



PRESIDENT: Thompson Mefford

## AGENDA

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**Date:** January 11<sup>th</sup>, 2022

**Time:** 2:30 p.m.

**Location:** Zoom

**Teams:** [Digital Meeting Materials](#)

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### 1. APPROVAL OF MINUTES:

- a. Faculty Senate Meeting Tuesday, December 14<sup>th</sup>, 2021

### 2. SPECIAL ORDERS

- a. Grievance Board Annual Report: Aga Skrodzka, Grievance Board Chair

### 3. REPORT

- a. Robert H. Jones, Executive Vice President for Academic Affairs & Provost  
Standing Committees

1. Finance and Infrastructure Committee; Chair Andrew Brown
2. Policy Committee; Chair Lauren Duffy
3. Research and Scholarship Committee; Chair Brian Powell
4. Scholastic Policies Committee; Chair Lindsay Shuller-Nickles
  - i SPC 202101 Metrics of Effective Teaching
  - ii SPC 202102 Faculty Experience with Academic Integrity Violations
5. Welfare Committee; Chair Andrew Pyle
6. Clemson Experimental Forest Committee; Chair Betty Baldwin

- b. University Committees/Commissions

1. Committee on Committees; Chair Mary Beth Kurz
2. Faculty Representative to the Board of Trustees; Brian Powell
3. President's Report

### 4. UNFINISHED BUSINESS

### 5. NEW BUSINESS

- a. Ballot: Grievance Board Elections

**ADJOURN**

## **ANNOUNCEMENTS**

1. Faculty Senate Executive Committee Meeting: Tuesday, February 1<sup>st</sup>, 2022, 2:30 p.m.
2. Faculty Senate Meeting: Tuesday, February 8<sup>th</sup>, 2022, 2:30 p.m.
3. Convention of the Delegates Meeting: Thursday, February 10<sup>th</sup>, 2022
4. Faculty Senate Advisory Committee Meeting: Tuesday, February 22<sup>nd</sup>, 2022, 2:30 p.m.

*The Scholastic Policies Committee: shall be concerned with all policies of an academic nature which pertain to students. Such policies include recruitment; admissions; transfer credit; class standing requirements; academic honors policies; graduation requirements; class attendance regulations; student counseling and placement; and other related policies.*



## **SCHOLASTIC POLICIES COMMITTEE REPORT**

### **Agenda Item: 202101 – Metrics of Effective Teaching**

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#### **BACKGROUND**

The Faculty Manual requires tenure and promotion decisions to be made using the “best practice” for evaluation of effective teaching. It further states that “The University provides a standard form that meets the minimum requirements of current research-based practices for student rating of course experiences” (FM, Oct. 2021, v2.0, p. 67). Best practices and research indicate that student surveys of teaching experiences should mitigate implicit bias; utilize multiple metrics of teaching effectiveness; and involve implicit bias training for evaluators reviewing and utilizing survey feedback in the evaluation of faculty.

While the Faculty Manual recognizes that the evaluation of teaching effectiveness should include at least two metrics other than student surveys (e.g., evidence-based measurements of student learning; peer review of teaching, etc., see p. 67), this practice is not universal across campus. Further, studies conducted through the Tiger’s Advance Trailblazer’s Program have shown that Clemson University’s “Student Evaluation of Teaching” questionnaire yields biased results (Aragon and Powell 2021), emphasizing that tenure and promotion decisions at Clemson are not being made using the best practices of today.

The literature is rich with documentation evidence-based recommendations for best practices in the evaluation of teaching, including the impact of effective implicit bias training. Key articles supporting the committee’s discussion and recommendations include: Berk (2018), Shao et al (2007), Supiano (2018), Uttl et al (2017), Jackson et al (2014), and Gino and Coffman (2021).

With reference to such research and evidence of practices at Clemson, the “best practice” of today (2021-2022) must be an attempt at an unbiased evaluation, or survey questions (in conjunction with other forms of teaching evaluation) that mitigate bias as much as possible. Our current list of student survey questions (formerly referred to as Student Evaluation of Teaching, or SET, questions) does not comply with current research-based practices.

