

# AI Policy Roadmap





## LETTER FROM THE CEO

# Kelsey Behringer

*CEO Packback*

Let's face it: human beings tend to be routine-oriented creatures. When something threatens to change or disrupt our familiar patterns, we get scared. When our shared perception of the future gets shaken, anxiety – or even panic – sets in.

Since the fall of 2022, we've all been privy to this particular variety of disruption thanks to the arrival of generative AI, and the popular tool, ChatGPT. The growing popularity, and increasing ubiquity, of generative AI has brought a sci-fi vision of the future much closer to the present. Regardless of the concerns and fears that many of us have felt over the last 18 months, I believe there's much more to be excited about with this technology, especially through the application of tools that can significantly and positively impact student success, outcomes, and the quality of educators' lives. But as anyone working in education can tell you, optimism doesn't always drown out the thoughts of worry and fear.

As a former teacher myself, I've been closely following the way generative AI is transforming the world of education. Every forum and message board, every conference, is full of conversations about the impact of AI on everything from academic honesty and plagiarism to student privacy and whether AI is capable of replacing teachers. Whether that last one (or any of the other more far-fetched predictions) is real or not, it's surreal to have reached a point in the evolution of artificial intelligence where they feel like real and justifiable concerns!

But there's something I've learned over the course of countless conversations with educators and administrators, too. In many cases, the anxiety around AI is traceable to a more familiar source: not knowing where or how to "start". Academics and institutions are aware of the urgent need to "respond" to AI, but uncertain how to move forward as they are inundated with conflicting ideas. "AI will write on behalf of a student, we need detection" followed by "detection is inaccurate and biased". "AI will reduce student's ability to critically think and write" juxtaposed with "AI can be the 1:1 personalized tutor we've never had the ability to provide to every student". With so many opposing headlines, concepts, and recommendations, how are any of us supposed to know what to do?

Today, many educators and institutions are starting to explore implementation of solutions powered by AI, and many already have. Whether you're ready for implementation or not - one thing every student and educator needs is guidance and transparency around AI. You don't necessarily need to incorporate AI into your classrooms and buildings today, but what is needed now is support.

“It’s about laying the foundation for conversations about why AI matters, how it can help, and how to balance its potential with the genuine risks and challenges that come with any new technology.”

That’s where this guide comes in. It focuses on the elements of good AI policies — that is, the standards that schools, departments, or even individual classes set around their approach to using AI. As you’ll see, many of these policies aren’t rigid or hyper-detailed. Instead, they’re structured but flexible, specific in some ways but broad in others. Their goal isn’t to answer every question anyone could ask about AI. Rather, it’s to put some guardrails around a topic that is causing a lot of fear and anxiety. It’s about laying the foundation for conversations about why AI matters, how it can help, and how to balance its potential with the genuine risks and challenges that come with any new technology.

I’ve gotten recent feedback that what many - including myself - are calling “AI Policies” are actually more like guidelines. “Policy” implies static rules - something that is thoughtfully put in place and not subject to change for quite some time once installed. I’ll give all readers a choice on what language and position works best for you. As mentioned above, this guide is really here to help you create standards and guidelines to immediately, but thoughtfully, answer the questions coming from those around you.

Before you dive into this guide, I’d like to share that the appropriate and intended audience for this resource is a stakeholder who is not taking a “ban AI” approach. We have far too much [research](#) showing us that students and faculty are using AI to be more effective and productive, and that students are eager to learn more about how they can use AI to be better learners & future workers.

With that, we’re so grateful for the faculty, administrators, and students whose insights made this document possible, and we look forward to continuing to learn about the steps institutions are taking to make the most of AI in the classroom and beyond.

# Introduction

In the fall of 2022, education and the mainstream population awoke one morning to the news that there was this viral new generative AI tool called ChatGPT. We didn't know it then, but this magical new tool that could talk and think a lot like a human would soon change everything.

Since then, ChatGPT and generative AI have transformed the way we teach, the way we learn, and the way we go about our everyday lives. The advent of a technology smart enough to [pass the bar exam](#) has sparked uncertainty bordering on panic across the landscape of education — and led administrators and educators alike to question whether we could ever return to the status quo. Articles were being published left and right condemning the use of generative AI, [The Atlantic](#) even published an article proclaiming the college essay to be dead. It was an interesting time that made us all worry and wonder what the future would hold.

