

FALL 2025. Instructor Guide for Term-based Academic Integrity Strategy

What is a “term-based academic integrity strategy”? It is a communication plan that:

- Responds to learning needs at different points in the first term of study for new students
- Avoids front-loading all the academic integrity information in the first week
- Balances messages of consequences for academic misconduct with [multiple educational approaches that prevent academic misconduct](#)

Why use such a strategy? Students will be more likely to:

- Act on advice related to maintaining academic integrity that is well timed
- Internalize the values of academic integrity
- Avoid academic misconduct errors

What is the purpose of this guide?

- To make it easy for instructors to reinforce messages that are supportive of student academic integrity, across the term.
- To help instructors avoid academic misconduct concerns in their courses

What are the messages going out to students?

- The library will use its social media and related communication tools to promote key messages to all students – see the “slide link” for each week and consider using it yourself. [Here is the full set of slides.](#)
- Instructors can opt to use canvas announcements [Canvas Announcements Tutorial \(youtube.com\)](#) or related tools to provide more specific to the course on the same key message.

How can an instructor use this guide? In the table below (representing a 12-13 week term), you will find the following:

- The suggested time to deliver the message to students
- The issue that can lead to academic misconduct that provided tips may address
- Suggested draft language to email to learners, including some suggested resources (see links to slides that have been prepared)
- Ideas for what instructors can do within their classes to further support learners related to the tips

Note: *The messages are only drafts meant to give instructors a foundation for their messaging. Take a few minutes and turn these into emails that reflect your voice.*

	Student message (sent via Library social media, option to add to your Canvas Course)	Instructor message (to be delivered by instructor in the same week)
Week 1 (Sept 8 - 12)		
<p><u>Slide Link</u></p> <p>Issue: time management practice</p> <p>Key message: “Plan Ahead, Stay Ahead: Integrity Starts with Preparation!”</p> <p>Library social media date September 8</p>	<p>Time management is an important skill to work on to succeed in your studies.</p> <ol style="list-style-type: none"> Stay on top of due dates. Write down due dates in your favourite calendar to stay organized. <ol style="list-style-type: none"> Tip: Try to be as detailed as possible in your schedule and don’t forget to plan for meals, work shifts and fun. Know what’s allowed. Instructors may have different rules in place for what’s permitted for completing assignments. Protect yourself. Learn about the university's academic misconduct regulations. <p><u>Resources</u></p> <ul style="list-style-type: none"> • USSU Academic Handbook • Gen AI libguide • USask AI guide • Time Management Strategies • Six Time Management Strategies for Academic Success • Steps for Creating a Weekly Schedule • Academic Integrity Tutorial • Academic Integrity for Students • Communicating with Your Professor 	<ol style="list-style-type: none"> Strongly encourage students to create a calendar for their term. <ol style="list-style-type: none"> They should review it at least weekly Remind them that when they review it to add in upcoming work shifts, plans for fun, meals, and plenty of sleep. Explain your expectations outlined in syllabus and why it is that different courses and instructors can have different expectations for academic integrity and why you have yours. Outline your approach to due dates and extensions, describe how you want students to approach you with any requests. Share that you are responsible to follow the academic misconduct regulations, like they are, and that you welcome their questions at any point.
Week 3 (Sept 22 – 26)		
<p><u>Slide Link</u></p> <p>Issue: skills and knowledge required to meet expectations</p> <p>Key message:</p>	<p>Learning is a skill, and like any other skill, you can work at improving it.</p> <ol style="list-style-type: none"> Learn about the science of studying. Do you know the difference between ineffective and effective study strategies? Level up your papers. Find resources and get support for improving your research, writing, and citing skills. <ol style="list-style-type: none"> Tip: Where you have some choice about a topic or approach for an assignment, choose something you find interesting or valuable. This helps you find the assignment more intrinsically motivating and that can help avoid procrastination. Boost your math and science skills. Access tutoring and study groups to help you succeed. <ol style="list-style-type: none"> Tip: Math and stats help tutors: drop in help, book an appt. 	<ol style="list-style-type: none"> Provide direct links to resources you know students may need, like style guides or exam prep strategies. Share any success stories or advice about building skills. Invite students with experience with Library services or recommendations for study resources to share them in class (or on a course discussion board) because then you hear or see what is shared and can add to it or redirect it.

