

# Buckeyes Uphold Academic Integrity



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# Learning Objectives

- *Discover approaches to minimize opportunities for student misuse of A.I. tools and promote academic integrity*
- *Resources for prevention of academic misconduct available for your review.*



[go.osu.edu/preventacademicmisconduct](https://go.osu.edu/preventacademicmisconduct)

*Be engaged.  
Be curious.  
Build community.*

# 1. **Openly Discuss Academic Integrity with Your Students**



[go.osu.edu/preventacademicmisconduct](https://go.osu.edu/preventacademicmisconduct)



## Meaning of Academic Integrity

“Academic integrity is a commitment, even in the face of adversity, to **five fundamental values: honesty, trust, fairness, respect, and responsibility**. From these values flow principles of behavior that enable academic communities to translate ideals into action.”

- <https://ugeducation.osu.edu/university-terms>



## The Buckeye Honor Pledge

As a Buckeye I pledge to act with responsibility and care. I will build trust through honesty, transparency, and authentic engagement. I will demonstrate integrity through my original contributions and respectful collaboration with others. I will act in accordance with the Code of Student Conduct. Time and change will surely show, I will uphold these values wherever I go.

***“Help students choose to do the right thing, even when no one is watching.”*** - Tricia Bertram Gallant





# Ohio State Academic Culture

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Work  
independently.



Value  
originality.



Value  
individuality.

What about collaboration?

Can I use gen-AI?

Can I be part of a group chat with classmates?



*Instructors expect students to hand in their OWN work.  
Inspire students to choose learning over expediency.*

# OSU Shared Values

## VALUES, PRINCIPLES AND BEHAVIORS

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### VALUES

*Enduring commitments that shape our culture*

#### **Excellence and Impact**

Demonstrating leadership in pursuit of our vision and mission

#### **Diversity and Innovation**

Welcoming differences and making connections among people and ideas

#### **Inclusion and Equity**

Upholding equal rights and advancing institutional fairness

#### **Care and Compassion**

Attending to the well-being of individuals and communities

#### **Integrity and Respect**

Acting responsibly and being accountable

### PRINCIPLES

*Established goals that reflect our values*

Advancing sustainable and evidence-based solutions through mutually beneficial partnerships

Encouraging open-minded exploration, risk-taking, and freedom of expression

Advocating for access, affordability, opportunity, and empowerment

Putting people at the center of all we do

Building trust through honesty, transparency, and authentic engagement

### BEHAVIORS

*Expectations for our work together*

Together, we

- Stimulate creativity, critical thinking and problem solving
- Proactively collaborate with others and strive for meaningful outcomes
- Are bold in our endeavors and create environments to foster new approaches
- Demonstrate persistence and commitment
- Inspire others to join in and take action
- Champion everyone's potential for success

Together, we

- Are curious and open to different experiences
- Recognize everyone's potential to contribute new ideas
- Actively engage others' perspectives as opportunities for individual and institutional growth
- Work toward creative, collaborative solutions
- Use our successes and failures to learn and improve with humility

Together, we

- Intentionally foster a sense of belonging where all are valued
- Strive to understand and appreciate each other's backgrounds and experiences
- Listen to multiple voices and engage in civil discourse
- Acknowledge and address individual and systemic effects of bias and discrimination

Together, we

- Are compassionate and meet people where they are
- Support each other's physical and mental health
- Nurture a community of kindness and gratitude
- Foster individual growth and development
- Empower people to overcome obstacles

Together, we

- Value our greatest resource, our people, and acknowledge the contributions of every individual
- Allow people to make and learn from mistakes
- Work conscientiously and assume positive intent of others
- Actively listen and engage in open, honest dialogue
- Are good stewards of our and others' resources

## **2. Clearly Display Course and Assignment Expectations**





# Assignment Icons Clarify Expectations

## Academic Integrity

- Getting help on the assignment [is] permitted.
- Collaborating, or completing the assignment with others, [is not] permitted.
- Copying or reusing previous work [is not] permitted.
- Open-book research for the assignment [is] permitted and encouraged.
- Use of generative artificial intelligence for the assignment [is not] permitted.