A year and a half after ChatGPT's introduction to the public, plenty of things have changed in the world of education, but much has stayed the same. We've learned so much about generative AI since those early days in November. For starters, the college essay is in fact [alive and well](#). Rather than condemning AI, many educators have adapted how they teach to account for, and even encourage, students to try using generative AI as a

tool to support learning, not to cheat or pass off AI-generated work as their own.

As we've learned about the different ways generative AI can be used in an academic setting, the conversation has shifted. Forward-looking faculty and administrators are no longer talking about how to "catch" students cheating or using AI, but rather how to create structured institutional policies to provide students with guidelines for using AI in the classroom. That can be a much more interesting and productive conversation — but it's one that requires a fair share of care and attention.

Understandably, colleges, universities, K-12 schools, and teachers are all approaching AI policy from different perspectives. AI policy is not a "one size fits all" situation, and every educational institution needs to carefully consider the opportunities (and risks) facing its students, faculty, staff, and administrators regarding the implementation of AI.

But the complexity and nuance of AI policies doesn't mean that there aren't good ideas out there that institutions can learn from and take into account. This handbook is intended to provide a glimpse into the thought processes and best practices different institutions have utilized to create policies that are tailored to their faculty and student populations.



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# What is Generative AI?

Before we dive into how to create a generative AI policy, we figured it might be helpful to give a quick refresher on what generative AI is, and what it can do. On the surface, generative AI is a tool that takes user created inputs or prompts to generate content. The most viral example of an AI text generating tool is ChatGPT, but, let's look to [Claude](#), a different generative AI tool, to provide some more detailed descriptions — here are three examples that reflect generative AI's ability to respond to prompts:

01

**PL** Can you provide a three sentence summary of what generative AI is and how it works?

Here is a three sentence summary of generative AI:

Generative AI refers to artificial intelligence systems that can generate new content, such as text, images, audio, or other data, rather than simply analyzing existing data. These systems are typically trained on large datasets, using machine learning techniques like deep learning, to learn patterns and relationships that allow them to synthesize new outputs that resemble the training data. Common applications of generative AI include text generation, image creation, music composition, and data augmentation or simulation.

Copy Retry Share



Claude can make mistakes. Please double-check responses.

02

**PL** Define generative AI in 6 words

Generative AI creates new content intelligently.

Copy Retry Share



Claude can make mistakes. Please double-check responses.

03

**PL** How would you explain what generative AI is and how it works to a five year old in 3 sentences

Here's how I would explain generative AI to a 5-year-old in 3 sentences:

Generative AI is like having a really smart friend who can create all kinds of things, like stories, pictures, and even music, just by you asking. It works by learning from lots and lots of examples, kind of like how you learn by reading books and watching shows. The AI then uses what it has learned to come up with brand new ideas and creations all on its own.

Copy Retry Share



Claude can make mistakes. Please double-check responses.

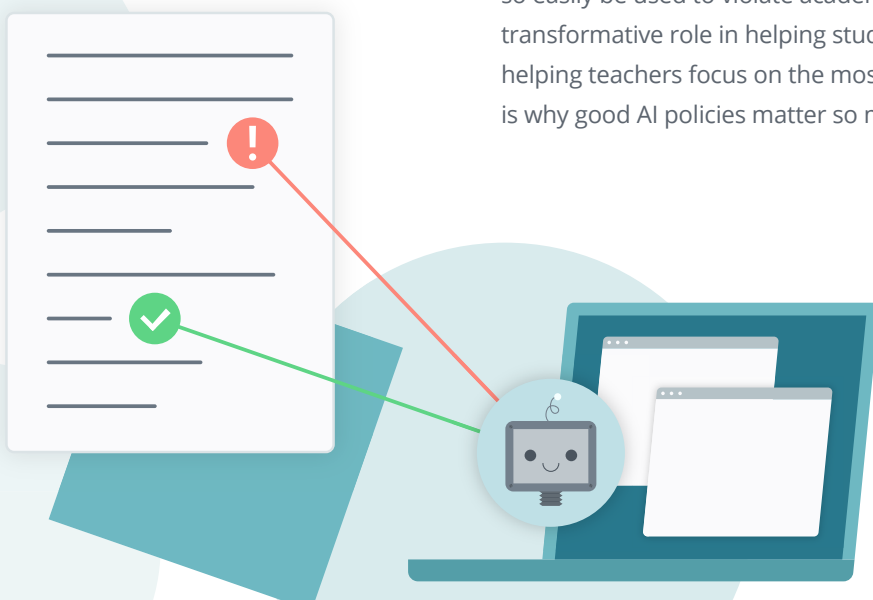
# What is Instructional AI?