<p><i>“Building up your skills and resources”</i></p> <p>Library social media date (September 22)</p>	<p><u>Resources</u></p> <ul style="list-style-type: none">• Study Skills & Learning Strategies Guide• Writing Help• Math and Stats Help• Research Help	
Week 5 (October 6 – 10)		
<p><u>Slide Link</u></p> <p>Issue: assuming you know what to do when you don’t or what is ok when it isn’t</p> <p>Key message: <i>“Clarifying the rules”</i></p> <p>Library social media date: October 6</p>	<p>Assuming you know the rules without double checking can lead to problems.</p> <ol style="list-style-type: none">1. Review expectations. Re-read instructions for upcoming assignments so you know what is expected of you.<ol style="list-style-type: none">a. Tip: Refer back to your syllabus or other instructions related to upcoming assessments.2. Ask if you have questions. Unsure about what’s permitted or not? Ask your TA or instructor for clarification (e.g., using GenAI).<ol style="list-style-type: none">a. Tip: Ask for clarification or examples of unacceptable practices. (GenAI especially). Every instructor is different, clarify ahead of time what’s permitted.3. Know the difference between collaboration and collusion. Working too closely with peers can be considered academic misconduct.<ol style="list-style-type: none">a. Tip: If it feels like you wouldn’t want your instructor to know, then it’s likely academic misconduct and you should change it up. <p><u>Resources</u></p> <ul style="list-style-type: none">• Communicating with Your Instructor• Academic Integrity Tutorial• Academic Integrity for Students	<ol style="list-style-type: none">1. Review expectations again for your assessments. Talk about common errors to avoid. If you have noticed any borderline or more significant errors in students work, give them feedback early while they can correct.2. Invite questions about expectations now that the term is underway.3. You can use an anonymous question or group question activity to get students to share their questions more freely.<ol style="list-style-type: none">a. e.g., a question to pose using Poll Everywhere, “What are your questions about what kind of help you can get on the assignment?” where help could be expressed more specifically like about GenAI, tutoring, from a friend, old lab reports or assignments; students could upvote common questions
Week 7 (October 20 – 24)		
<p><u>Slide Link</u></p> <p>Issue: wellbeing, distress</p>	<p>Feeling overwhelmed or anxious is normal.</p> <ol style="list-style-type: none">1. Take a moment to reflect. Ask yourself how you are feeling, how you are managing, and how you are taking care of yourself.<ol style="list-style-type: none">a. Tip: Stop to think – how am I really?2. Find time for wellness. Strive to have a regular sleep schedule, move your body, eat some vegetables, and hang out with friends or family on a regular basis.<ol style="list-style-type: none">a. Are there some things you adjust to allow better attention to wellbeing.	<ol style="list-style-type: none">1. Tell a story about how you or others you know manage stress and why asking for help is a good thing. Model responsible self-care and help seeking to your students.2. Share basic information about Student Wellness and campus programs for a range of health and wellbeing

<p>Key message: “Checking in with yourself”</p> <p>Library social media date: October 20</p>	<p>b. Tip: Take advantage of the Student Wellness Centre resources</p> <p>3. Avoid shortcuts! Academic misconduct is never a good coping strategy when feeling overwhelmed.</p> <p>a. Tip: This is an important time to be sure you are not taking shortcuts or risking being accused of academic misconduct.</p> <p>Resources</p> <ul style="list-style-type: none"> • Wellness • Combating Procrastination workshop: live and pre-recorded • Academic De-Stress Not Distress tip sheet • Mental Fitness Tips tip sheet 	<p>supports, academic advising for considerations about course registration changes.</p> <p>3. Remind that academic advisors can assist if thinking about withdrawing from the course.</p>
Week 9 (November 3 – 7 – before the Reading Week break)		
<p>Slide Link</p> <p>Issue: time management, especially procrastination, overload</p> <p>Key message: “Staying on top of it, adjusting when needed”</p> <p>Library social media date: November 3</p>	<p>Disorganization and procrastination can cause overload.</p> <p>1. Adjust as needed. Consider when and which assignments are due and adjust your efforts to match your priorities.</p> <p>a. Tip: Does that calendar you made for yourself need some adjusting? Re-prioritize given where you’re at right now.</p> <p>2. Manage difficult discussions. If your instructor asks to talk to you about suspected academic misconduct, review the university regulations and reach out for advice from the USSU or the AIS.</p> <p>a. Tip: If your instructor asks to talk with you about potential academic misconduct, refer to the regulations, reach out for some advice or help to people like the USSU, the AIS, or this website.</p> <p>Resources</p> <ul style="list-style-type: none"> • Learning and Reflection guide page • USSU Academic Advocacy • Advice about allegations of academic misconduct • USask Academic Misconduct (procedures) 	<p>1. Use functionality in Canvas to help students keep track of important dates, &/or adopt an in-class practice of reminding students where they should be at on larger projects or exam prep.</p> <p>2. Demonstrate good time management on your end. If you need more time for something (like getting grades back to students) be transparent, show that timelines can be adjusted. Don’t infer that you are busier or more stressed than your students.</p> <p>3. Be sure your feedback so far helps students know what is needed and how to approach improving. Uncertainty about how to improve can lead to academic misconduct. Talk to students about their process or suspected academic misconduct.</p>
Week 11 (November 17 – 21)		
<p>Slide Link</p> <p>Issue: temptation, poor coping strategies</p> <p>Key message: “Sticking with it”</p>	<p>At this stage in the term, as a means of coping, unfortunately it’s tempting to take shortcuts.</p> <p>1. Turn assignment guidelines into a checklist. Cross-reference to make sure that you have met expectations.</p> <p>a. Double check you’re referencing and completing assessments according to expectations.</p> <p>2. Review referencing and citation rules. Knowing how to properly attribute where and how you found information is essential to your integrity. Avoid cutting-and-pasting, because it is easy to forget to paraphrase and cite properly.</p>	<p>1. Provide examples of what not to do.</p> <p>2. Again, acknowledge that the end of term is when students are vulnerable to academic misconduct mistakes and that you want to help them avoid that. Reiterate that you want them to ask questions.</p>