### *Possible Inappropriate Gen-AI usage?*

Unauthorized use of generative artificial intelligence systems or similar technologies to complete academic activities;



**Discuss  
Meaning of  
Icons &  
Integrity  
Throughout  
Course**



Collaboration



Copy Previous Work



Open Book



Getting Help



Use of AI



To download icons:

[go.osu.edu/preventacademicmisconduct](https://go.osu.edu/preventacademicmisconduct)

# Transparent Use of Artificial Intelligence



<b>NAI</b>	No artificial intelligence
<b>AIG</b>	Artificial intelligence generated
<b>AIA</b>	Artificial intelligence aided

## Gen-AI Policies Should Include:

- When is Gen-AI permitted or forbidden to use
- Notice to use Gen-AI ethically & responsibly
- How to indicate authorship (citations, acknowledgements)
- Warnings about limitations of technology including hallucinations
- Discussion of how Gen-AI as a tool vs producing content

*Did you engage with your own mind and experiences enough to claim credit?*

*Did you critical analyze the materials?*

*Not all students have access to the same Gen-AI tools if there is a cost associated.*



# Checklist When Using Gen-AI in Academic Work





# Teach About Plagiarism & How to Properly Paraphrase

1

Word-for-word copying of someone else's work, in whole or in part, without acknowledgment.

2

Unacknowledged paraphrasing of the structure and language of another person's work.

3

Writing an assignment based solely on the ideas of another.

Adapted from the [College of Nursing website](#)



To download materials regarding plagiarism and academic misconduct scenarios, [go.osu.edu/preventacademicmisconduct](https://go.osu.edu/preventacademicmisconduct)<sub>12</sub>



# Technology is Everywhere

- Browser extensions
- Do you have a policy for the use Grammarly, QuillBot, PhotoMath, gen-AI?
  - Grammarly: *corrective vs generative* abilities



grammarly Product Work Education Pricing Resources

Contact Sales Log in Get Grammarly It

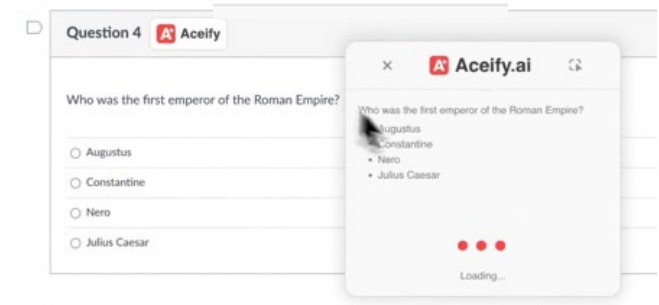
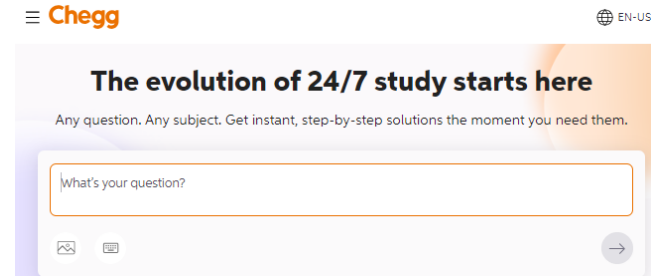
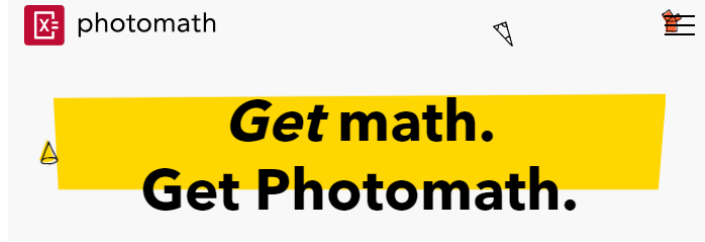
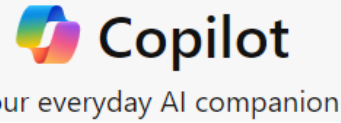
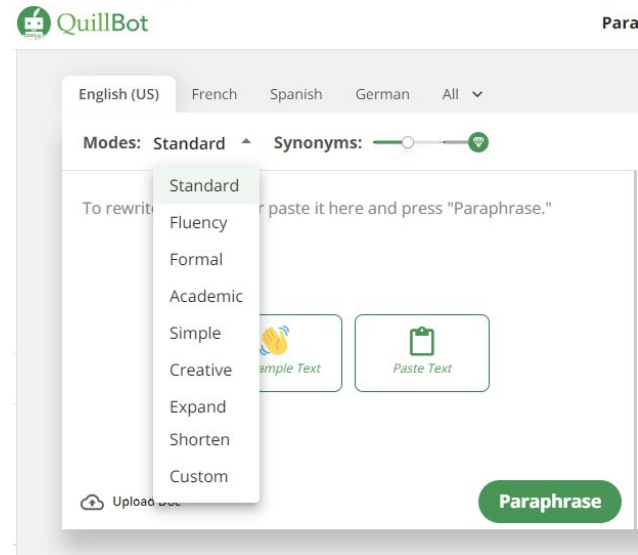
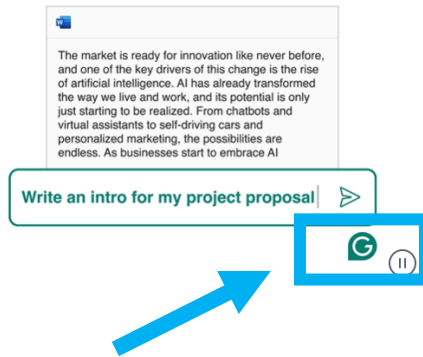
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# Prevention of Academic Misconduct

