Adapting Academic Integrity Policies to Incorporate Generative AI Tools

by

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We acknowledge and respect the Lək^{w}əŋən (Songhees and X^{w}sepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək^{w}əŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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Abstract

The rapid rise of Generative AI (GAI) presents both challenges and opportunities for higher education institutions seeking to uphold academic integrity while embracing technological innovation. This dissertation investigates how top U.S. universities are adapting their academic integrity policies and practices in response to GAI. Through document analysis of 20 institutional policies, surveys of students, faculty, and policy makers, and an autoethnographic reflection on the researcher's use of ChatGPT, the study provides a multi-faceted view of institutional responses to GAI. The findings reveal alignment across institutions on core ethical principles, but wide variation in policy clarity, specificity, and educational integration. Survey data highlight tensions between stakeholder groups, with students eager to adopt GAI tools but seeking clearer guidance, faculty expressing cautious openness and the need for support, and policy makers prioritizing risk management. The autoethnographic reflection offers insight into the practical and ethical complexities of using GAI in academic leadership. The study concludes that successful integration of GAI requires a holistic approach that combines adaptable policy frameworks with educational initiatives, dialogue, and ongoing review. It calls for higher education institutions to engage in collaborative stewardship of GAI technologies to ensure their responsible and inclusive use.

Keywords: Academic Integrity, GAI, Artificial Intelligence, Educational Policy

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Chapter One

1.1 Introduction

Artificial Intelligence (AI) is no longer confined to the realms of science fiction or specialized research laboratories; it is increasingly embedded in the daily fabric of society. From personalized recommendations on digital platforms to complex applications in healthcare, finance, and governance, AI technologies are transforming how knowledge is created, accessed, and applied. Among these developments, General Artificial Intelligence (GAI) stands out as a transformative force reshaping higher education. Capable of producing text, images, video, code, and data in response to user prompts, GAI has redefined the boundaries between human creativity and machine assistance. Its rapid integration into professional and educational environments has created both opportunities and challenges, demanding new frameworks for governance, ethics, and practice.

This dissertation investigates how higher education institutions are responding to the rise of GAI, with a focus on academic integrity, policy development, and institutional practice. By analyzing leading university policies, surveying key stakeholders, and reflecting on the researcher's own use of GAI, the study proposes an Academic Integrity Policy (AIP) to guide responsible and equitable integration of GAI in higher education. This model may lay the framework for others that might choose to adapt to their own institutions.

The study seeks to understand how GAI can enhance teaching and learning in higher education institutions and to guide policy and practical adjustments required to ensure effective, transparent, and responsible implementation throughout academia as we move forward.

In higher education, GAI has provoked intense debate. Socially, it raises pressing questions about academic integrity, equity, data privacy, and access, as students from resource-rich

contexts may gain disproportionate advantages in mastering these tools. Academically, GAI complicates the traditional understanding of originality, authorship, and intellectual contribution. Assignments once designed to measure independent student thought are increasingly susceptible to AI-assisted completion reaching beyond the student's ideas or understandings, creating blurred lines between acceptable support and academic misconduct. Similarly, faculty must reflect on their use of these tools to ensure that their output is properly attributable to them. Surveys indicate that nearly 89% of American college students use ChatGPT to complete homework tasks, with 53% using it for writing papers, 48% during exams, and 22% for generating outlines (Westfall, 2023). Such widespread use underscores the urgency for clear policies. Practically, institutions face urgent challenges in balancing innovation with accountability, ensuring that policies foster responsible use while mitigating risks of plagiarism, ethical misconduct, bias, misinformation, and data privacy violations.

Despite the extent of these challenges, institutional responses to GAI have thus far been halting, incomplete, and inconsistent. Universities have begun issuing policies, yet these vary widely in focus and depth. Some institutions prohibit GAI outright, others cautiously allow it with restrictions, while a few actively experiment with integration into teaching and learning. However, few policies provide clear guidance on how faculty and students should navigate these tools in practice, or how violations will be adjudicated. This inconsistency not only confuses stakeholders but also risks undermining institutional credibility. The scholarly literature mirrors this fragmentation; while researchers have explored AI in teaching, assessment, and ethics; systematic studies on academic policy and governance remain limited. Public understanding of the policy implications of AI remains limited, and educational governance structures have yet to fully engage with the complexity of these challenges. At the same time, stronger collaboration between researchers and policymakers is needed to ensure that the ethical dimensions of AI use in

education are addressed in a systematic and responsible manner. In particular, academic integrity frameworks have not been fully adapted to address the unique challenges of GAI, leaving a critical gap in the literature and in practice.

