

Academic Integrity & Artificial Intelligence: A Guide for Faculty

Thank you for all that you do for students and Florida State University. Although artificial intelligence (AI) is changing higher-education norms, the Office of Faculty Development and Advancement (FDA) is here to help you manage these changes. [FSU's Academic Honor Policy](#) is comprehensive yet adaptable to meet your specific needs. Please review the following guidance and consult with FDA and other resources as needed:

Determine Your Approach & Reasoning

- Will you limit or set parameters on technologies with AI capacities in your course?
- Will you directly or indirectly integrate technologies with AI capacities into your course?
- What rationales will you use to explain your choices to your students?
- How will you communicate your technology expectations in syllabi, via Canvas, and during discussions?

Consider Assessment Revisions for In-Person & Online Contexts

- Assessing students' knowledge verbally/orally using recording technology (e.g., Zoom)
- Implementing a [flipped classroom](#) environment
- Seeking advice from experts like the [Center for the Advancement of Teaching](#) about curriculum redesign

Explore Test-Proctoring Methods & Security Functions

- Could your high-enrollment and/or asynchronous course benefit from [FSU Testing Center](#) assistance?
- Do your exams adhere to the [security measures](#) recommended by the [Office of Distance Learning](#)?
- How are [teaching assistants](#) being trained to emphasize integrity and observe/report misconduct?

Consult Current AI Discussions

- [International Center for Academic Integrity: Integrity Matters Blog](#)
- [The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education](#)
- FSU Libraries' [Help and Support](#) & [Subject Librarians](#)

Further Considerations

Distinguish Productive Cognitive Offloading from Circumventing Learning

- To what extent may students make certain tasks more efficient while growing their competencies?
- [Articles about Cognitive Offloading.docx](#)

Evaluating the Ratio of Low-Stakes to High-Stakes Assessments

- How are assignments [scaffolded](#), allowing space to learn from mistakes without severe consequences?
- [Academic Self-Efficacy: From Educational Theory to Instructional Practice](#)

Fostering Positive and Ethical Student Behavior

- What positive behaviors have been recommended to students to optimize their communication skills?
- [Academic Integrity: A Letter to My Students](#)

Prioritizing Academic Integrity & Managing Misconduct

- How do lectures, course activities, class announcements, etc. convey your commitment to integrity?
- *The 3 Essential Functions of Your Syllabus:* [Part 1](#) / [Part 2](#)
- [Allegation Discussion Guide for Faculty](#) (Go to "General" → "Faculty" to find the document)

Please contact us if you have questions about academic integrity and instructional best practices:

[The Office of Faculty Development and Advancement](#)

[The Office of Distance Learning \(Faculty Webpage\)](#)

[The Center for the Advancement of Teaching](#)

[FSU Libraries](#)