Faculty Cheat Sheet on Academic Integrity
UGSintegrity@clemson.edu

Can't I just handle an academic integrity issue myself?

➢ You can't accuse a student of academic dishonesty and assess penalty unless the student receives due process. The student could file a grievance or lawsuit. We track offenders, so if you bypass our office you might be letting a serial cheater continue cheating.

The Suspicion Phase

Should I confront a student before I bring an official charge?

➢ It's up to you but we don't recommend it, to keep emotions down. It's best to contact us and let us contact the student.

Quizzes/Exams

- If you see a student cheating it's best not to disrupt class. If you wish, quietly tell them you suspect that someone is cheating off their paper and move *them*. Let them complete the exam. Bring your suspicions to us after you grade the assignment.
- If you see a cell phone out during an exam, discreetly take out your own cell phone and take a picture for evidence. Don't confiscate or search the student's phone.
- If you need to, take a short video of offending behavior as long as doing so won't disrupt class.
- If you discover cheating when grading a paper, make copies for your charge. Highlight the offending parts.

Plagiarism

- If you use Turnitin or AI-detection software, create a report and provide it to us.
- Use Google to match suspicious sentences to known Internet sources. Document the plagiarized sections of the sources.
- The use of generative AI is a form of plagiarism per the Academic Integrity Policy.
- If you want to meet with the student and have a pedagogical discussion about how your expectations were not met, you can use the Plagiarism Resolution Form to agree with the student on a penalty. Be sure to email a copy to the student to read and understand. The form will be submitted directly to our office. Contact us for a short consultation before you use the form the first time.
- If you don't want to meet with the student, you can provide the charge to our office. Contact Dr. Appling for a template.

Collaboration

- Based on our catalog definition, inappropriate collaboration is a form of plagiarism. You can use the Plagiarism Resolution Form or bring the charge to our office. Be very specific on the syllabus about what type of collaborations are allowed.

The Charge Phase

Is this going to take a long time?

➢ It shouldn't. We respect your time and will try to keep meetings to a minimum and paperwork as short as possible.

Email first

- If you're not sure whether you have a serious infraction, feel free to email first for a consultation (japplin@clemson.edu). If we need to discuss in person we can have a short meeting in 101G Vickery Hall or via Zoom.

Complete your charge

- We'll provide a template file you can use for each student charge. Remember to redact other student names and refer to other students as 'Student B' or similar.

Provide evidence

- A copy of the offending work and a short narrative describing your suspicions are required. Screenshots of online cheating, copies of plagiarized materials, or highlighted student work that has been copied is helpful.

The Resolution Phase

I'm not happy about having a hearing for every student that cheats in my class.

➤ Not every charge goes to a hearing. Based on solid evidence, most students take responsibility. About 10% have hearings.

Plagiarism Resolution Form

- If you used the form with the student and sent it to us, we create a record of the offense. You and the student receive a copy.

First Offenses

- If the student admits the violation, or is found in violation at a hearing, you will set the penalty and enact it in your gradebook. The maximum for a first offense is failure of the course. The most common penalty is a zero on the assignment.

Second Offenses

The minimum penalty for a second offense is failure of the course and a semester suspension. If the violation was determined by a hearing, the hearing board sets the length of suspension.

Best Practices

A list of things gleaned from observing Clemson academic integrity violations.

Quizzes/Exams

If possible, give multiple versions of the exam where you mix the order of questions and use different values if numbers are involved. Ensure that students sit with alternating versions along a row.

Require proctors to circulate in the room and watch students. Cheating is easier to catch from behind. Ask students to remove hats or turn baseball caps backwards so you can see their eyes. Remind students not to access cell phones or smart watches.

Carefully choose proctors for online exams. Consider using a site with personnel you can personally validate. Several courses now use a proctoring service. Clemson Online can provide guidance.

If students ask for regrading and you notice erasures, consider photocopying or scanning your graded exams before handing them back to students. Then compare when students request a regrade to catch alterations of answers.

If you give online quizzes in class, do an attendance check to make sure there are no students taking the quiz outside of class. Students could ask a buddy attending in person to text them or email them the quiz password.

Plagiarism

In general, students have a poor understanding of plagiarism from their previous experiences. Put a statement on your syllabus about your expectations and use class time to instruct your class on how to avoid plagiarizing sources. Don't assume they learned about plagiarism in previous classes.

If student work seems written at a level higher than you expect, put a sentence in an Internet search engine to see if it comes from another source. Consider using Turnitin, which will catch papers recycled from various sources, including your own class or other sections of your class. Warn your class not to use Chegg.com for graded work.

Clearly outline acceptable uses of artificial intelligence in coursework to maintain academic integrity. The Office of Teaching Effectiveness and Innovation (OTEI) has provided a guide on writing an AI statement.

Be aware of ethical considerations and data privacy when using AI tools, ensuring that any recommended tools comply with University policies and guidelines (CCIT AI Guidelines).

If you use the Plagiarism Resolution Form, consider having the student redo the assignment for a lower grade. This is pedagogically superior to just assigning a zero. Even if you don't use the form you can assign this penalty.

Collaboration

Be very explicit about your expectations for group work and individual assignments. In general, students have a poor understanding of what is allowed, and will make assumptions that might violate your rules. If specific collaboration is allowed in certain cases, but not in others (projects, homework, etc.), please specify and put in writing.

Providing inappropriate aid on an assignment is dishonesty, so you should charge both students if there is evidence that an assignment was shared. You can drop charges later if it is shown that the student cheating stole the assignment from the other student (this happens more than you'd expect).

Even if you prefer to grade printed assignments, consider having students also turn in electronic copies as well. This makes comparison among students easier in suspected cases of collaboration (using Turnitin makes it seamless). You can also check the author of the work in the Properties, if you have suspicions of a different origin.

Cases are often solidified when errors are shown to be propagated from one student to another. Look for misspelled words, odd fonts, and identical formatting as clues to inappropriate collaboration.

Forgery

In this digital age it's pretty simple for students to create false documentation like doctor's excuses. We recommend that you follow up with a phone call to establish validity of any paperwork.

This is not the official policy. For the official policy consult the Undergraduate Catalog.