This dissertation seeks to address current gaps in understanding how higher education is responding to the rise of GAI. Specifically, it examines academic integrity and AI-related policies from top-ranked universities through systematic document analysis, incorporates local policy development supported by stakeholder surveys, and undertakes an autoethnographic reflection to support the process, increase transparency and provide a model that others may want to follow.

The research is guided by three central questions.

1. What governance, ethical, and academic integrity principles underpin GAI policy frameworks at top-ranked U.S. research universities, and how do these approaches vary across institutions?
2. How can insights from leading university AI policies inform the development of a context-sensitive governance framework for my own institution, one that aligns with ethical standards, institutional values, and the practical realities of teaching and learning?
3. What are the ethical, practical, and methodological considerations in using GAI tools within academic policy research and development, and how can they be applied responsibly to support this process?

The broad aim of this research is to evaluate how higher education institutions are responding to GAI and to propose a framework that promotes academic integrity while enabling responsible innovation.

To achieve this, the study pursues several objectives; conduct a comparative analysis of AI policies at leading universities; identify common principles and divergences; explore the

implications for ethics and governance; using survey and reflective data to inform the creation of a tailored policy for my home institution; and recommend strategies for ongoing adaptation as AI technologies evolve.

The first research question is designed to capture the broader landscape of institutional responses to GAI, to establish a comparative baseline that can inform both theory and practice, and to identify principles that might support the development of other GAI policies. By incorporating stakeholder perspectives from students, faculty, and policymakers, the second question will ensure that policy recommendations are not only theoretically sound but also practically applicable to the lived realities of those most affected by GAI. This process also emphasizes feedback and iterative refinement, allowing stakeholder insights to directly shape, test, and strengthen the proposed principles and policies. The third question acknowledges the dual role of the researcher as both an investigator and a user of GAI. Reflecting on the researcher's own engagement with these tools highlights the opportunities, challenges, and risks of incorporating GAI into scholarly work, while also modeling the transparency and appropriate use that any responsible AI policy should embody.

The significance of this work lies in its practical, academic, and social contributions. For students, it offers clarity about what constitutes acceptable use of GAI, reducing confusion and potential for misconduct. For faculty, it provides guidance on integrating AI tools responsibly into curriculum and assessment, and into their research activities. For administrators, it delivers a structured framework to enhance decision-making, support policy development, and strengthening enforcement mechanisms. At a broader level, this dissertation contributes to the scholarly conversation on AI governance by demonstrating how systematic policy analysis can guide the development of higher education frameworks that balance ethical integrity with

adaptability. In doing so, it addresses an apparent gap in both practice and literature, offering insights that extend beyond a single institution to the wider academic community.

This study responds to the rapid emergence of GAI in higher education by examining its implications for teaching, learning, and academic integrity. Through a combination of document analysis, authentic use of identified principles to generate a draft AIP supported by stakeholder surveys, and autoethnographic reflection, it investigates how leading universities frame governance and ethical use, how institutional policies can be adapted to local contexts, and what it means to engage responsibly with GAI in the research process itself. This focus is important because the rapid adoption of GAI raises urgent questions of integrity, equity, and accountability, and inconsistent institutional responses risk undermining trust in higher education. By addressing these challenges, the dissertation contributes identifying principles and modeling that helps universities adopt GAI in ways that are effective, transparent, and ethically accountable. In doing so, it offers both scholarly insight and practical guidance for policymakers, educators, and academic leaders seeking to balance innovation with responsibility as educational practices continue to evolve.