#### **DISCUSSION AND FINDINGS**

##### ***Previous Accomplishments***

Major strides were made by the 2019-2020 Scholastic Policies Committee to update the current practice of student evaluations of teaching to align with the Faculty Manual stipulation that tenure and promotion decision are made using the “best practice” for evaluation of effective teaching. The 2019-2020 Scholastic Policies committee recommended immediate removal of Question 10 (Q10) from the student survey questions, which was determined to be the type of question that concentrated bias against faculty and which was found to be misused as a single metric for the evaluation of teaching. Following the Faculty Senate’s approval of Resolution 2020-01, Q10 was removed from the student survey questions in the transition to

the Watermark platform. However, Resolution 2020-01 (<http://www.clemson.edu/faculty-staff/faculty-senate/archive.html>) further indicated the complete review of the student survey; revision of the survey questions in accordance with best practices; and further indicated that “the University will take steps to educate administrators and others reviewing faculty through surveys about bias in student evaluations of teaching.” In March 2020, Covid-19 disrupted a planned workshop for review of the student survey questions and other steps toward their improvement.

### ***Bias in Teaching Evaluations***

Tigers Advance, OTEI, and the Provost’s Office continue to gather evidence of *bias in teaching evaluations*, noting that evidence of bias extends beyond that of the student evaluators to include those responsible for assessing effective teaching (*i.e.*, TPR committee, department chairs, and administrators).

The SPC held discussions surrounding guidelines for peer-evaluations including “research-based rubrics” for peer evaluation and student evaluation score adjustments (e.g., removal of lowest 10% of quantitative scoring as a possible method of mitigating “revenge” surveys). While this report does not culminate with a revised set of questions for Clemson’s student feedback questionnaire, the committee did reach a consensus on the need to update the questionnaire with urgency. Further, the concept of student “evaluation” of teaching was rejected in favor of student “perception and feedback.” Appendix A includes key examples the committee will utilize in the redesign of the questionnaire.

### ***Inconsistent and Incomplete Implementation of Resolution 2020-01***

The 2019-2020 SPC recommendation for immediate removal of Q10 from the student survey questions has received inconsistent implementation across campus as peer-evaluators tend to favor quantitative evaluation metrics. Anecdotal reports from faculty indicate that some evaluators continue to disregard the larger survey results in favor of the use of a single survey question as a means of evaluating and comparing faculty. The committee believes that this would be a violation of the Faculty Manual insofar as this is clearly not a best practice for evaluating faculty.

While Q10 was removed from the student survey questions in 2020, many Clemson academic programs still rely on quantitative metrics to evaluate teaching effectiveness (e.g., mean of means, dropping the lowest 10% of scores). However, American Sociological Association (2019) clearly states:

“SETs should not be used to compare individual faculty members to each other or to a department average. As part of a holistic assessment, they can appropriately be used to document patterns in an instructor’s feedback over time... If quantitative scores are reported, they should include distributions, sample sizes, and response rates for each question on the instrument (Stark and Freishtat 2014). This provides an interpretative context for the scores (e.g., items with low response rates should be given little weight).”  
[ASA 2019]

Lacking an institutional tool for assessing the appropriateness of peer-evaluations, there is no evidence of repercussion for continued use of Q10 as a metric for teaching effectiveness. Since the SPC is responsible for the student survey questions, SPC has the power and responsibility to ensure Q10 has been removed from the questionnaire.

Ultimately, surveys of student perceptions of course experiences are not an appropriate single quantitative metric for evaluating teaching effectiveness and should not replace peer review of teaching. The use of a single question from a student survey alone is wholly inappropriate.

***Proposed Faculty Manual Changes***

Inconsistent implementation of the metrics for evaluation of teaching effectiveness is, in part, due to imprecise language used in the Faculty Manual.

Some examples of unclear language in the Faculty Manual and recommended revisions are noted below.

Current: “k. Evidence of Student Learning in Evaluation of Faculty Teaching is an important process requiring a multi-faceted approach.”

