other duties in their contract.**

Decanal meetings can take anywhere from 20 to 90 minutes (and rarely, even longer), but generally take no more than 30 minutes. The DD will:

- Read the student the “Dean’s Warning”, a reminder to the student of his/her rights in the process, namely, the right to bring counsel and the right not to speak if unwilling to do so.
- Summarize the case and ask the student if s/he wishes to discuss the situation.
- The DD will listen to the student and ask questions. Others present may also ask questions.
- Ask the student if s/he admits to committing an offence under the *Code*.
- Ask the student to wait in the reception area, then discuss with those present how to proceed.
 - If the student has admitted to the offence, the appropriate sanction will be discussed. Note that the DD is only empowered to impose a sanction if the student admits to the offence. Sanctions usually involve a zero for the assignment, a grade reduction of some kind, and an annotation of the student’s transcript to indicate 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.
 - If the student does not admit to the offence, but the evidence suggests that one has occurred, the DD may forward the case to the Vice-Provost, Faculty and Academic Life, for review with the recommendation that charges be laid and the case heard by the tribunal. For further information about the tribunal process and copies of past tribunal decisions, please visit the Academic Discipline and Faculty Grievances website <http://www.governingcouncil.utoronto.ca/AppealsDisciplineAndFacultyGrievances/acadiscipline.htm> .

After the Decanal Interview

- If a mark penalty is imposed and OSAI has full details about the student’s grades in the course, OSAI will submit the final grade to the Office of the Faculty Registrar (OFR), copying the instructor and the departmental administrator.
- If the course is not complete, or OSAI does not have a complete record of the grades for the course, the instructor will be provided with a form and asked to return it to OSAI at the end of term . OSAI will then submit the final grade to the OFR. It is essential that this form be returned to OSAI as the OFR will not remove the GWR (grade withheld pending review) notation on the student’s transcript until it receives this specific form from OSAI. Submitting the grade to the OFR using the usual grade reporting procedures will not remove this notation.
- If you have any questions, concerns or suggestions, please do not 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 notify your department chair who will then send the case directly to that faculty/division. If a case involves students from two different faculties, usually the cases will be resolved by a single faculty. 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 chaired 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 DD on the sanction that is being considered in the case (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. If OSAI feels that it would be particularly beneficial to have the instructor at a meeting, we will inform the instructor.

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 instructor and department chair are not involved). The instructor may be contacted for course information, or to attend the meeting at the divisional level, but generally the CPO of the examination fills the role of the instructor at the meeting as the person who reported the allegation. The instructor and chair will be copied on all formal correspondence between OSAI and the student regarding the allegation.

Q. I have received a Turnitin.com 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 verify the accuracy of the report, and to establish if the flagged material has been acknowledged properly. Currently, 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 (although we have been told that may change). A review of the paper by the instructor helps to ensure that a misunderstanding or inaccuracy in the electronically generated report does not cause the student in question any unnecessary stress. A review of this kind also often identifies additional material that Turnitin did not catch or establishes that false references are also involved in the allegation.

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. We currently resolve 94% of our cases in less than 3 months, and most of those in less time. A straightforward case in which the student is cooperating and there are no unforeseen difficulties should be resolved fairly quickly and easily (within a month of reaching OSAI). Factors that can slow down a case include incomplete documentation, difficulties obtaining documentation supporting the allegation, students who do not cooperate or who do not respond to correspondence, students who are in crisis of some kind (making it prudent to delay the process for a short time), and legal complications. Certain times of the year (term end and exams) are also particularly busy for OSAI and it may take up to three months to resolve a case if there is no reason to prioritize it (student graduating, student/instructor leaving country, etc.). 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. Yes. We recognize that the process can, at times, seem cumbersome and time-consuming, but it is essential that the procedures prescribed in the *Code of Behaviour* are followed. Adhering to the *Code of Behaviour* ensures fairness to our students and avoids potential complications and/or legal difficulties if a matter is resolved “under the table”. We greatly appreciate the efforts of all those who submit cases to our office – you are helping to uphold the values of the University and protect the reputation of the University and its degrees.

OSAI is constantly reviewing its 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 resolving the matter informally by assigning the student a poor grade for the assignment, rather than having to invest the time and energy required to meet the procedures specified in the *Code of Behaviour on Academic Matters*. The following are several reasons why it is critical that the process be followed.