<p>Library social media date: November 17</p>	<ol style="list-style-type: none"> a. Watch out for things you may have cut and paste with the intention to incorporate or cite but have not. 3. Know the rules about acceptable GenAI use. Take care that you have only used GenAI when permitted and document its use in the way your instructor has asked. <ol style="list-style-type: none"> a. Take care that you have only made acceptable use of GenAI, and acknowledged that use in whatever way your instructor has asked for <p><u>Resources</u></p> <ul style="list-style-type: none"> • Citation workshops: live and pre-recorded. • Citation Styles guide • Assignment Planner 	<ol style="list-style-type: none"> 3. Reinforce your approach to due dates and extensions, reiterate how you want student to approach you with any requests. <ol style="list-style-type: none"> a. Offer some flexibility, if possible. Sometimes students don't know you would have rather had their assignment handed in late than plagiarized! 4. Invite, again (as in Week 3), students with experience with Library services or recommendations for study resources to share them in class because then you hear what is shared and can add to it or redirect it.
<p>Week 13 (December 1 – 5)</p>		
<p><u>Slide Link</u></p> <p>Issue: fatigue, pressure</p> <p>Key message: “Finishing strong and with integrity”</p> <p>Library social media date: December 1</p>	<p>It's getting close to the end; it can feel like fatigue and pressure are building up.</p> <ol style="list-style-type: none"> 1. Maintain perspective. It takes time to adjust to a new academic environment and new expectations. You can do it! <ol style="list-style-type: none"> a. Keep all of this in perspective. 2. Take care of yourself. Get enough sleep, activity and good food to fuel your brain and body and spirit and emotions. <ol style="list-style-type: none"> a. Get enough sleep, activity and good food to fuel your brain and body and spirit and emotions. 3. Keep up your integrity. Act with integrity right to the last final or last assignment. It will be worth it. <ol style="list-style-type: none"> a. Stay on track for academic integrity, right to the last final or last assignment. It will be worth it. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Exam-Writing Tips and Strategies workshop: pre-recorded • Exam Writing and Preparation page • What to Do Before, During & After Exams (pdf) • Tips for Answering Different Types of Exam Questions (pdf) • Mastering Multiple Choice Exams (pdf) • Writing Essay Exams (pdf) • Dealing with Exam Anxiety (pdf) 	<ol style="list-style-type: none"> 1. Remind students about how you secure assessments and check assessments for authenticity/academic misconduct 2. Explain what your approach will be if you suspect academic misconduct, as required by the regulations. <ol style="list-style-type: none"> a. E.g., you will contact them to discuss the assessment; and or; report the incident to the associate dean for guidance according to the regulations 3. Remind students to keep perspective and to prioritize their own sense of pride in themselves, including ethical behavior. <ol style="list-style-type: none"> a. Have them reflect on what has worked well and what kinds of supports they may need b. Share the links again to Student Wellness supports.