The dissertation is organized into six chapters. Chapter 1 introduces the study, outlining its context, purpose, and guiding questions. Chapter 2 reviews the relevant literature on GAI, academic integrity, and educational policy, situating the study within existing debates and identifying gaps. Chapter 3 presents the research methodology, detailing the document analysis of institutional policies, development of a survey to gather stakeholder perspectives, and autoethnographic practices to support my reflection on the policy development process. Chapter 4 reports the findings of the document analysis and survey, highlighting common principles found and notable discrepancies observed. Chapter 5 examines the findings and integrates these insights into the development of a proposed GAI policy framework for my institution. Finally, Chapter 6

concludes by reflecting on the study's implications, acknowledging its limitations, and offering recommendations for future research and policy development. Together, these chapters provide a comprehensive examination of how universities can respond to rapid advancements of GAI within the field of education with clarity and ethical responsibility.

To situate this study within the broader scholarly context, it is essential to examine how researchers, educators, and policymakers have approached the intersection of AI, academic integrity, and educational governance. Existing literature highlights both the pedagogical potential of GAI, and the ethical dilemmas it presents, while also tracing emerging institutional strategies for its regulation. Yet it also reveals gaps in systematic analysis and consensus, underscoring the need for a more coherent framework to guide policy development. The next chapter reviews this body of scholarship, outlining opportunities and challenges posed by GAI in higher education, and establishing the foundation for the analysis and proposed framework advanced in this dissertation.

Chapter Two

2.1 Literature Review

The rapid rise of artificial intelligence (AI), particularly Generative Artificial Intelligence (GAI), has fundamentally reshaped higher education (Yan, Martinez-Maldonado, et al., 2024; Yan, Sha, et al., 2024), Institutions are now navigating the complex intersection of innovation, ethics, and policy as they integrate GAI tools into teaching, learning, and administration. This literature review examines the evolving academic discourse on GAI integration, focusing on educational potential, policy development, ethical and equity considerations, institutional practices, and emerging research gaps.

Artificial intelligence has become one of the most transformative technologies across industries, and higher education has not been left behind (Ghimire & Edwards, 2024). Universities have begun adopting GAI to enhance instruction, streamline tutoring processes, and expand administrative efficiency (Cotton et al., 2024; Yan, Sha, et al., 2024). While these technologies have improved many aspects of learning and teaching, they have also disrupted traditional practices, prompting institutions to review and refine their academic integrity policies to uphold educational values amid rapid technological change.

As universities adopt these emerging tools, they must understand the pedagogical, ethical, and operational implications of GAI. Although its integration has enhanced aspects of instruction and engagement, it has also raised concerns regarding plagiarism, authorship, bias, misinformation, and data privacy. These tensions underscore the need for thoughtful governance frameworks that foster innovation while safeguarding academic integrity.

The emergence of GAI thus represents both a profound opportunity and a complex challenge. The rapid diffusion of these tools across academic contexts has compelled institutions to balance creativity with accountability, leading to urgent efforts to establish frameworks that

promote ethical and responsible use (McDonald et al., 2025). This chapter examines how universities have approached GAI through policy development, compliance and legal considerations, pedagogy and assessment design, ethical use and governance discourses, and global comparative perspectives. It identifies both the benefits and challenges of GAI integration, highlighting tensions between technological adoption and the slower evolution of academic policies. Ultimately, this review seeks to bridge these gaps by offering insights into current institutional responses and proposing pathways toward adaptive frameworks that align GAI innovation with the enduring values of academic integrity.

To contextualize these issues, the following section explores how GAI has been integrated into higher education, examining its pedagogical potential, practical applications, and the opportunities and challenges accompanying its rapid adoption.

2.2 The Pedagogical Potential and Student-Centered Applications of GAI

GAI has emerged as a transformative force in higher education, reshaping how students learn, how instructors teach, and how institutions operate (Yan, Martinez-Maldonado, et al., 2024; Yan, Sha, et al., 2024). Its integration into teaching and learning processes enhances the educational experience, preparing students to participate effectively in real-world contexts through authentic tools and interactions. When applied ethically and strategically, GAI has the potential to revolutionize instructional design, accessibility, assessment, and student engagement, positioning higher education to meet the demands of the twenty-first century (Rahiman & Kodikal, 2024).