**While generative AI refers to the broad category of AI tools designed to generate content in response to prompts, Instructional AI refers to AI-enabled tools used specifically in an educational context. For the purposes of this paper, Instructional AI can be defined (based on a [foundation](#) developed by the U.S. Department of Education) as artificial intelligence that supports the learning process.**

Of course, AI used by schools to help their students can take many forms. Consider the case of [John Jay College](#) in New York, which teamed up with Google and DataKind to identify students at risk of not completing their degree, and provided them with targeted support. The partnership saw impressive results – specifically, a 32 percentage point increase in senior graduation rate – and similar initiatives, like Georgia State’s pioneering [chatbot to reduce summer melt](#), have led to similarly positive outcomes. But for the purposes of this paper, Instructional AI has a more specific meaning. Rather than projects like John Jay’s or Georgia State’s, which leveraged AI to support students outside the classroom, Instructional AI refers to AI used in the classroom.

Critically, Instructional AI (unlike generative AI) never writes for students. Instead, it leverages artificial intelligence to teach students how to be stronger writers and critical thinkers. At the same time, Instructional AI acts as a grading assistant for educators that keeps the instructor in control. Instructional AI helps speed the more “mechanical” aspects of managing and grading assignments, freeing educators time to focus on the students’ content and provide personalized and meaningful feedback. When implemented thoughtfully, Instructional AI can enhance critical thinking and writing skills through a number of dimensions — including providing real-time, pedagogically sound feedback on discussions and essays that allows students to learn and iterate as they write and think, while giving teachers the freedom to prioritize connecting with students and providing them with feedback on their ideas.

Knowing the difference between generative AI and Instructional AI is important because it can help educators understand the ways in which AI can be used – and is already being used – in the classroom. Not all AI is the ChatGPT model that can so easily be used to violate academic integrity. In fact, Instructional AI can play a transformative role in helping students master the fundamentals of writing and helping teachers focus on the most meaningful parts of the grading process — which is why good AI policies matter so much.



# Why Are AI Policies Important?

The development of AI shows no signs of slowing down or going anywhere, and today's students need support as they navigate this new era of AI. It's up to educators and institutions to figure out ways to coexist with AI, and help students learn how to use it in responsible and ethical ways. For all we know, their future jobs may (and most likely will) depend on it.

## The Future Impact of AI



### 20-50 Million New Jobs

A study done by McKinsey Global Institute predicts that AI will create 20-50 million new jobs by 2030.



50% of workers will use a virtual assistant or AI by 2025.



37% of Institutional leaders

have a plan on how to incorporate AI into the curriculum.

AI policies are important because they create guardrails to inform the selection, implementation, and refinement of AI tools in the classroom. That includes helping students and educators understand recommended and approved uses of generative AI — and also providing them with a list of useful Instructional AI tools to implement, including AI-enabled tools that have existed since long before the rise of ChatGPT and continue to support students and educators.

# Student Perspectives on the Future of AI in the Workplace

“My viewpoint on education has changed quite a bit. I’ve been in school for 13 plus years. And I realize that the workforce that we’re entering after being students, it’s fast-paced, and it’s who can get the information there the fastest, the quickest, and in the most concise manner. And if you could identify tools that could help you do that while still having somewhat of a foundational understanding of what it’s doing, **I see it as more of an extension of our abilities as opposed to cheating.**”

*Anonymous student*  
Grade level: 13

“I am a bit of a technophobe; computer science majors seem like superheroes to me... it would be brilliant if, instead of having to figure this all out on my own, AI could be integrated into my education. I’m not asking for a full-fledged academic AI revolution, in which we’re expected to use AI in all our work. I just want to be prepared to navigate the AI-fueled future. **Teach me how to streamline my research processes through AI.** Explain to me what questions to ask AI chatbots to get the most helpful responses. Show me how I can use these resources to improve my administrative efficiency and my data analysis. Help me receive edits and constructive criticism from AI. Prepare me for the real world, where AI is beginning to touch all areas of work.”