- Build community & engage students in a positive approach
- Discuss academic integrity throughout semester
- Clear written expectations on all assignments but have class conversations
  - Define collaboration
  - “Put it in your own words”
- Syllabus is a contract
  - **Course policies can offer flexibility**
- Teach about plagiarism, gen-AI limitations, & citations





## How is academic misconduct handled?

- Committee on Academic Misconduct (**COAM**) is responsible for evaluating charges of academic misconduct.
- Instructors are **required** to submit cases of suspected misconduct within **30 business days of discovery**.
- Instructors are not responsible for deciding the outcome of cases.
- Students assumed “**Not In Violation**”



# Warning Signs of Inappropriate AI usage

- Advanced writing style for student's knowledge level
- Substantially improved writing from previous work
- Answer doesn't answer the prompt or doesn't relate to course materials
- Writing not fluid...Multiple writing styles merged
- Circular writing
- Overuse of repeated words or phrases often from prompt
- False/incorrect references or data
- Lack in-text citations
- 4-5 paragraphs with 4 sentences each
- Overuse of starter statements
- On creative assignment, multiple students have very similar work
- Student cannot talk about their work

*Do you see similarities after putting the assigned prompt into AI?*

# **3. Identify Academic Misconduct Policies**





# Code of Student Conduct

Unauthorized use of generative artificial intelligence systems and/or similar technologies to complete an academic activity is prohibited.



## READ THE CODE

Every student at The Ohio State University is expected to read, understand and follow the Code of Student Conduct



## INTENTIONALITY

The Committee on Academic Misconduct (COAM) does not consider “ignorance of the Code” as an acceptable excuse for academic misconduct.



## CHECK IT OUT

[https://trustees.osu.edu/sites/default/files/documents/2019/08/CodeStudentConduct\\_0.pdf](https://trustees.osu.edu/sites/default/files/documents/2019/08/CodeStudentConduct_0.pdf)



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# Why submit a case to COAM?

- Protects students' rights to "due process"
- Relieves faculty of responsibility of resolving allegation
- Resolves allegations impartially, with consistent standards for review
- Ensures consistent standards for sanctions
- Provides an institutional "memory" (records)

*University's intent is to help students understand and learn what the University expects of students in terms of academic integrity*





# Students' Rights

Defined in the Code of Student Conduct

<https://trustees.osu.edu/bylaws-and-rules/code>

- Notice of charges
- Hearing bodies
- Administrative decision
- Hearing procedures
- Sanctions
- Appeal process

**Confidentiality** - of Instructors & COAM



# COAM

## COMMITTEE ON ACADEMIC MISCONDUCT

- Responsible for maintaining the University's academic integrity by investigating and adjudicating all reported cases of student academic misconduct.
- Rotating Membership (voting members, appointed)
  - 30 faculty
  - 15 graduate students
  - 15 undergraduate students



