PROMOTING AI IN THE CLASSROOM

1. **Make your expectations clear: be explicit about what is and is not allowed in your class.**
   - Do this orally in class at the beginning of the year and again before assignments are due.
   - Reinforce the message in course documents and on Blackboard.

2. **Devote part of a lecture to discussing why AI is important to you and should be to students.**
   - Put it in the context of protecting their hard work and the value of their degree.
   - Remind them of how critical integrity is in the working world.
   - Refer to relevant current events involving integrity issues.

3. **Remind your students of some of the lesser-known academic offences at U of T.**
   - Plagiarism includes copying the words of another – emphasize that any words/phrases copied directly from another source must be placed within quotation marks, as well as cited accurately.
   - Submitting the same work more than once is not permitted without the permission of the instructor.
   - Allowing a friend to copy work can result in an allegation of misconduct.

4. **Remind students that every year students are caught and sanctioned for offences and the consequences can be serious.**
   - Highlight that you take academic offences seriously by using an example from your own teaching experience and describe the sanction and the impact on the student.
   - Remind them that failure can result in not being able to progress in their program; an annotation may harm their chances at a job or grad school.

5. **Show students that you care about their success and help them help themselves.**
   - Emphasize that you are available to talk to them during your office hours.
   - Remind students of the many free resources available to assist them if they run into troubles of any kind, and help them develop the skills they need to succeed. A comprehensive list of resources can be found at [http://www.artsci.utoronto.ca/osai/resources](http://www.artsci.utoronto.ca/osai/resources).

DETERRING MISCONDUCT: COURSE AND ASSIGNMENT DESIGN

1. **Don't reuse tests/assignments.**
   - If students feel you are taking shortcuts, this may justify taking illegitimate "shortcuts" of their own.

2. **Use Turnitin.com.**
   - It functions as a deterrent for plagiarism, encourages students to be more careful about what they submit, is a useful tool for identifying plagiarism should it occur, and serves as a record of submission.

3. **Evaluate students on the entire writing process by evaluating supporting work such as outlines, drafts, and bibliographies.** This helps ensure that:
   - Students grasp the writing process.
   - You and the student have more opportunities to head off problems sooner rather than later.
   - Students can make up for a poor grade on one component.
   - It is more difficult to borrow a paper from a friend or purchase a paper from an essay mill.

4. **Don't assume that your students know what plagiarism is.**
   - Be clear that plagiarism includes copying the words of another person. Emphasize that any words/phrases copied directly from another source must be placed within quotation marks, as well as cited accurately.
   - Encourage students to use the valuable writing resources that exist at [http://www.writing.utoronto.ca/](http://www.writing.utoronto.ca/) including Dr. Margaret Proctor’s [How Not to Plagiarize](http://www.writing.utoronto.ca/hownottoplagiarize) document.
   - Devote a tutorial to research and writing skills including in-class writing assignments that allow students to practice skills such as summarizing and paraphrasing.
5. Ask students to submit an “Academic Integrity Checklist” with each assignment.
   - This reminds students of the assignment expectations and that it is their responsibility to meet them. (see http://www.artsci.utoronto.ca/osai/instructors-and-staff/templates for a sample).

6. Hold a final test or exam in your course as one of several forms of evaluation.
   - This provides students with an incentive to complete all course work without shortcuts because they know they will be tested on their own knowledge of the course material.

7. Enforce Faculty examination rules and procedures at all tests.
   - Do not allow pencil cases: specify what students are and are not allowed to have at their desks.
   - Remind students that no unauthorized aids are allowed, including cell phones.
   - Check student ID cards and signatures whether your class is large or small.
   - Instruct students not to write answers in large letters which are visible to wandering eyes.

8. Scramble question order on multiple-choice tests into two or more versions of the test to discourage wandering eyes.

REPORTING OFFENCES

Regrettably, no matter what steps you take to educate your class about academic integrity, there will always be some students who don’t pay attention or who make poor choices and commit academic offences. Being vigilant and reporting offences when they occur 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.

Encourage your TAs to be as vigilant as you are. Ensure that they are compensated (in assigned, paid hours) for any work that they do in identifying, investigating, and reporting academic misconduct.

Offences must be reported and handled according to the processes outlined in the Code—informal resolution is not allowed. This:
   - Protects the work of honest students.
   - Avoids complications that can occur should the student challenge a grade incorrectly assigned for academic misconduct.
   - Decreases the chances that the student might re-offend.
   - Ensures consistent handling of offences across the Faculty.

Key things to remember

1. If you believe an offence has occurred, you must give the student an opportunity to meet with you and discuss the matter.
2. Instructors are not authorized to assign a penalty for an offence, regardless of the weight of the assignment or a student’s admission to the offence.
   - If the assignment is worth 10% or less, and the student admits to the offence, the chair may impose a maximum penalty of zero for the assignment.
   - If the assignment is worth more than 10% OR the student doesn’t admit to the offence, the case must be forwarded to OSAI for resolution.
3. Students are not allowed to drop a course when a departmental allegation is under investigation or after a sanction has been imposed. Tell them this to avoid future complications – tell them this.
4. OSAI asks the department to report all departmentally resolved cases so that they can be entered into our central database in order to identify repeat offences.

For more information please see http://www.artsci.utoronto.ca/osai/instructors/resolution.

If you have questions or suggestions contact: Office of Student Academic Integrity (OSAI)

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http://www.artsci.utoronto.ca/osai