What Steps Do I Take if I Suspect Academic Misconduct with AI?
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Many faculty are alarmed at potential violations of Academic Misconduct related to AI and feel concerned about what the future may hold as AI becomes more capable of mimicking human voice and decisions. And yet, fixating on cheating can lead to adversarial environments and significant time investments on already burdened faculty. We do not claim to have all the answers, but we can offer some options as we all wrestle with ways to help our students value the process of learning, the importance of deep knowledge of foundational concepts, and the emerging prevalence of AI that will undoubtedly affect their future careers.

We know that Academic Misconduct is not new. Two education scholars from Stanford, Victor Lee and Denise Pope (2023), indicate that long before ChatGPT, 60-70% of high school students in the United States reported participating in at least one “cheating” behavior during the previous month. Although outside of the scope of this white paper, there are deeper systemic reasons that students engage in misconduct.

Perhaps a starting place in helping students consider ethical decision making related to AI is to be sure they understand that it is their responsibility to know their instructors’ policies. One resource that may be helpful is our white paper, “Guidelines for Discussing AI with Your Students.”

What is the process at Texas Tech for responding to suspected academic misconduct?
The Office of Student Conduct has created an Academic Integrity Guide for Faculty that outlines the process. The first step is to review an incident and meet with the student(s) to gain initial clarity and determine if you wish to file a report and move forward with an official university investigation. The next step involves completing an , where you will submit all supporting documentation. The final step involves a formal academic integrity investigation and hearing process, if the incident cannot be resolved between the faculty and student at one of the earlier stages.

Some recommendations for faculty:
• Make sure that your AI policy is clearly articulated in your syllabus and course documentation. There are three recommended syllabus statements for AI. You may choose to provide additional details for clarification.

• Remember that an AI detection tool will not be sufficient as sole evidence of academic misconduct. These tools cannot be considered conclusive and may be problematic in determining if a violation occurred.
• One strategy that may prove helpful is to compare a student’s prior submission with the submission in question to identify discrepancies in writing style and tone.

**Tips for communicating with your students:**
Dr. Sarai Brinker (Lecturer, Talkington School of Music) is a faculty member who is known for innovative teaching, and, more recently, for her strategies with AI. Her **responses to students** are constantly evolving, and she shared an example of how she might communicate with a student in the case of suspected academic misconduct:

"Hello! Thanks for your submission. I can't assign a grade right now, because I have a few questions that I need your help answering in order to accurately assign a grade. In evaluating your work, I noticed some language that is characteristic of AI. However, I certainly understand that some people have a writing style that is similar to AI generated text. Can you help me by telling me if you used AI to generate this assignment, and if so, how? If this is AI-generated, please re-do and resubmit. If it is not AI generated, please reach out to schedule an appointment, so that I can talk to you and learn more about your approach to this assignment. This will help me more accurately assess your work."

**Other resources:**
Consider reading recent posts from the AI Resources and Guidelines blog, **Small Bytes**, such as this post from librarian Sabrina Davis, "**Can We Detect AI Usage?**" or this post from Matt Gregory, Dean of Students and Vice Provost for Student Life, and JaWana Green, Assistant Dean of Students and Senior Director of the Office of Student Conduct, "**AI and Student Academic Misconduct.**"

**Further reading:**