*Interested in serving?*





# COAM Process

- Educational & confidential process (**FERPA**)
- After submission, out of instructor's hands
- Student assumed “**Not in Violation**”
  - Assignment graded as if no allegations
  - Student should continue in the course without prejudice
- What happens if course gets over before case resolved?
  - **Incomplete (I)** and Lapse Grade given





# Resources & Links for Reporting Allegations

## Committee on Academic Misconduct (COAM)

- Reporting academic misconduct ([Resources](#))
  - <https://go.osu.edu/coaminstructorresources>
  - <https://coamincidentreports.oaa.osu.edu/>

## Office of Student Conduct

- Reporting other possible violations ([Resources](#))
  - <https://studentconduct.osu.edu/for-faculty-and-staff/filing-a-complaint>

## Office of Institutional Equity

- Reporting discrimination, harassment, or sexual misconduct or child abuse and neglect ([Resources](#))
  - [https://cm.maxient.com/reportingform.php?OhioStateUniv&layout\\_id=13](https://cm.maxient.com/reportingform.php?OhioStateUniv&layout_id=13)

# Submitting a COAM Incident Report

- Submission of case vs teachable moment
- To submit an incident report (IR)
  - [go.osu.edu/coam](https://go.osu.edu/coam) or [coamincidentreports.oaa.osu.edu](https://coamincidentreports.oaa.osu.edu)
  - Basic student and course information
    - Class number from Buckeyelink
- **Tips for Incident Report**
  - Type information in Word document and then copy into IR
    - Don't lose info – *system times out with inactivity*
  - Connected cases, submit both students on same IR
  - **Easy upload of PDFs** from course material
    - Assignment guidelines
    - Assignment weight
    - Allegation description







# COAM Incident Report

Completed report includes:

- Incident report
- Assignment instructions
- Allegations write-up
- Email communication
- Evidence
  - Student submission
  - Carmen exam settings, Action logs
  - Turnitin report
  - Output after your prompt into gen-AI
  - Source Information
- Syllabus

<https://coamincidentreports.oaa.osu.edu/>





# Collection of Evidence for AI Cases

- Allegations write-up
  - What made you suspect AI usage?
- Assignment instructions
- Assignment weight as %
- Student submission(s)
  - Multiple students have similar work
  - Previous writing Sample
  - Turnitin Report
- Sample of gen-AI results after input of prompt
- Syllabus





# Plagiarism

**It is NOT original composition to**

- Change a few words
- Omit a few sentences
- Change order of words
- Use of gen-AI to write for you
- Use a paraphrasing generator
- Reproduce the structure and progression of ideas in a work you have seen

*You must engage your own mind and experience enough to claim credit*

# Template for Notifying Students via Email

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## INSTRUCTOR MAY NOTIFY STUDENT

