Academic Honesty and AI at Grinnell (New Faculty Orientation 2025)
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Overview

Academic Honesty and AI at Grinnell (this is a set of slides prepared for first-year Tutorial instructors, but has a lot of useful information for all instructors regarding these topics)

Please feel free to reach out to Andi Tracy (tracyand@grinnell.edu), Associate Dean, with questions or for further guidance

Additional information for all faculty will be forthcoming

Academic Honesty at Grinnell

- **Academic Honesty Guide:** This contains Grinnell's Academic Honesty policy, as well as information for students on using and citing sources appropriately in their work.
    - It may be particularly useful for you to review the section on assumptions about student work, as well as the section on the process for review of potential academic honesty violations.
- **Academic honesty course policies:** See the document on syllabus development for recommendations regarding discussing this in your syllabus
    - You are free to develop your own language around this, but remember that all students are subject to the basic principles of the college's honesty policy
    - It is highly recommended that you address citation, use of generative AI, and, as appropriate to your course, collaboration and other outside sources and testing policies
- **Communicating with students:** The most important thing you can do is discuss this topic with your students – not just the policy, but the "why". What is important about taking care with attribution of ideas and ownership of intellectual work?
- **Submitting potential academic honesty violations:** All faculty are required by the Faculty Handbook to submit cases to the Committee on Academic Standing (CAS) if you have evidence that a student has violated the academic honesty policy.
    - You do not need to make an iron-clad case or do extensive investigation, but you should provide sufficient information for the committee to understand your concern. This may simply be that you received identical or very similar assignments from two or more students (where collaboration was not permitted); it may be missing or inappropriate/incorrect citation; it may be unusual presentation of information or uncited information not relevant to the class. Stating that the work "doesn't sound like [student]" or "doesn't sound like a college student" is not sufficient evidence.
    - Use AI detection tools with an abundance of caution, if at all. These tools are known to be unreliable, produce significant false-positive results, and are particularly likely to flag writing produced in English by multi-lingual writers.
    - You should not engage with the student regarding the potential violation. You should notify the student that you have submitted their work to CAS and they will be contacted about next steps, but you should not ask them for an explanation or discuss further your concerns. You should continue to interact with the student as you would any other student in your class.
    - Do not make your own determination or impose your own penalty for an academic honesty violation. It is important that students are treated consistently and according to our processes.
    - Cases are typically adjudicated within two weeks of submission. You will be notified by email of the decision (responsible or not responsible for a violation of the academic honesty policy) and any outcome that you are required to apply to the student's grade as a result of a responsible finding

Teaching and Generative Artificial Intelligence (AI) at Grinnell

- **Take-home message:** Students are either using or are very aware of AI tools, they are using them in a variety of different ways, and they are eager for guidance. Regardless of your policies and positions on AI, you should address AI directly with your students.

- **Academic integrity:** Grinnell's Academic Honesty policy does not prohibit the use of generative AI by students, but requires that it be cited/acknowledged as any other source would be. If you have evidence of uncited AI use by a student, you should submit the case to the Committee on Academic Standing.

- **Decide on your approach to AI:** Faculty are free to develop their own course policies regarding the use of AI by students in their class. You may choose to prohibit the use of AI for any use or for only specific uses. You may choose to have students engage with generative AI in purposeful and direct ways for assignments, this is up to you and what you deem appropriate for your teaching.
    - **Familiarize yourself with the functions of AI and the ways students are using it**
    - **Consider the goals of your assignments and the learning outcomes of your course –** In what ways might AI be used by your students? How might different uses of AI support or detract from your students' learning in your course? Do you want to engage your students in thinking critically about the use of AI? Do you feel that AI will prevent them from fully accomplishing the things you intend for them to learn or to do in your course?

- **Transparency with students:** Once you've determined how you will use AI, or how students are permitted (or not) to use AI in your course – tell them!
    - You should clearly state your AI policies, preferably both orally and in writing. Best practice is to state your specific AI policy for each assignment or assessment in your class.
    - If your course policy prohibits the use of AI, you should be clear about what the outcome will be if a student uses AI (e.g., uncited AI use will be reported as a potential academic honesty violation; cited AI use will result in no credit for the assignment or a required resubmission with a grade penalty, etc.).
    - Don't just state the policy, but explain to students why you've made these choices, whether they are pedagogical, ethical, or practical. You may also consider having a conversation with students about how they use AI and having them co-create policies with you.

- **Possible syllabus statements:** here is a repository of possible AI syllabus statements and here are some useful questions for thinking through your statement; some faculty are also specifically listing possible uses and addressing each separately in a list or table

- **Elon University's Student Guide to Artificial Intelligence** is a useful resource for both faculty and students; you may also seek out resources that are specific to your field or discipline