Faculty of Applied Science & Engineering: Information for Undergraduate Instructors

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Processing Suspected Academic Offences

1. Inform student of their alleged academic offence(s) by email. Invite the student to a meeting to discuss alleged academic offence(s).
2. At the meeting, discuss the suspected offence(s) with the student and share any available evidence. Allow the student to respond to the allegation(s). If the student admits guilt, explain that you cannot impose a sanction — the University's rules prohibit it. The incident must be reported through the proper channels.
3. If, at the end of the informal meeting, you still feel an offence may have occurred, file a brief report via the Faculty's Academic Offence Tracking Tool (AOTT): http://uoft.me/AOTT.
4. Should a student avoid a request for an informal meeting for longer than a week, file a report through AOTT.
5. Deliver evidence (sealed & marked confidential) to the student's Academic Advisor or the Dean's Office's reception; send electronic evidence to academic.integrity@ecf.utoronto.ca.
6. A representative from either the department or the Office of the Vice Dean will be in touch with next steps.

It is imperative that all instructors follow the University's rules for investigating academic offences. Please do not try to handle an offence, even a perceived minor offence, on your own. If the official procedures are not followed, students may avoid sanctions.

Ideas for Reducing Academic Offences

- Inform students of instructor expectations and the rules that govern student conduct.
- Include a statement regarding academic integrity in syllabus instructions.
- Have students submit an academic integrity checklist with every assignment.

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- Samples of an instructor statement and checklist from the Faculty of Arts and Science can be found online: http://uoft.me/expectations (follow the links to *AI Statement* and *AI Checklist*).
- Multiple-choice tests and examinations can result in offenses. To reduce copying, consider creating two versions of the test, each with a different ordering of the questions. Distribute tests in a checkerboard fashion.
- When assigning programming projects, explain to students how much assistance they can provide one another.
- Detect unauthorized programming cooperation; use a software analysis tool such as Measure of Software Similarity (MOSS). Inform students of the capabilities of the software and that you'll be using it.
- Change assignment topics from year to year (or at least decade to decade), so that students may not draw upon repositories of old assignments and solutions.
- Invigilators must be alert at all times; reading and texting should be prohibited.
- Discourage students from altering tests and submitting them for re-marking by informing them that you have made copies of their original tests.
- Encourage students to bring forward their questions and concerns regarding academic dishonesty.
- Establish a standard test-marking convention for noting omitted questions and unused space—a slash for completed solutions and backslashes for large areas of white space.
- Establish a secure method to return tests and assignments. Do not leave them in a box outside an office.
- Create and follow a well-defined procedure for handling re-mark requests. Avoid misunderstandings by asking students to complete a standard re-mark request form where they must explain the reason behind their request.
- Instruct invigilators to immediately separate students who appear to be communicating. No warnings or second chances should be permitted. At the end of the test, compare the tests of the students under suspicion.

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- If a student arrives at the wrong room for a test or exam, move them from their chosen seat or location to the front of the room, as they may have arranged to sit adjacent to another student for the purpose of cheating.

All questions, comments and concerns should be directed to the Dean's designate for academic offences, Hans Kunov (h.kunov@utoronto.ca).