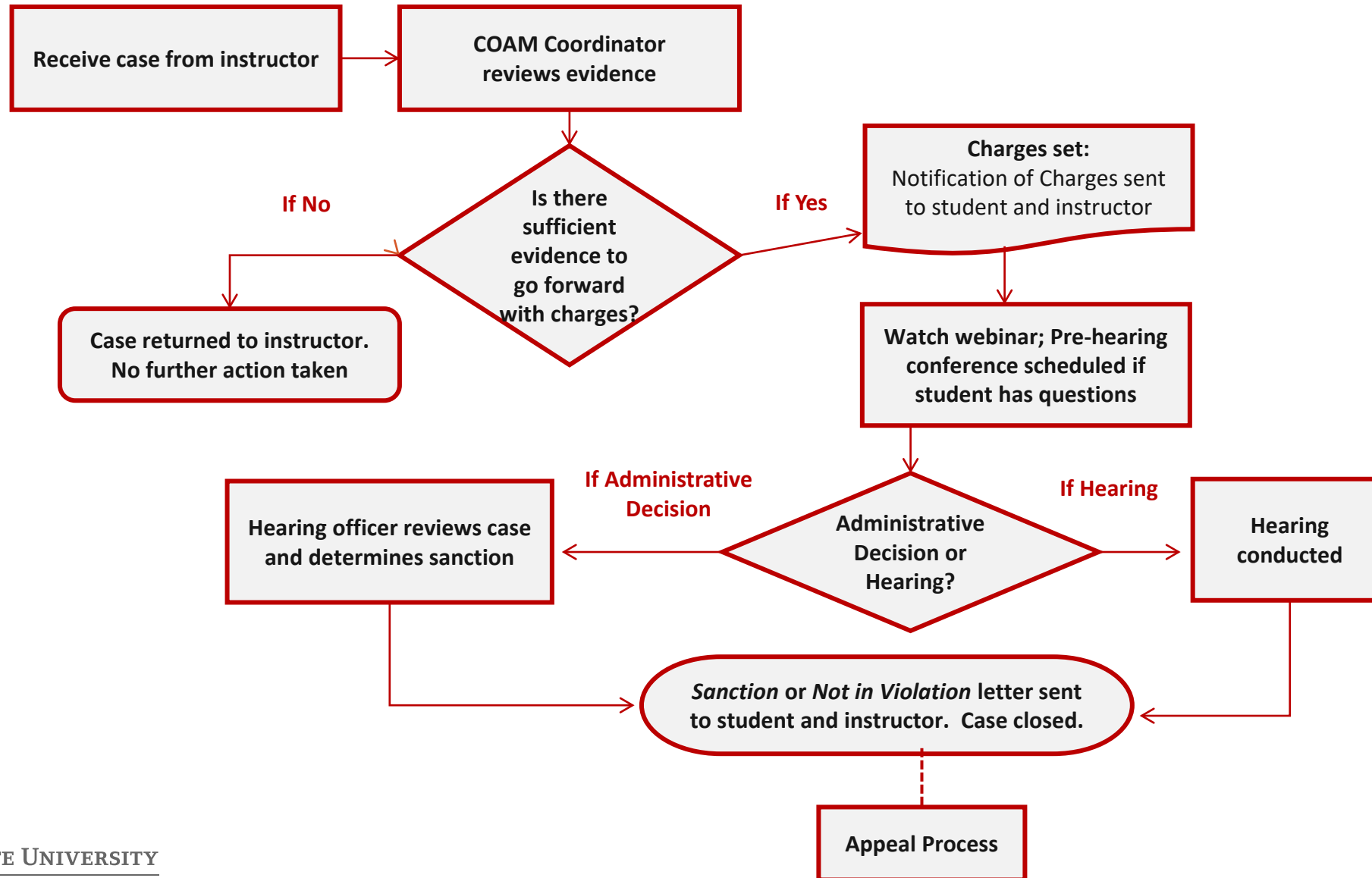
"I believe that you violated the Code of Student Conduct by using unauthorized materials during an examination. I am required by university rules to report these allegations to the Committee on Academic Misconduct (COAM). The Committee will determine whether or not you have violated the Code of Student Conduct. You are assumed to be "Not in Violation" of the Code of Student Conduct until the case is resolved. If the allegation of academic misconduct is not resolved before the end of the semester, I will report a final grade of Incomplete (I) with the alternate lapse grade being the grade that you would have received in the absence of allegations. You should continue in the course without prejudice and your final grade will be determined after the allegations of academic misconduct are adjudicated. If you need additional information, you may contact COAM."

**Customize the line above based upon allegation**





# What is the Process of COAM?



# Possible Sanctions When Found “In Violation”

## Disciplinary Sanctions

- Formal Reprimand
- Disciplinary Probation
- Suspension
- Dismissal
- No opportunity for re-enrollment at OSU

## Grade Sanctions

- Zero “0” on assignment or part of assignment
- Reduction of final course letter grade
- Failing grade of “E” in the course
- Students who withdraw can be re-enrolled by COAM





# Immigration Implications

- Students academic and immigration record are interdependent.
- Some COAM cases result in suspension or dismissal from the university.
- Suspension or dismissal → transfer or termination of F-1 or J-1 record.
- Termination of F-1 or J-1 record → loss of legal status in the U.S.

# Points for Students to Consider



- Ⓜ Watch out for plagiarism and cheating
- Ⓜ Honor the originality of your work
- Ⓜ Ensure that you understand the ethical implications of AI
- Ⓜ Take responsibility for your actions
- Ⓜ Safeguard your work from being misused
- Ⓜ Think critically about the role of AI in academic integrity
- Ⓜ Observe the rules and guidelines set by your institution
- Ⓜ Never compromise on academic integrity
- Ⓜ Encourage others to uphold academic integrity



# “An ounce of prevention is worth a pound of cure”

- Unique challenges
- Foster environment of personal accountability and integrity
- Best practices, strategies, and resources available
- By university policy, all instances of suspected academic misconduct are to be forwarded to COAM.