Proposed: “k. **Evaluation of Teaching Effectiveness** is an important process requiring a multi-faceted approach.”

Current: “i. Research supports...effective evaluations should include at least three of the following:”

Proposed: “i. Research supports...peer-evaluations of teaching effectiveness **must** include at least three of the following metrics”

Current: “ii. The University provides a standard...for student rating of course experiences.”

Proposed: “ii. The University provides a standard...for student **perception** of course experiences.”

Current: “iii. Student Evaluations” (e.g., as found on pages 50, 68, 149)

Proposed: “iii. Student **Surveys**”

Current: “(1) Student rating of course experiences...”

Proposed: “(1) Student **perception** of course experiences...”

Overall, the Faculty Manual should reflect the spirit of the “best practice” for evaluation of teaching effectiveness, which is to alleviate bias in the student, peer, and administrator evaluation process. Unbiased evaluations require a concerted effort on the part of the evaluator and in the design of the evaluation tool, both of which are critical to ensure Clemson, as an institution, acts in accordance with the mission to value diversity of identity, as well as diversity of thought.

**CONCLUSIONS**

As a growing institution, Clemson University continues to strive for excellence in teaching and research. Utilization of unbiased metrics of teaching effectiveness remains a challenge at Clemson, yet the “best practice” in higher education has shifted to unbiased metrics, including multiple forms of evidence. The recommendations put forth below are intended to hold Clemson evaluators accountable for recognizing the implicit bias underlying evaluations of teaching and work towards reducing disparity amongst Clemson faculty teaching evaluations. The following table lists the office or committee and their respective responsibilities regarding evaluation of effective teaching.

Office/Committee	Responsibility
Scholastic Policies Committee	Maintain the student survey questions
Provost’s Office	Ensure best practices for evaluation of teaching effectiveness are utilized in faculty evaluations
Office of Teaching Effectiveness & Innovation	Provide peer-reviewers with guidance on best practice for evaluation of teaching effectiveness
University-wide Advocacy Initiatives (e.g., Gantt Center, Tigers Advance)	Provide implicit bias training for faculty and staff
Faculty Evaluators (i.e., TPR committee members, department chairs, deans)	Engage with implicit bias training on an annual basis

Suggested University activities aligned with improved metrics for teaching effectiveness include:

- Requirement and documentation of annual implicit bias training for faculty peer evaluators. Further, we recommend requiring peer-evaluators provide written confirmation that they have met the training requirement.
- Collaboration with OTEI and SPC to provide faculty evaluators with clear guidelines for using the updated student surveys, including “research-based rubrics” for evaluations.
- Track the utilization of different metrics of teaching effectiveness across the university to ensure consistent implementation of “best practices.”

## RECOMMENDATIONS

Following extensive discussion, the Scholastic Policies Committee recommends the following actions.

- 1) The *Faculty Senate* commits to the *Policy Committee in consultation with Scholastic Policies Committee* a standing agenda item to consider the recommended Faculty Manual revisions concerning evaluations of effective teaching. A singular quantitative metrics (e.g., Q10, mean of means) from student feedback forms may not be used for evaluation of effective teaching, as this is inconsistent with “best practices” as required by the Faculty Manual. The scope should consider requiring a minimum of multiple metrics for evaluation of teaching effectiveness and annual implicit bias training for all faculty evaluators.
- 2) The *Faculty Senate* commits to the *Scholastic Policies Committee* a standing agenda item to consider the student survey questions. The student survey questions need to be changed to mitigate implicit bias. Of note, faculty close to promotion (e.g., 2-3 years) should have the option to use the old questions for consistency in assessment.
- 3) The *University institute* a university-wide implicit bias program for faculty evaluators.
- 4) The *Faculty Senate* should work with Deans, Department Chairs, and TPR Chairs:
  - a) reminding them about the disparities in Student Survey responses (formerly Student Evaluation of Teaching),
  - b) emphasizing that Q10 should not be used for evaluation of teaching effectiveness (and attach the 2019-2020 resolution),
  - c) emphasize review letters from department chairs or TPR committees that do not follow the best practice for evaluating teaching effectiveness, as outlined in the Faculty Manual, are grounds for grievance.

