

AI Policy Lab

Jan 2025



<https://bit.ly/Jan2025CFCD>



Let's Talk First



<https://bit.ly/Jan2025CFCD>

What have you tried to do so far in your classes regarding a gen AI policy?

What have you observed in terms of your students' use of gen AI?

What do you want to do differently this semester?

Basic Tenets



ACKNOWLEDGE
VARIABILITY



SHARE YOUR
PHILOSOPHY



GO BEYOND
WRITING



RECOGNIZE RAPID
EVOLUTION



DISCLOSE USE OF
AI DETECTION



PROMOTE
DIALOGUE



TALK ABOUT
INPUTS





Acknowledge Variability

- Be clear with students that AI policies will likely differ
 - Across courses
 - Between different classes a professor teaches
 - Across assignments in the same class
- Acknowledge that this will be difficult for them to sort out!

Share Your Philosophy

- Share how you arrived at your AI policy
 - Your reasoning
 - Your personal and intellectual values
 - Your course learning goals
 - Your care for your students
 - Your experience using these tools





Recognize Rapid Evolution

- Acknowledge that these tools are evolving quickly and that yours and others' policies may need to evolve, too
- Example, Grammarly is no longer just a grammar and spell checkers!

Go Beyond Writing

- Remember, gen AI can assist with brainstorming, study aid, code debugger, etc.
- Decide which types of AI are beneficial and which undermine learning goals.
- Provide specific examples of acceptable and unacceptable uses of gen AI in your course



<https://bit.ly/Jan2025CFCD>





Disclose Use of AI Detection

- If you plan to use AI detection tools, clearly communicate this to your students
- Faculty should use **Turnitin's AI detection tool** since this is the university's officially sanctioned tool.
- Never rely solely the results of Turnitin's AI detection tool.

Promote Dialogue

- Include language in your syllabus that invites ongoing dialogue.
- Share how you are using gen AI in your own work.
- Remember that students may be reluctant to tell you how they are using these tools.



<https://bit.ly/Jan2025CFCD>





Talk About AI Inputs

- Encourage students to think critically not only about the outputs generated by AI but also about the quality of the inputs they provide
- Well-crafted prompts lead to better, more reliable outputs.

Addendum

- Speak with your students about your policy, not just early, but often. Poor decision-making happens when students are stressed

Addendum: Hari Ramesh (GOV)

We all know the feeling of relying on something outside of us, for kind of exercising mental energy on our behalf. At the end of a long day, we get home, we throw on Netflix, or whatever, and we sink ourselves into something outside of us.

We know that feeling of almost falling asleep a little bit and relying on something outside of yourself. But there are areas of life where doing that is particularly dangerous.

And part of what we learn in political theory, when it comes to issues like what it is to be free, what it is to be equal, what it is to be a democratic citizen, what it is to strive for a just society is to actually cultivate that capacity, to stave off some of that ability, that some of that tendency, or that instinct, or that temptation to fall into something outside of yourself.

First-Day Principles

Adapted from Brett Christie (2025)'s *Engage, Motivate, Inspire: Reimagining the First Day of Class*



The Primacy Effect: first impressions matter for students' subsequent engagement with a course (Shteingard, et al. 2013)



Community Building: immediately helping students feel like they belong increases the likelihood that they will stay in the course and engage (Tinto 1998)



Learner-Centered Teaching: engaging students early leads to long-term curiosity and participation (Weimer, 2013)