# Beyond "Don't Cheat" Building AI Policies That Actually Work

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Faculty Development for Student Success Center

## Our Challenge

### Challenge:

You know you need a syllabus statement about AI. But what should it actually say—and why?

## Our Goal

### Goal:

**Don't start with what's allowed. Start with what matters.**

# What We'll Do Today

**1** Clarify what you actually value in student work

**2** Explore a framework for deciding where AI fits

**3** Draft syllabus language you can defend

**4** Prepare for the conversations you'll have with students

# Reflection Prompt

Think about a student who does excellent work in your course. What does "excellent" mean to you? What capacities or qualities are they demonstrating?

**Now:** Which of those things could AI do for them—and which can't be outsourced?

> Take 2 minutes to jot your thoughts.

The things you just named—originality, growth, struggle, voice, judgment, process—

are what your policy needs to protect.

# The Policy Spectrum

Policies generally fall into three stances:

**1**

## AI use encouraged

for specific purposes (with documentation)

**2**

## AI use allowed

if clearly distinguished from original work

**3**

## AI use not permitted

— constitutes academic misconduct

*Most faculty land in different places for different assignments.*

# The Decision Tree

For each assignment, ask:

**1**    Does this assignment address an essential learning objective?

**2**    Can AI complete it and pass?

**3**    Would AI use undermine learning—or my ability to evaluate it?

**If yes →** Redesign, moderate, or mitigate

**If no →** Consider integrating AI intentionally

# Your Policy Will Need to Evolve

Here's the hard truth: Whatever you write today will probably need to change.

AI tools are evolving. More importantly, your discipline is changing. How professionals in your field use AI should inform what you ask of students.

> **Your policy isn't a fortress. It's a living document.**
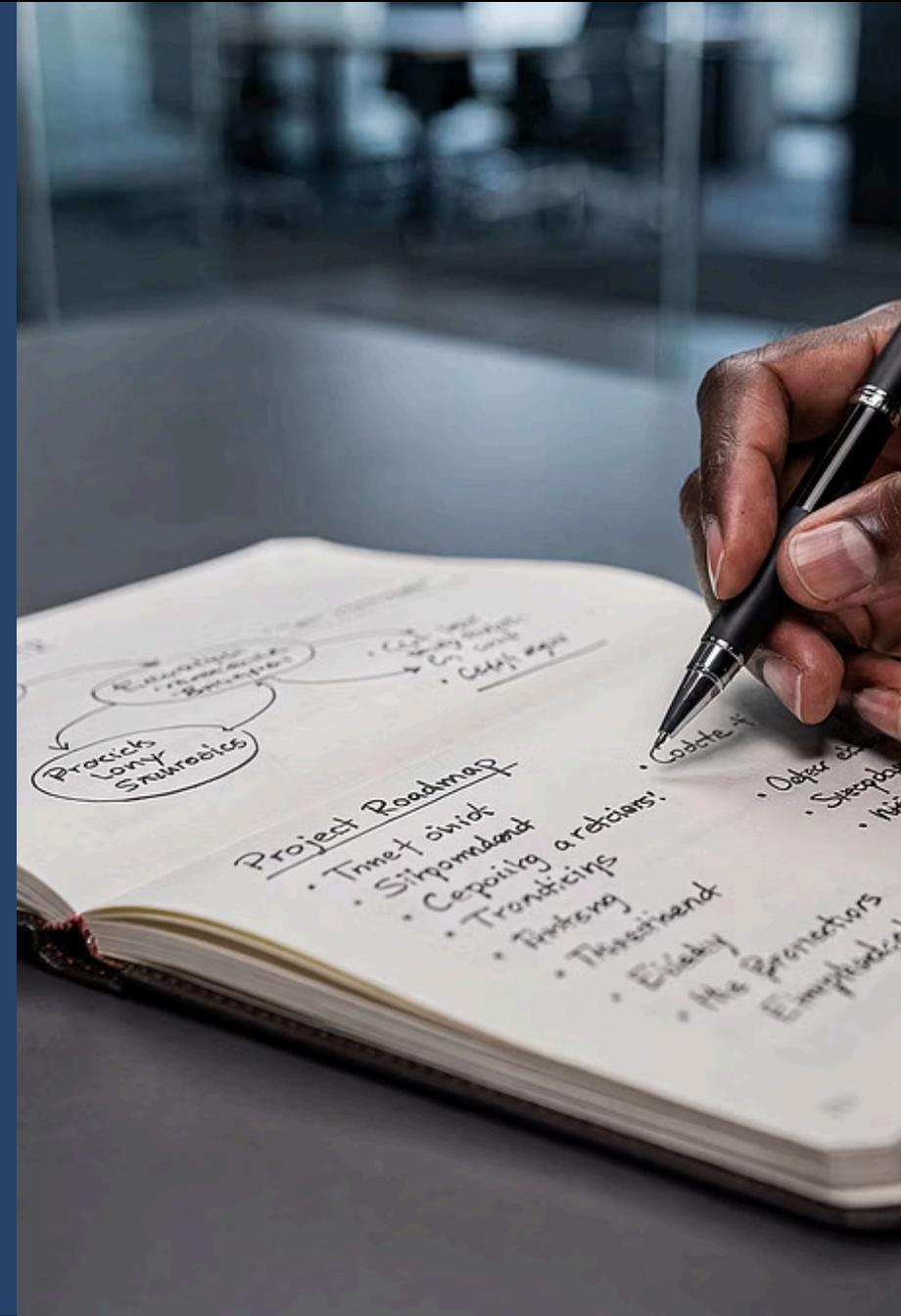
# Quick Check

Has AI already changed how work gets done in your field?

Drop in the chat:

**Yes / No / Not sure**

# Drafting Time — Part 1

Take 5 minutes to jot some notes:

### What do you value most in student learning?

Think about a student who does excellent work. What does "excellent" mean to you—and what can't be outsourced to AI?

### Where does AI fit?

For which tasks might AI support learning? Where would it get in the way?

Work in whatever format is comfortable—notes app, blank doc, or paper.

# Drafting Time — Part 2

Now draft your syllabus statement (5-7 minutes):

Aim for 3-5 sentences. Include the why, not just the rule.

**?**

Consider:

- What's your overall stance? (encouraged / allowed with attribution / not permitted / varies)
- What do you want students to understand about your values?
- What does responsible AI use look like in your course?

*You'll share the gist in breakout rooms—not the polished version.*

# Small Group Discussion

**In your breakout room (6 minutes):**

Go around and share:

- The gist of your policy stance (30 seconds each)
- One student question or pushback you're anticipating

As a group:

What questions feel hardest to answer? Choose one to share when we return.

# Debrief

What was the hardest question that came up in your group?

# Before You Leave

Put one thing in the chat:

What's one specific thing you'll do differently in your syllabus—or in your first-week conversation with students?

# Remember

**Your policy will evolve.** That's not weakness—it's responsiveness.

**The goal isn't to catch cheaters.** It's to design learning that matters.

# What's Next

Feb. 11: When AI Can Do the Assignment

Designing for Learning That Still Matters

If today raised questions about whether your assignments are AI-resilient, that's where we'll dig in.

# Resources on the website

- Policy framework handout (PDF)
- Sample syllabus statements

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🗋 **Questions?**

Reach out: **jsucus@jsums.edu** or extension 6951.