## PARTIAL BIBLIOGRAPHY

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Gino, F. and Coffman, K. (2021) Unconscious Bias Training That Works. *Harvard Business Review*. September-October 2021 issue.

Jackson, S.M, Hillard, A.L., and Schneider, T.R. (2014) Using implicit bias training to improve attitudes toward women in STEM. *Social Psychology of Education*, 17, 419-438.

Shao, L. P., Anderson, L. P., & Newsome, M. (2007). Evaluating teaching effectiveness: Where we are and where we should be. *Assessment & Evaluation in Higher Education*, 32(3), 355–371.

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Uttl, B., White, C. A., & Gonzalez, D. W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation*, 54, 22–42.

#### **2021-2022 Faculty Senate Scholastic Policies Committee**

Member	College
Lindsay Shuller-Nickles	CECAS, senator, chair
Peter Laurence	CAAH, senator
Linda Li-Bleuel	CAAH, senator
David Scott	CoE, senator
Bruce Gao	CECAS, senator
Christopher Norfolk	CECAS, delegate
Ravi Ravichandran	CECAS, senator
Thomas Newell	Ex-officio, Student Senate representative
Taimi Olsen	Ex-officio, OTEI director
Bridget Trogden	Ex-officio, assoc. dean, Undergraduate Studies

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## **SCHOLASTIC POLICIES COMMITTEE REPORT**

### **Agenda Item: 202102 – Faculty Experience with Academic Integrity Violations**

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#### **OVERVIEW**

With the quick transfer to online teaching and learning amidst the Covid-19 pandemic in Spring 2020, faculty became increasingly concerned with issues surrounding academic integrity. Anecdotal reports of increased incidents of cheating, as well as perception of hardship surrounding adherence to Clemson's academic integrity policies and procedures, motivated the Faculty Senate Scholastic Policy Committee investigation into the faculty experience surrounding academic integrity violations amongst the undergraduate and graduate student population.

Academic integrity violations at Clemson University are handled by the Office of Undergraduate Studies and the Graduate School. While this report does include some information on incidents of academic integrity violations by graduate students, the focus is on the faculty experience with academic integrity violations based on analysis of faculty survey responses. The recommendations are based on the survey results, as well as conversations between the Scholastic Policies Committee and the Office of Undergraduate Studies.

#### **CLEMSON UNIVERSITY'S ACADEMIC INTEGRITY POLICY**

Clemson University's academic integrity policy is summarized on the Undergraduate Academic Integrity website (<https://www.clemson.edu/academics/integrity/index.html>):

*"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form."*

The Academic Integrity website also provides instructions for both students and faculty dealing with academic dishonesty. Including the explicit statement that "Faculty members dealing with academic dishonesty who fail to follow procedures outlined in the *Undergraduate Catalog* and below may be subject to student grievances."

#### **SURVEY OF INSTRUCTIONAL FACULTY**

##### **Overview**

The SPC solicited feedback from instructional faculty via a Qualtrics survey emailed to the faculty listserv on August 19<sup>th</sup>, 2021 with a reminder email on September 14<sup>th</sup>, 2021. By the end of the data collection



period on September 17<sup>th</sup>, 2021, 384 responses (~26% of Clemson’s 1453 instructional faculty) were recorded, of which 359 responses were tracked as “eligible” based on participant experience of at least one year of instruction at Clemson (per participant feedback). Of the 384 survey participants, 6% taught < 1 year, 29% taught 1-4 years, 27% taught 5-10 years, 23% taught 11-20 years, and 15% taught > 20 years. Survey participants were 45% tenured, 19% tenure track, and 35% non-tenure track faculty, which is reflective of the faculty rank for Clemson’s instructional faculty. Only half of the survey participants disclosed their academic unit, yielding an average of about 13% participation from each academic unit (Table 1).

Table 1. Number of survey respondents that disclosed their academic unit as compared with the total number of instructional faculty in the unit.