1. **The *Code*.** Instructors and administrators are obligated by the *Code* to follow the procedures laid out therein just as students are expected to know the rules and avoid committing the offences covered in the *Code*. Deviating from these procedures may cause legal complications for the University. And failure to report an offence is considered as condoning an offence, which is an offence under the *Code*.
2. **Fairness and consistency.** A centralized offence-resolution process helps to facilitate fairness to students and consistency in sanctioning.
3. **Access to information.** Most instructors do not have access to ROSI (the Repository of Student Information) and 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 administrators and OSAI have full access to this information that 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 were 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 OSAI asks 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 deeper underlying reasons contributing to the academic misconduct (e.g., difficult family or home situations, physical or mental illness, etc.). Unless these issues are explored fully, 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.** Academic integrity officers are experienced in researching and investigating academic offences, and often discover additional serious issues of concern that are not immediately apparent and that may have been overlooked had the case been resolved informally. OSAI officers are particularly experienced in investigating offences, such as purchased papers and fraudulent documentation (medical notes, transcripts), with which many instructors may not be as familiar.

APPENDIX A: OFFENCES AND DIVISIONAL SANCTIONS

The following is an excerpt from the *Code of Behaviour on Academic Matters*. It outlines not only academic offences in the University, but also the sanctions available to the department, faculty, and university as a whole. The full *Code* can be found at: <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>

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.

3. It shall be an offence for a faculty member and student alike knowingly:

Appendix A: Offences and Divisional Sanctions

(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.

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

Appendix A: Offences and Divisional Sanctions

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

College Registrars

Innis College

Donald Boere (Registrar)	416-978-2871	donald.boere@utoronto.ca
Claudia Li-Tang (Associate Registrar)	416-978-2845	claud.litang@utoronto.ca

New College

Sally Walker (Registrar)	416-978-8269	sally.walker@utoronto.ca
Paul Russell (Associate Registrar)	416-946-8182	paul.russell@utoronto.ca

St. Michael's College

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

Trinity College

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

University College

Shelley Cornack (Registrar)	416-978-6224	shelley.cornack@utoronto.ca
Michael Nicholson (Associate Registrar)	416-978-6226	michael.nicholson@utoronto.ca

Victoria College

Susan McDonald (Registrar)	416-585-4405	s.mcdonald@utoronto.ca
Emanuel Melo (Associate Registrar)	416-585-4493	emanuel.melo@utoronto.ca

Woodsworth College

Cheryl Shook (Registrar)	416-978-5787	cheryl.shook@utoronto.ca
Jennifer Guyatt (Associate Registrar)	416-978-5597	j.guyatt@utoronto.ca

Other Important Contact Numbers

Student Crisis Response Programs

Coordinator: Becky Smith	416-946-7111
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Community Safety Office

General Number	http://www.communitysafety.utoronto.ca/resources/stgeorge.htm 416-978-1485
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Counselling and Psychological Services

General Number	http://www.caps.utoronto.ca/Contact-Us.htm 416-978-8070
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Centre for International Experience

General Number	http://www.isc.utoronto.ca/ 416-978-2564
Dr. Jian P. Su (Counsellor)	416-978-8774 jianping.su@utoronto.ca

UofT Writing Centre

College Writing Centres	http://www.writing.utoronto.ca/home http://www.writing.utoronto.ca/writing-centres/centres/arts-and-science
Academic Success Centre	http://www.asc.utoronto.ca/
Dr. Nellie Perret	416-978-7970 n.perret@utoronto.ca

Appendix C: Sample Academic Integrity Statement in the Course Syllabus

Sample Academic Integrity Statement

Academic integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for regrading.

Misrepresentation:

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

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the [College Writing Centers](#) or the [Academic Success Centre](#).

Sample “Student Awareness Statement”¹ (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 plagiarism, collaboration and the resubmission of work, and know what sanctions are applicable.

Code of Behaviour on Academic Matters
“How Not to Plagiarize” Guide

Signature: _____

Date: _____

Sample Statement on Collaboration²

Students often learn a lot from working with one another. You are encouraged to meet with other students from class for this purpose. For example, you might work through exercises in the course notes together or discuss any material you found confusing in lecture or in the course notes.

