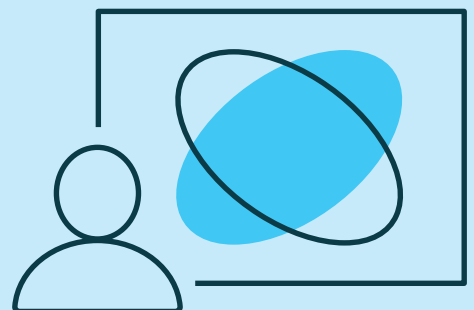


Artificial intelligence

Updating your academic integrity policy in the age of AI

This guide provides clear steps to reviewing and revising existing academic integrity policies to address the potential misuse of generative Artificial Intelligence (AI) tools.





A careful review of the academic integrity policy should aim to answer this question: ***How and to what extent is the use of a generative AI tool acceptable within the academic environment?*** This question can only be answered by individual institutions.

Getting started

- Examine your institution's current academic integrity policy for gaps that weren't addressed previously when AI technology wasn't so readily available to students. If there isn't a current policy in place, guidance is available within our [Disrupting Plagiarism](#) set of resources.

An important part of maintaining your policy is to review it and make changes as needed.

Consistency is key to the success of implementing such a policy, so guaranteeing that all stakeholders are included from start to finish is of paramount importance. Equally important is that there is a standard policy in place. Focus should be on a consistent response within the department or institution, yet there needs to be adequate flexibility to inform educators' decisions and to address any issues in a formative way.

Establish a common lexicon

- It will be necessary to have a common understanding of the vocabulary regularly used around the use of AI. Begin with [AI vocabulary glossary](#). Review this list with an eye to adding these terms and definitions to your new or existing academic integrity policy as needed.

Many people are aware that the introduction of generative AI tools has the potential for misuse, but if they are unaware of what those threats are, continuing to build that common understanding that will be foundational to this review and update of existing academic integrity policies. A good place to start is with [AI-generated text: An annotated hotlist for educators](#). Select one or two texts from this document so that stakeholders can approach with the same understanding of the threats posed by AI, as well as its potential.

Establish what is ethical use of AI and what is not

- Once a common foundation is established, it's time to discuss how AI can and cannot be used to ethically complete assignments. Questions to consider include the following:
 - 1 **How is the use of generative AI tools similar to plagiarism?**
 - 2 **How is the use of generative AI tools different from plagiarism?**
 - 3 **How can educators work together with students and parents to know when and how it is acceptable to use AI when completing assignments?**
 - 4 **What uses of AI constitute academic dishonesty?**

The answers to these questions may vary wildly at first, especially from discipline to discipline, yet it is essential to determine consistent answers to these questions before moving on to next steps.

Communicate changes in policy

- Transparency and a full understanding of what it means to use generative AI tools for specific purposes and/or assignments must be established and communicated before designing and/or **reviewing assignments**. Communicating what generative AI tools are and their capabilities, as well as how and when using generative AI tools is permitted is essential for student success in navigating these tools ethically. When clearly identified parameters are in place, students are more likely to follow those guidelines and to ask clarifying questions as needed, rather than resorting to shortcuts that may lead them to make questionable decisions.

Determine implementation of the policy

- While each institution must make decisions based on what is best for students and the institution overall, the use of the academic integrity policy must focus on how to help students avoid academic dishonesty in the first place, rather than to assume a punitive approach. Consider focusing on **Building an honor code: Tips for institutions and educators** to guide this process.

Individual educators or academic integrity review boards should consider the following:

- 1 **Is this an isolated incident?**
- 2 **What has been established as acceptable use of generative AI tools for this particular assignment?**
- 3 **Does the student's use of generative AI tools follow established guidelines?**
- 4 **Does the use of generative AI tools indicate a need for more instruction in how to use them according to the academic integrity policy, or is it an indication that they were intentionally trying to pass off the work as their own?**

The answers to these questions should inform administrators' and educators' decision-making about establishing policy and potential actions as a result of not following the academic integrity policy.

Prepare to be responsive to new developments

- No matter the details of the academic integrity policy regarding the use of generative AI tools, educators must continue to learn about new advances in AI technology, and seek to make informed decisions based on that information. The opportunities for making strong instructional decisions regarding the development of assignments and assessments based on strong pedagogy and sound ethics remain of the utmost importance in education. This much has not changed, no matter the availability of new technology. Keeping instruction and integrity in the forefront of educators' planning is what will make it possible to make sound decisions if the originality of student work is in question.

As the technology evolves, it is imperative that educators' responses do too. Make time for regular review and subsequent revisions in light of new technology, feedback to the revised academic integrity policy, and other issues that may arise.

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