College	# Reporting	Total #	% Reporting
CAFLS	13	129	10.1%
CAAH	23	300	7.7%
CBSHS	47	220	21.4%
CoB	22	196	11.2%
CoE	11	75	14.7%
CECAS	47	307	15.3%
CoS	29	226	12.8%

## Results

Faculty were asked to share the number of times they have engaged with students regarding academic integrity violations. Specifically, the survey asked faculty to “Reflect on [their] teaching experience at Clemson University. Approximately how many times have you...”

- ...suspected a student of violating the academic integrity policy (but did not confront the student)
- ...confronted a student of violating the academic integrity policy (but did not penalize the student)
- ...confronted and penalized a student regarding an academic integrity violation (but did not file a report)
- ...reported a student for an academic integrity violation.

This series of reflections was documented separately for interactions with the undergraduate student population and graduate student population (Figure 1) because the procedure for handling violations at Clemson falls under the purview of the Undergraduate Studies Office for the former and the Graduate School for the latter. The number of incidences reported for in the undergraduate versus graduate student population from this survey should not be compared because survey participants were not asked about the total number of students with whom they have interacted in each demographic. In fact, the extreme difference in the number of incidences of undergraduate student violations versus graduate student violations suggests that the survey participants have more experience with the undergraduate student demographic. Unless specified, the remainder of this report is in reference to the undergraduate student population.

Approximately 75% of the survey respondents have suspected an undergraduate student of violating the academic integrity policy at least once without confronting the student. In addition, over 50% of respondents have confronted at least one student of violating the academic integrity policy but did not penalize the student. Similarly, 50% of respondents have engaged in the reporting procedure for at least one incident of an academic integrity violation, and only 8% have engaged in the reporting procedure for 11 or more incidents. Of note, 44% of respondents report confronting **and penalizing** at least one student in violation of the academic integrity policy. According to Clemson University’s academic integrity policy, faculty are not entitled to penalize students for cheating without due process.

Reflect on your teaching experience at Clemson University.  
Approximately how many times have you...

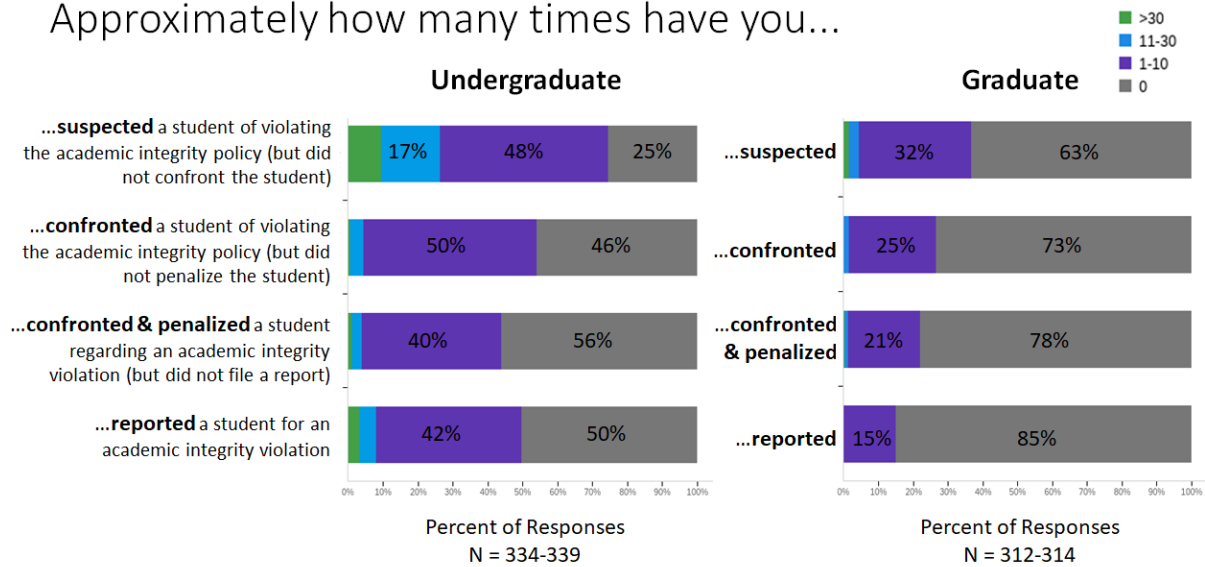


Figure 1. Distribution of respondents that reported the number of instances they have experienced dealing with different degrees of academic dishonesty in both undergraduate and graduate populations.