*Anonymous student*  
Grade level: 14



# Why Are AI Policies Important?

For the purposes of this guide, we define “AI Policy” as ‘a statement developed by an educational institution that articulates goals, priorities, and a high-level approach to the implementation of AI at that institution.’ AI policies should not seek to answer every single question about AI or be so long or dense as to be inaccessible. Rather, they should lay the foundation for ongoing conversations about how best to use AI to help students, teachers, and the entire institutional community.

## Getting Started: The Role of AI Committees

Before you develop a policy, we recommend forming a committee of stakeholders from a range of viewpoints and sentiments – including administration, faculty, students, parents, and technology experts – to develop the AI policy and beyond. This committee is then in charge of gathering various resources about the responsible use of AI to review and process together.

Schools, districts, and institutions see a range of benefits in creating AI committees because they bring together diverse (and sometimes divergent) perspectives from across the institution. These committees - when thoughtfully formed - create a space to surface challenges and work through problems before they reach the broader campus community.

That range of perspectives can also help committees work cross-functionally to identify new opportunities, applications, risks, and developments in AI. Especially given that AI is an ever evolving organism, having a group dedicated to monitoring its growth – and adapting AI policies accordingly – is paramount to success.



# How to Create an AI Committee?

01

## Seek engagement and input from stakeholders.

A strong committee will involve feedback from a broad range of stakeholders, including not just instructors, faculty, and students, but also parents, staff members, and community members. This will help you to ensure all concerns are addressed, diverse perspectives considered, and likely roadblocks pre-considered. Active engagement means seeking and providing feedback as your policy goes through development stages.

02

## Strong and coherent alignment on the goals and values of the AI committee.

Before diving into the development of your policy or further AI development, have a clear idea of what you want this committee to accomplish. Ensure that all parties are aligned on the general purpose of the committee, how often the committee will interact and intervene, and how often the committee will self-reflect and change, expand, or limit scope. We recommend the committee starts with one goal or project, and continually commits to ongoing initiatives such as AI tool integration research and AI professional development.

03

## Create clear roles and accountability for the rollout and implementation of a policy by the committee.

Each member of your committee should have a dedicated role that they are responsible for. Our experience suggests that clear delegation and definition of roles within the committee will lead to much more effective and efficient outputs — and will ensure that each member understands what's expected of them, and what their unique contributions can be. Potential roles could include liaison to a particular group (faculty, students, parents), technical expertise related to AI, or coordination among departments.

# What Should Be Included in Your AI Policy?

Sifting through the noise to create a new, comprehensive institutional strategy can be a daunting task. Sometimes just figuring out where to start can be the hardest part. Consider the following list while developing an AI policy. They are in no particular order and are arguably of equal importance.

01

## Integration of AI into the curriculum

Every policy should begin by discussing how, why, and when AI can (or should) be used in the context of the core curriculum. Be certain to communicate with students the goal in utilization of AI for any curricular purpose.

02

## Guidance to students on clear examples of academically honest vs. dishonest use of AI

In addition to providing guidance on the potential purpose or impact of AI use, it's paramount to also provide students with guidance on use of AI in accordance with your institution's academic honor policy. Make sure to provide students with concrete examples of academically honest and dishonest uses of AI.

03

## Guidance to students on how to disclose AI use

If students are going to be permitted to use AI, they need to be instructed on how to cite it. AI usage is not an excuse to dismiss academic integrity and students need to be directed on how to cite AI in an academically honest manner. Here are a couple resources to help with AI citation:

[Brown University](#), [NYU](#), [APA](#)

04

## Equity & accessibility at the forefront

You'll want to be sure to address potential issues of accessibility and unequal access to AI technologies. Above all else, you'll want to ensure that your AI policy promotes equity and accessibility for all students. If any application of AI is mandatory, ensure that the tool is fully accessible and equitable. If it is not, help students understand how they should proceed and where to go for help.

05

## Data protection and ensured security

Policies must address and prioritize the collection, storage, and use of student data in compliance with relevant privacy laws and regulations. Furthermore, clear guidelines for data protection and consent should be clearly established and visible.

06

## Guidance to faculty on what to do if they believe a student has misused AI

Providing AI guidance for faculty is just as important as providing guidance for students. It's important to lay out a set of steps faculty should or will take if and when they suspect a student is misusing AI or violating AI policy.