It is also legitimate to discuss assignment problems with other students in the class or consult a textbook. However, you must destroy any notes concerning assignment problems made during this time and you must not write down anything for at least two hours afterwards. Assignments must be written up completely by yourself using only the text and your own notes as aids. The point is that your written report should be your own work. Do not let other students even look at your completed assignment solutions, since this can lead to copying. These rules are meant to ensure that all students understand their solutions to the problems well enough to write up solutions by themselves. Failure to comply with these guidelines is a serious academic offense.

On the first page of each homework assignment, you must explicitly list all people, except the professor and course tutors, with whom you have discussed assignment problems (even briefly) and which problems you discussed with each. If you have discussed the homework with no one except the professor or course tutor, write “NO OUTSIDE DISCUSSION”.

You must also list all other material that you have consulted. If you have consulted no material except the course textbook and your course notes, write “NO EXTRA MATERIAL CONSULTED”. Note that finding (or copying) the solution to a homework problem on the web does not demonstrate your understanding of course material and, hence, will receive no credit.

¹ 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.

² Thanks to Professor Faith Ellen of the Department of Computer Science for use of her statement.

APPENDIX D: Academic Offence Forms



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

Office of Student Academic Integrity Academic Offence Allegation Form

COURSE AND STUDENT INFORMATION

Student Name: _____

Student Number: _____

Course Number: _____

Session: (e.g. 20109) _____

Instructor: _____

Value (%) of Assignment: _____

Instructor Email: _____

Instructor Phone: _____

MEETING WITH INSTRUCTOR

If the instructor is unable to meet with the student, please keep and provide to OSAI 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)

I wish to attend the divisional meeting Yes No

REVIEW BY CHAIR OF THE DEPARTMENT

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

Office of Student Academic Integrity
Sidney Smith Hall, Room 1047
osai.artsci@utoronto.ca Phone: (416) 946-0428 Fax: (416) 946-5967

APPENDIX D: Academic Offence Forms



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

OSAI Academic Offence 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

Date of Meeting: _____

Offence: _____

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 of sanction: _____

Copy of final letter sent to student attached.

Please note that students may NOT withdraw from a course in which an offence has occurred and a sanction imposed.

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

Date

Printed Name

Office of Student Academic Integrity
Sidney Smith Hall, Room 1047
osai.artsci@utoronto.ca Phone: (416) 946-0428 Fax: (416) 946-5967

APPENDIX E: Other Forms and Letter Templates

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

date

«Title» «First» «Last»
«e-mail address»

Student #

Dear Student:

As the Chair's Designate for matters concerning academic misconduct, I have received a report from Professor «Instructor» indicating that you have admitted to «Offence» in the course «Course». As you should know, this is an offence under the University's *Code of Behaviour on Academic Matters* which you may consult online at <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>.

Under Section C.I.(a) of the *Code*, the Chair's Designate of the Department in which the offence has been committed may resolve offences involving an assignment worth 10% or less of the final grade. In such cases, the student who has committed the offence is entitled to an opportunity to discuss the allegation with me before a sanction is determined.

In order to expedite the resolution of uncomplicated cases, if the student is willing to forgo the opportunity to meet with me, 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 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 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 your final grade for the course will be withheld until this matter is resolved.**

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

Sincerely,

Name

Associate Chair, Undergraduate Studies, Department of ????

cc: Professor «Instructor»; OSAI; College Registrar

APPENDIX E: Other Forms and Letter Templates

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

ACADEMIC DISCIPLINE

I, _____, admit the offence of
«Offence» in course

I also waive my opportunity to meet with the 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»

Please sign the appropriate section and return to: Undergraduate Office
Department of ???????
University of Toronto
Toronto, Ontario
M5S 2E4
Fax: (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.

APPENDIX E: Other Forms and Letter Templates

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

Date

«Title» «First» «Last»

«e-mail address»

Student #

Dear Student:

By returning a signed copy of the form I sent you on <<date>>, you have admitted to me that you committed an academic offence, namely (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 me to discuss the matter and accepted the sanction that 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 based on offence)

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

OSAI

APPENDIX F: 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](#), please contact the University's Office of Appeals, Discipline and Faculty Grievances.

Summary of the *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:

has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and
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
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
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

No person shall assault another person sexually or threaten any other person with sexual assault.

No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

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.

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, 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.

APPENDIX F: *Code of Student Conduct*

(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.)

(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:
repeatedly following from place to place the other person or anyone known to them;
repeatedly and persistently communicating with, either directly or indirectly, the other person or anyone known to them;
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
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.