Faculty reported feeling disappointed, annoyed, and frustrated, amongst other feelings, while handling issues of academic dishonesty (Figure 2). Luckily, an overwhelming majority (84%) of the faculty report to have sought advice from departmental colleagues regarding academic integrity violations, which we attribute to strong collegiality. Further, nearly half (45%) of respondents sought advice from department chairs and 35% sought advice from the Undergraduate Studies Office.



Figure 2. Word cloud showing the feelings faculty members experienced when dealing with instances of academic dishonesty. Larger words correspond to more respondents. Respondents were able to select more than one feeling.

The open-ended survey questions emphasized the spread in faculty experience related to academic dishonesty. Of the 259 open-ended comments evaluated, 15% indicated positive feedback or no problems. For example, one faculty member simply stated, “I think [its] pretty good actually.” Other faculty highlighted the instructor burden, particularly surrounding time and evidence gathering, and lack of institutional support as key barriers in the process. Appendix 1 highlights key open-ended comments that guided the SPC recommendations.

## CONCLUSIONS

The survey results lead to two key findings: (1) Non-compliance with the academic integrity policy as evidenced by the 44% of respondents that have penalized at least one student of academic dishonesty without due process, and (2) Faculty experience increased emotional burden and workload stress related to handling of academic integrity violations.

Clemson faculty, particularly through the Covid-19 pandemic, have shown their steadfast devotion to classroom excellence and student learning. In response, the SPC recommends the following to alleviate faculty workload demands due to issues of academic integrity while elevating the stature of academic integrity as a metric of academic success.

## RECOMMENDATIONS

Faculty are reminded that consequences for academic dishonesty may not be issued without formal engagement through the Undergraduate Studies Office or the Graduate School. To mitigate instances of academic dishonesty, faculty are encouraged to:

1. Explicitly discuss academic integrity with students as appropriate for their specific discipline.
2. Engage with professional development opportunities related to course design and assessment provided through OTEI (Office of Teaching Effectiveness & Innovation). Department chairs and TPR committees are encouraged to acknowledge faculty participation in such professional development opportunities.

In the absence of time and resources available to overhaul traditional grading systems, the SPC recommends that the Undergraduate Studies Office, in collaboration with the Graduate School and other invested parties,

1. Develop an Academic Integrity module in CANVAS Commons for instructors to use in their courses.
2. Consider an online portal to streamline the front-end reporting process and enable accountability and transparency via ease of reporting. (E.g., <https://myusf.usfca.edu/academic-integrity>)

***2021-2022 Faculty Senate Scholastic Policies Committee***

Member	College
Lindsay Shuller-Nickles	CECAS, senator, chair
Peter Laurence	CAAH, senator
Linda Li-Bleuel	CAAH, senator
David Scott	CoE, senator
Bruce Gao	CECAS, senator
Christopher Norfolk	CECAS, delegate
Ravi Ravichandran	CECAS, senator
Thomas Newell	Ex-officio, Student Senate representative
Taimi Olsen	Ex-officio, OTEI director
Bridget Trogden	Ex-officio, assoc. dean, Undergraduate Studies

## Appendix 1: Open ended comments from instructional faculty

It really is a lot of work for the teacher and even though there is a board that decides whether the student is in violation or not, it still feels like there is a lot of pressure on the teacher to "decide the fate" of the student, even though it was the student that cheated and brought their fate on themselves. I just went through a hearing, the student was found to be "in violation", I have no doubt that she cheated, yet I still feel guilty about giving her an F in the course and she emailed me right after the hearing explaining how difficult her life was and why it was so imperative I change her grade to a D. This is after she was found to be "in violation", after I had said what the penalty was and after I had already corrected her grade from an I to an F. And I feel terrible about it even though none of it is my fault!