2.2.1 Enhancing Learning Experiences and Instructional Design

GAI-based technologies like chatbots, intelligent tutoring systems, and adaptive learning platforms provide exceptional opportunities for learning personalization and student engagement (Rahiman & Kodikal, 2024). GAI-powered tools adjust learning resources and information to meet the diverse needs of every learner (Karimi & Khawaja, 2023). The GAI allows learners to progress

faster and achieve their learning goals in line with the evolving demands of the current century (Pisica et al., 2023). These tools can evaluate learner performance, identify strengths and weaknesses, and deliver tailored feedback that fosters deeper understanding and skill development (Chan, 2023). By offering instant feedback and individualized support, GAI enables educators to adapt instruction to diverse learning needs, improving student motivation and outcomes (Crompton & Burke, 2023). Slimi (2023) also suggests that GAI makes learning exciting, enabling students to acquire novel knowledge and skills. Moreover, such systems promote creativity and innovation by supporting ideation, critical thinking, and problem-solving in both independent and collaborative learning environments (Matthijs, 2024).

Educators increasingly use GAI to customize feedback, create adaptive assessments, and anticipate academic performance. In doing so, they can focus more on mentoring and complex instructional activities rather than administrative tasks. This shift reflects a growing emphasis on human–AI collaboration in education; where GAI augments, rather than replaces, the educator's role in cultivating critical inquiry and ethical reasoning.

2.2.2 Adaptive Learning, Personalization, and Inclusion

One of GAI's most significant contributions lies in its ability to personalize education through adaptive learning systems (Cotton et al., 2024; Hwang & Chen, 2023). These platforms assess student data in real time and tailor content, pacing, and difficulty to meet individual needs (Awwad, 2024). Adaptive instruction depends on GAI's capacity to monitor learner progress and provide targeted scaffolding, motivating students to tackle challenging tasks and achieve higher levels of mastery (Yan, Martinez-Maldonado, et al., 2024).

GAI also promotes inclusion and accessibility by supporting differently abled learners with personalized materials and multimodal resources that respond to varying abilities and learning preferences (Karimi & Khawaja, 2023). Through tools such as translation systems, voice assistants,

and chatbots, GAI empowers students with diverse needs to access learning equitably and independently (Malik et al., 2023). By embedding accessibility and personalization into the learning process, institutions can enhance diversity and ensure that all students, regardless of background or starting point, receive equitable opportunities for success.

2.2.3 Intelligent Tutoring and Feedback Systems

Intelligent tutoring systems represent another major advancement in GAI-driven learning. These programs replicate aspects of one-on-one instruction, offering real-time explanations, answering questions, and dynamically adjusting guidance based on learner responses (Saxena et al., 2024). Such technologies help bridge the gap between classroom instruction and independent study, providing continuous academic support outside traditional learning hours.

Similarly, GAI-powered feedback systems help students identify weaknesses, refine their writing, and develop metacognitive awareness of their learning processes. This approach encourages reflection, autonomy, and intellectual curiosity while reducing instructors' grading workload and allowing for more meaningful pedagogical engagement.

2.2.4 Assessment, Evaluation, and Administrative Efficiency

GAI has also proven invaluable in improving assessment and institutional efficiency. Automated grading tools and analytic systems provide faculty with immediate insights into student performance while supporting fair and consistent evaluation practices (Saxena et al., 2024). Software such as Turnitin enables educators to detect potential plagiarism and assess originality, thereby reinforcing academic integrity while streamlining the assessment process (Rahiman & Kodikal, 2024).

Beyond pedagogy, GAI automates routine administrative functions, improving institutional operations and reducing workload for faculty and staff. Virtual assistants and chatbots can manage scheduling, respond to student inquiries, and process admissions or enrollment tasks

(Karimi & Khawaja, 2023). This automation frees educators to devote more time to teaching, mentoring, and research while increasing efficiency across the institution. As Saxena et al. (2024) note, automated assessment and administrative systems promote both time efficiency and institutional responsiveness, enhancing the quality of higher education delivery.

2.2.5 Challenges and Ethical Implications

While these advancements demonstrate the substantial promise of GAI in enhancing teaching and learning, they also raise complex ethical considerations (Chan, 2023; Cotton et al., 2024; Moorhouse et al., 2023). As students increasingly rely on GAI to generate, organize, and refine their work, questions of authorship, originality, and academic integrity become more pressing. The distinction between legitimate assistance and academic misconduct remains blurred, requiring clear institutional guidance and ongoing dialogue about responsible use.

2.2.6 Summary and What's Next

Thus, although GAI enriches educational practice and supports institutional innovation, its application must be grounded in transparency, accountability, and ethical reflection.