Once your AI policy is crafted, don't forget the most important element to any new guidance: **Implementation and ongoing improvement and development.**



## Implementation

A policy alone is only half of the equation for success. A solid foundation for a successful policy should be built on professional development support and training for the instructors, who are inherently championing the policy. Administrators must empower instructors and staff with the necessary skills and knowledge needed to effectively and responsibly implement AI in their classrooms.



## Ongoing Improvement and Development

As we've all seen, the AI space is rapidly evolving. Your AI policy should reflect this by including plenty of room to adapt to change. "Change" could be evolving technology, shifting priorities, the implementation of new best practices, or [new state](#) or federal regulations.



# What Are Some Examples of AI Policies?

When it comes to creating AI policies, we are still in the “choose your adventure” stage. We’ve seen policies created at the institutional level, the department level, the course level, and at the instructor level. These policies can be equally as effective at each level, further supporting the popular theory that there isn’t a “cut and dry” or right or wrong way to create guardrails for use of AI in the classroom. The following sections are examples of current AI policies that are effective within their own unique contexts.

## The College of Southern Idaho

In a recent [webinar](#), the AI Committee at the College of Southern Idaho (CSI) joined us to share their current AI policy, and how they went about ensuring AI is used as a tool for learning and skill development.

This policy acknowledges that AI can and should be used to complement and enhance the learning experience, but not replace it. This policy is intentionally concise to give faculty autonomy. They recognize every faculty member will have different approaches to teaching & learning, and they want to ensure the AI policy doesn’t force an educator to largely change their pedagogical approach and infringe on choice.

“CSI recognizes that artificial intelligence (hereafter, “AI”) can complement and enhance learning. CSI instructors may advise learners about the appropriate use of AI tools in their course. Learners are expected to do their own work and exercise critical thinking to cultivate ethical approaches when incorporating AI content in their work.

Learners are responsible for checking the quality and accuracy of AI content and may be required to provide clear documentation of AI use and illustrate their processes. Improper use may be subject to the CSI Academic Integrity Policy.”

### IT ALSO:

- Encourages instructors to educate students on how to appropriately use AI to support their learning and school work.
- Directly addresses the concerns of students who want to learn how to use AI appropriately, so they feel well prepared to enter the increasingly AI-powered workplace.
- Notably, this policy also puts the responsibility of ethical use of AI into the hands of students, requiring them to remain aware and compliant.

# North Carolina Public Schools

Right away in this intro, we love that [North Carolina acknowledges the state of AI](#) progress, in general, and how the need for agile response to unique scenarios will force us all to constantly reflect and adapt as we explore AI's potential for transforming our classrooms and our students' learning environments.

*"Because AI is an emerging technology and is changing rapidly, as are laws and rules governing its use, this is a living document and it will be updated as needed to reflect changes that take place in this very fluid environment. There are many exciting use cases on the horizon, and as new use cases are evaluated and found safe and effective for use in education, we will add them to this document."*

In addition to providing specific use cases, it also provides a framework for creating a specific, targeted purpose for integration of AI and how lessons might be enhanced or modified for the purposes of individualized goals and self-leveling curriculum.

## CRAFT A POWER PROMPT



### CONTEXT

Add specific details to help the AI target your specific needs; these can be embedded throughout the prompt.



### ROLE

Assign the AI a role for more targeted response.  
Example: "You are an excellent 8th grade math teacher."



### AUDIENCE

Provide specific details about the Audience:  
ESL students, 8th grade parent, CTE teachers.



### FORMAT

Output format, length, style, Rap, Song, HTML.  
Providing examples may help the model.



### TASK & TONE

**TASK:** What action you want the AI to do for you; evaluate, create, edit, revise, brainstorm, etc.  
**TONE:** Professional, friendly, caring, etc.

## OTHER THINGS WE LOVE THAT THIS PROVIDES:

- Guidelines on how to maximize value of LLMs through prompt specificity.
- Visual representations of responsible educational use, scaling student empowerment with AI, and the equity problems associated with generative AI detection software.
- Multiple examples of classroom processes and even specific lessons incorporating AI.

# Northern Illinois University

Instead of providing a single policy, Northern Illinois University is taking a different approach by enabling faculty members to develop their own policies for their classes. The NIU Center for Innovative Teaching and Learning offers a resource page with a [guide on how to create an AI policy](#). Instead of cut and dry directions on what to do, this guide compiles the AI policies of nearly 30 different schools across the country– it’s less of a guide and more of an AI policy database.

