



Academic Integrity & Artificial Intelligence

A Faculty Guide

1 GATHER EVIDENCE



Syllabus

Does your syllabus clearly state how GenAI can/cannot be used?



Activity Logs

Are there Canvas activity logs or Word version histories that show how quickly a student wrote?



Similarities

Are there similarities between a student submission and answers generated by AI? Enter the assignment prompt into an AI generator and compare the results.

Not Considered Evidence



Comparing

A comparison of the student's writing style in various assignments is a red flag, but it is *not* considered evidence.



Detection Tools

GenAI detection websites are not recommended. They have high false positive rates, are biased against non-native speakers, and raise privacy concerns if student papers are uploaded.

All instructors are encouraged to check with their local campus academic integrity committee for further guidance.

2 PLAN A CONVERSATION

- Have a plan before you meet with the student.
- Consider these [conversation starters](#) to promote dialogue.
- Use a friendly conversational tone.
- Schedule a meeting in a place where you can talk confidentially.

4 SHARE CONCERNS

- Show the student the evidence leading to your concern.
- Be open to the student's explanation and ask follow-up questions.
- Consider assigning a self-reflection [worksheet](#) to promote student awareness.

Many faculty are incorporating AI use in their classes. Your student may not be aware that the same AI usage is not allowed in your class.

3 ASK QUESTIONS

- What was their process to generate the answers?
- Can they share documents of their process (outline, notes, drafts)?
- Why did they choose certain sources?
- Why did they sequence information in that way?
- How did they answer so quickly?
- What outside tools, like ChatGPT, did they use?

GenAI is part of many popular writing tools, like Grammarly. Students may use these tools without realizing that the embedded AI will rewrite their work beyond what is allowed in the course.

5 SUBMIT ACADEMIC INTEGRITY FORM

- If intentional or unintentional academic misconduct is suspected, file an academic integrity [form](#).

6 Assignment UPDATE



How could the assignment be developed to promote honest efforts?

- Assess benchmarks of the learning process.
- Assign in class assessments, presentations, group work, or multimodal projects when appropriate.
- Show students how to use GenAI for inspiration when they are brainstorming or at other points in the learning process.
- Encourage student self-assessment of acceptable GenAI use (e.g., AI [Checklist](#)).

Contact your local instructional designer for support
<https://commonwealthteaching.psu.edu/local-design-support>