# Resources for Success

- Academic Advisor
- Student Life Disability Services - [slds.osu.edu](https://slds.osu.edu)
- Younkin Success Center – [younkinsuccess.osu.edu](https://younkinsuccess.osu.edu)
- Counseling & Consultation Service – [ccs.osu.edu](https://ccs.osu.edu)
- The Writing Center – [cstw.osu.edu](https://cstw.osu.edu)
- Student Advocacy Center – [advocacy.osu.edu](https://advocacy.osu.edu)
- Office of International Affairs – [oia.osu.edu](https://oia.osu.edu)
- Graduate Ombudsperson – [ombuds.osu.edu](https://ombuds.osu.edu)
- Buckeye Food Alliance.org





# Buckeyes Uphold Academic Integrity

## Questions?

Reach out to [coam@osu.edu](mailto:coam@osu.edu)





# **4. Prevention of Academic Misconduct**





# Prevention of Academic Misconduct

- Build community & engage students in a positive approach
- Discuss academic integrity throughout semester
- Clear written expectations on all assignments but have class conversations
  - Define collaboration
  - “Put it in your own words”
- Syllabus is a contract
  - Course policies can offer flexibility
- Teach about plagiarism, gen-AI limitations, & citations

Require an  
AI audit  
trail

Require  
permission  
to use AI

Specific  
restrictions  
on AI

Require  
citation  
tool

Set AI  
publication  
policy

Standards  
students &  
faculty

Require  
student  
consent

Warn  
about AI  
downsides

Explain  
how to cite  
AI

Require users  
to take  
responsibility

# Setting AI Guidelines

- Visit <https://umaine.edu/learnwithai/>
- Go to the Set AI Guidelines section
- Click on the tiles to see advice and strategies for setting AI guidelines
- Which guidelines resonate you in your courses?





OFFICE OF ACADEMIC AFFAIRS

## COMMITTEE ON ACADEMIC MISCONDUCT

# Instructor Resources

### What is COAM?

The Committee on Academic Misconduct (COAM) is charged with maintaining the academic integrity of The Ohio State University by establishing procedures for and investigating all reported cases of alleged academic misconduct by students.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. Thus, The Ohio State University and COAM expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct."

### Defining Academic Misconduct

The University's Code of Student Conduct defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process." While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules
- Violation of program regulations
- Knowingly providing or receiving information during a course exam or program assignment
- Possession and/or use of unauthorized materials during a course exam or program assignment



#### Committee on Academic Misconduct

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Coordinator

Connie Rodeffer  
Office Manager

33 West 11th Avenue



# Helpful Hints

- Create groups of questions
- Shuffle questions & answers
- Use unique passcodes
- Check aisles and Check IDs
- Review submission screen before student leaves classroom
- Monitor carmen activity live
- Leave phones on desk before restroom
- Proctor appropriately
- Limit time for assignments
- Use academic integrity icons
- Use lockdown browser
- Use Turnitin
- Check out action logs
- Offer office hours
- Scan exams before returning



# I Can't Believe My Eyes!

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- Be prepared for something to occur
- Make announcement to class to remind of proper behavior
  - Can ask student to move
- Observe the student's behavior carefully
  - Record specific & detailed observations
  - Acceptable to use cell phone to document
  - Get witness to document observations
  - Collect evidence
  - NOT acceptable to prevent student from completing assignment
  - Submit names of all student's involved & COAM will resolve
- Contact the instructor immediately
- **DO NOT** accuse or judge the student
- **DO NOT** discuss the case with other instructors, TA, students, parents





# Develop a Strong Writing Process

*Students often say. . .*

- “I forgot to put in the quotation marks and citations before handing in my paper!”
- “I handed in the wrong draft, without proper citations!”
- “I uploaded my friend’s paper by accident.”

**\*\*\*Develop a writing process that will never lead to that mistake!\*\*\***

Instructors do *not* care how well you can copy and paste. They *do* care about **your ideas and how you express them**, and how you **back them up/contextualize** them with outside source material.