## Class Policies for AI Tools

This following is a sampling of various class policies shared by faculty from other institutions, provided as examples that you might use or modify in developing your own policies for navigation AI-generative tools (such as ChatGPT, MidJourney, Dall-E, etc.)

Have you developed a class policy for use of AI generative tools that you would like to share with other faculty? You can [share it here](#).

Temple University

University of Delaware

Johns Hopkins University

College Unbound

Salem State University

Small Liberal Arts College

### Course

Theater courses

### Policy

All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow the institution's policy to the letter in those instances.

### Source / Other Info

Shared by [Harmania on Reddit](#)

University of Pennsylvania - Sample 1

What we like about this approach is it gives professors the ability and autonomy to craft their own policy. Professors can scan this database and read the finer details of the AI policies for each of the institutions listed, and decide for themselves which elements they like to create a customized version of their own. It’s our “good teachers borrow, great teachers steal” philosophy taken to the max.

# West Virginia Public Schools

[West Virginia's AI guidelines](#) are a great place to start when trying to form a baseline understanding of what AI is and isn't, how it fits into the landscape of today's evolving classrooms, and provides some foundational AI policies to guide early stages of implementation.

What we REALLY love about this policy guide is it uses positive and proactive language about appropriate integration of AI versus punitive language about what instructors and students may not use AI for. Here's an example from the policy (pp 23-24):

01

**We can use AI to help all of our students achieve their educational goals.**

02

**We reaffirm adherence to existing policies and regulations.**

03

**We will proactively educate our staff and students about AI.**

04

**We will explore the opportunities of AI and address the risks.**

05

**We will maintain student and teacher agency when using AI tools.**

Concerns about student security, privacy, and safety are addressed within the context of existing state and local policies and expanded to include how AI fits into those issues. Editable and adaptable examples of policies for responsible use, data collection and privacy, and academic integrity are provided.



# University of Notre Dame

When it came to creating an AI policy, Notre Dame took a more direct route, creating an institutional policy that was sent via letter directly to students. This letter and policy read:

This approach is notable in that it directly addresses students:

- It gives clear cut examples of ways students can use generative AI to enhance and support their learning, but cautions them against using it inappropriately.
- It lets students know that passing off AI generated work as their own is a direct violation of the school's honor code and can result in punishment.

This policy is a clear and concise way of telling students “we encourage you to use generative AI, but only in a supportive manner that aids you as you embark on your own path to the answer”.

“You may have received an email this week from the University’s Chief Information Officer highlighting the need for caution when using generative AI (such as ChatGPT, etc.) with personal and/or sensitive information and the need to protect confidential data.

Another area of concern is the possibility that inappropriate use of these tools will interfere with your ability to successfully engage with and master course material, given the potential that they create for academic dishonesty. Below is the University’s policy regarding the use of generative AI in your courses.

This new technology offers numerous ways to support your education, such as making study guides or flash cards or providing help with understanding difficult concepts.