The entire burden of proof falls on the faculty member. The faculty know that this is going to be a lengthy process, create more work for them and perhaps with little support from the university. This is why many faculty choose not to report.

Gathering evidence and having the university not support you. Clemson focuses too much on keeping students happy. Even at grievance panel meetings faculty cater to the students. It is not worth the time.

Lack of enough opportunity to discuss violations with colleagues.

The panel members often know NOTHING about the subject matter. As a result, there are cases that are blatantly copied from something like an online source (e.g., massive missing steps, notational "reductions" that no human would ever make), and this would be blatantly obvious to anyone who has taught a class remotely like it. But the student can shamelessly lie his/her ass off to a panel of ... professors [from random disciplines], and get away with it. So is it worth spending hours preparing a packet for this?

It is ridiculous that students sit on the committee to judge academic integrity violations. I have had cases where I and a TA personally witnessed cheating in a classroom along with clear evidence on the exam of cheating where the committee said the student was innocent. For this reason I no longer submit reports.

It feels like a never ending battle and takes a tremendous amount of emotional energy in addition to doing the process. The process isn't overly onerous, but its that I have to do it again despite the syllabus, the telling them, the reminding them, the effort we put into mitigating and they still do it! And then the penalties seem so insignificant in comparison.

I hear the professor can never prove the violation. You would have to take a picture or video of the violation.

We probably need to have representatives of the administration address departmental faculty meetings about how the process works. Demystifying it may open the door to more reporting.

It puts a huge burden on faculty. It is so much work that I generally would rather not deal with it and the integrity unit. I have students who have made up interviews with folks, cheated off another, or uploaded my quizzes to quizlet and shared this. Each violation takes at least 3 working days to manage (which I simply don't have for students who aren't committed). It should be on the unit to collect evidence, I am not the police or a prosecutor. I should be able to click a button and say I suspect student X is cheating. Please set up a time with me to collect evidence and pursue the investigation independent of me.

There was no barrier to engage with the process. Because of the outcome of what appeared to be an obvious (IMHO) academic integrity violation where the student was found not guilty, I will think longer about reporting the situation. It may also lead to not submitting one in the future. In this case, the student copied answers of a different version of the quiz from the person sitting next to them. Somehow, the verdict was not guilty.

it is time consuming and i found that my expertise amounted to nothing on the one time i had a student contest the case; it was not a good use of my time.

Deciding whether the violation is something that should be handled with course consequences or reported to the academic integrity committee.

The whole thing was defeating. I haven't turned in a student since then because I now know it is a complete waste of time because they will get away with it anyway.

Whether the student is involved in athletics. The students I'm aware of with academic integrity violations are usually protected by the university due to being athletes in a well known program. They do not face the same penalties or repercussions as other students.

I don't have any extra time in my schedule. The students are the ones who cheated so why should I be punished with additional work? I always give the students the option of accepting my penalty, or being submitted to the academic integrity committee, where the penalty would be harsher. The students always pick my punishment, which is harsh. I understand that this isn't a perfect system because Clemson cannot track the students that committed these offenses. However, it's the best I can do with the workload that I have. If we wanted to figure out a way for me to have additional work related to academic integrity, we would have to start by finding a way to remove some of my other commitments. There aren't enough hours in the day and students like these don't deserve any of my additional effort.

My experience has been with the undergrad academic integrity process, and I have been generally frustrated that this office... has pushed me, and pushed colleagues, to use the "resolution form," which specifies a maximum penalty of a zero on the assignment, if memory serves. At every other academic institution I have been associated with, including high school, penalties for demonstrated plagiarism began with an F for the course. I understand that encouraging faculty to treat academic dishonesty more casually encourages student retention, but it discourages faculty morale, and faculty retention.

It should be a streamlined process with an online portal. The current process requires a great deal of research to determine the appropriate procedure.