# Test-Taking Behavior

*In an in-person exam:*

- Don't talk to others, even about non-test related topics
- Don't write anything on your body, even non-test related items
- Don't interact in any way with your cell phone, or have it visible
- Keep your eyes from wandering

*In an online exam:*

- Don't switch in and out of the Carmen quiz page
- Open book does not mean you can look at any online material
- Ensure a stable internet connection before you start
- Don't panic and close out of the exam halfway through



## Test Your Knowledge:

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Yes or No?

*Should you ....*

- *read the syllabus?*
- ask your instructor questions when you are confused about assignment guidelines?
- share your answers for a test with a friend?
- collaborate on assignments if not permitted?
- read assignment instructions carefully?
- act with integrity?
- copy a friend's assignment?
- wait until the last minute to complete an assignment?
- use artificial intelligence to complete assignments?
- search the internet for your specific assignment?

**Is this helpful  
for success?**



## Tips for Success – DO's and DON'Ts List

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1. Do read the syllabus carefully
2. Do read assignment instructions completely
3. Do review the grading rubric
4. Do ask questions
5. Do create an outline
6. Do ask for help from instructor, teaching assistants (TAs), Writing Center, and legitimate tutoring
7. Do read the OSU Code of Student Conduct
8. Do act with integrity



**DO's**

1. Don't procrastinate or wait until the last minute to start work
2. Don't search for your specific assignment on the internet
3. Don't use "study help sites" (chegg, course hero, github)
4. Don't use artificial intelligence unless it is authorized for use by your instructor
5. Don't ask to see a friend's assignment or give a friend a copy of your assignment
6. Don't ask someone to complete an assignment for you
7. Don't chat with friends during examinations
8. Don't collaborate on assignments if not permitted
9. Don't copy and paste from an example or exemplar. This puts you at risk of plagiarism, and you'll miss out on learning from completing the assignment
10. Don't use substantial portions of your own previous coursework without specific written permission from your professor. You build your knowledge, skills, and abilities by creating new work for every course and every assignment



**DON'T's**

# Test Your Knowledge: Is This Misconduct?



Yes or No?

## Scenario #1

*Students were told to put away all devices. A student received a text message during the exam and responded.*

## Scenario #2

*A student asked for help. You didn't have enough time to help so that you sent your completed work to them.*

## Scenario #3

*During an exam, students were told to keep their eyes on their own papers. A student was recorded staring at a student's exam sitting next to them.*

## Scenario #4

*A student was texting another student a code to start the quiz. The other student was in their apartment instead of the classroom.*

## Scenario #5

*Students were asked to only use course materials to complete a written assignment. A student used gen-AI to help them analyze the prompt of the assignment.*

## Scenario #6

*A student used PhotoMath to help them solve a quiz question.*



# Test Your Knowledge: Is This Misconduct?



Yes or No?

## Scenario #7

*A student was sick but didn't have time to go to the doctor. They used the internet to make a doctor's note to submit to instructor.*

## Scenario #8

*A student was taking a language exam remotely using Proctorio. They did not keep their eyes on the screen and were seen looking at the same area. The writing was not consistent with previous writing samples.*

## Scenario #9

*A student was allowed to use ChatGPT on an assignment as long as they cited it. The student did not cite its use.*

## Scenario #10

*A student posted one sentence to a discussion post. Then the student hit EDIT and copied other students' words/ideas to add to their discussion post.*





# Test Your Knowledge: Is This Misconduct?



Yes or No?

## Scenario #12

*Students allowed to use their own personal notes on exam. Student accessed Carmen to look up information on course notes.*

## Scenario #13

*After the assignment was turned in, a fellow classmate reached out and asked to see your work since they wanted to improve on their next assignment.*

## Scenario #14

*On a closed exam that was to be taken in Carmen quizzes, student used phone in restroom to look up information.*

## Scenario #15

*On a group exam, students were to do their own work then get together to teach each other & submit one final document with equal participation. Instead, students did the “divide & conquer” approach. Two of the answers were similar to another groups’ work.*

## Scenario #16

*Students were to read a journal article and summarize it in their own words. The student used artificial intelligence to summarize for them but still added some of their own ideas.*

## Scenario #17

*Student taking exam from home that is closed. After they finished exam, they shared with classmates in group chat how it went. Other students started asking questions about specific content and information was shared.*