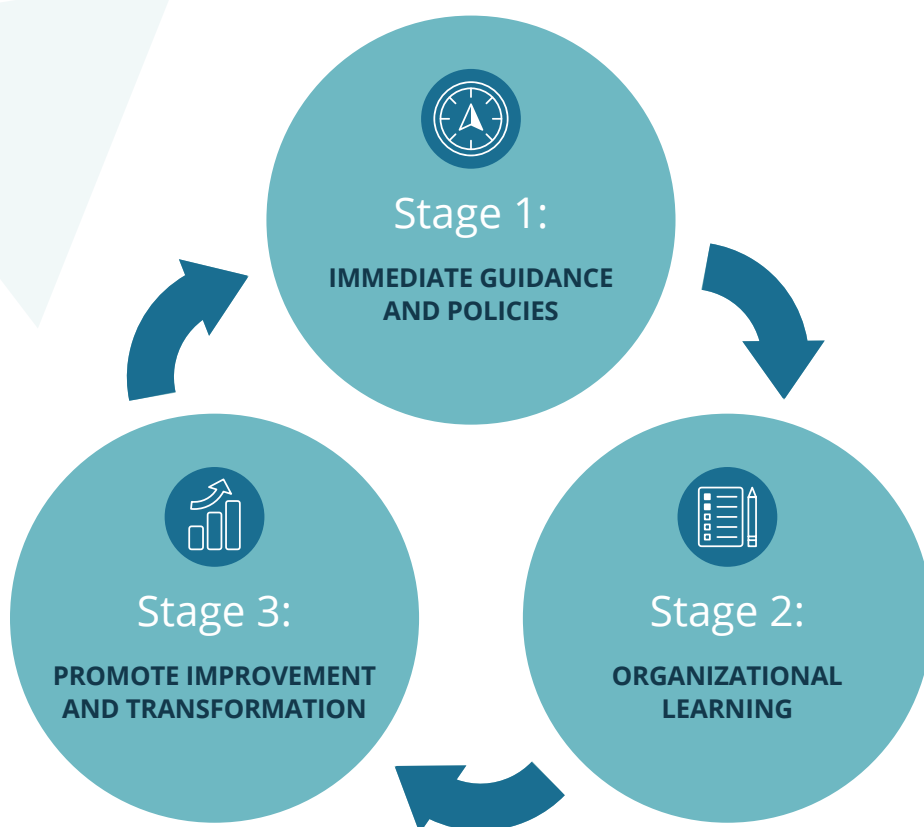
However, misuse of generative AI impedes the University’s mission to develop the gifts and talents that you bring to the ND community, and using it as a substitute for genuine engagement with your coursework runs counter to the heart of education itself. Think carefully about the difference between supplementing your education and replacing it.

With this in mind, remember that representing work that you did not produce as your own, including work generated or materially modified by AI, constitutes academic dishonesty. Use of generative AI in a way that violates an instructor’s articulated policy, or using it to complete coursework in a way not expressly permitted by the faculty member, will be considered a violation of the Honor Code.

Finally, Undergraduate Education at Notre Dame and the Office of Academic Standards would also like to support you as you navigate the impacts of generative AI on your education and career path. If you have concerns about academic dishonesty, or about generative AI impacting learning in your classes, email [honor@nd.edu](mailto:honor@nd.edu) and let us know.”

# TeachAI's AI Guidance for Schools

California has provided a link to this particular [toolkit](#) as a starting point for developing a district-wide AI policy that fits the needs of your district. What we love about this approach is that it encourages collaboration and emphasizes the need for stakeholder input and ownership of policy creation. In addition to district decision-makers, teachers, parents, and students are recommended to have a significant voice in the creation and adoption process. Agency and application within AI policy development is especially important when taking into account who will be using these tools, for what purpose, and to what end.



## IMMEDIATE GUIDANCE AND POLICIES

Create policy to address the immediate risks so that AI does not undermine learning during the coming year.

## ORGANIZATIONAL LEARNING

Facilitate organizational learning by making a small but strategic investment in harnessing the individual learning of the many educators already excited about AI.

## PROMOTE IMPROVEMENT AND TRANSFORMATION

Identify areas for improvements and effective transformations with potential to scale to support the education system.

The name of the game here is reflection and reflexive/adaptive practice. These policies will need to evolve in step with the technology. As such, districts are encouraged to consider AI's role in their existing policies, rather than creating a broad-scale stance on AI usage as a practice. Consideration of equity, inclusion, and accommodation are on equal footing with questions and applications for academic integrity, privacy, and responsible use.

# In Conclusion

As educational institutions navigate the rapidly evolving landscape of artificial intelligence, developing thoughtful and adaptable AI policies is crucial. This handbook has provided an overview of key considerations, stakeholder perspectives, and example approaches for creating AI guidelines tailored to your specific institution. Ultimately, AI policies should balance the immense potential of AI tools to enhance learning and instruction with the need to uphold academic integrity and prepare students for an AI-driven future. By engaging a diverse committee, outlining clear expectations around ethical AI usage, and committing to ongoing refinement, your AI policy can lay the foundation for responsibly integrating these transformative technologies. The path forward will require open dialogue, flexibility, and a shared commitment to empowering both educators and learners to thoughtfully leverage the capabilities of AI in service of better educational outcomes. With a well-crafted AI policy as your guide, your institution can help write the story of how AI will shape the future of teaching and learning.

To learn more about how other institutions are adapting to generative AI, we encourage you to check out our whitepaper "[How Academia is Adapting to Generative AI](#)". And follow Packback's [LinkedIn](#) and [Instagram](#) pages for the most up to date information regarding regulations and the latest advances in AI technology.