While GAI's pedagogical potential is immense; from adaptive learning to inclusive instruction; these innovations cannot be sustained without corresponding institutional frameworks that govern their ethical and practical use. The growing reliance on GAI across classrooms and campuses necessitates careful reconsideration of policy, oversight, and accountability. As universities explore how to harness GAI responsibly, the focus must shift from what technology can do to how institutions regulate, support, and sustain its use within academic boundaries. The next section therefore explores these issues in greater depth, focusing on how universities are developing policies to ensure that the integration of GAI strengthens, rather than undermines, the core values of academic integrity and intellectual honesty.

2.3 Educational Policy Development and Institutional Responses to GAI

The rapid adoption of GAI tools, particularly following the public release of ChatGPT in late 2022, has fundamentally disrupted traditional conceptions of knowledge creation, authorship, and assessment authenticity (Chan, 2023). Unlike previous educational technologies that were gradually integrated into classrooms, GAI's accessibility and sophistication created an immediate imperative for institutional response (Yan, Martinez-Maldonado, et al., 2024; Yan, Sha, et al., 2024). This unprecedented pace of adoption has exposed what scholars describe as a governance gap; a temporal disconnect between technological capability and institutional preparedness (McDonald et al., 2025).

Early institutional responses to GAI, particularly in late 2022 and early 2023, were largely reactive and restrictive (Chan, 2023; Lodge et al., 2023). Many universities issued legalistic policy statements emphasizing prohibition or cautious containment until the risks of academic dishonesty could be more clearly understood (McDonald et al., 2025). While this "prohibition-first" stance was a reasonable short-term measure, it often left faculty and students uncertain about legitimate use cases (Chan, 2023; Chan & Hu, 2023; Chan & Lee, 2023). Such restrictions inadvertently encouraged underground or inconsistent use, reinforcing inequities across courses and disciplines.

By 2024, however, a notable policy shift occurred as institutions moved from restriction toward normalization; the integration of GAI within existing academic frameworks under guided conditions (Jin et al., 2025). This transition reflects an emerging recognition that GAI, when used ethically and transparently, can enhance academic work rather than undermine it (Jin et al., 2025; McDonald et al., 2025). Policies began to emphasize disciplinary flexibility, granting instructors autonomy to define appropriate use within their pedagogical contexts while maintaining institution-wide ethical standards (Luo, 2024).

2.3.1 Policy Design, Privacy, and Data Governance

GAI integration has amplified the need for robust policies addressing privacy, security, and ethical responsibility. Educational institutions handle vast amounts of sensitive student and research data, creating new vulnerabilities when interacting with large language models (Ghimire & Edwards, 2024). Effective GAI policies must therefore ensure that any engagement with AI tools complies with existing privacy regulations such as the Family Educational Rights and Privacy Act (FERPA) in the United States and the General Data Protection Regulation (GDPR) in Europe (Kamalov et al., 2023).

Scholars emphasize that responsible GAI adoption requires strict safeguards around data collection, storage, and sharing, coupled with transparency about how information is processed by AI systems (Saxena et al., 2024). Institutions are increasingly called upon to establish clear consent protocols, cybersecurity frameworks, and ethical use policies that prioritize accountability and student trust. Beyond technical safeguards, this also entails ethical oversight structures that govern how GAI tools are used in admissions, grading, and student advising to prevent discriminatory or biased outcomes.

2.3.2 Ethical Accountability and Policy Dimensions in Higher Education

Ethical accountability remains central to the conversation around GAI in higher education. Universities must ensure that the use of AI tools reflects institutional values of fairness, inclusion, and respect for intellectual contribution (Luo, 2024). Ethical GAI use requires transparency in attribution, and vigilance against algorithmic bias. At the same time, GAI has the potential to advance educational equity by supporting differently abled students through assistive technologies such as translation tools, voice interfaces, and adaptive learning systems (Rahiman & Kodikal, 2024).

Indeed, while some scholars warn that GAI could exacerbate inequalities between students with differential access to technology, others highlight its capacity to democratize learning when institutions provide equitable access and guidance (Farrelly & Baker, 2023). This duality reinforces the need for inclusive policies that address both technological opportunity and social responsibility.

While GAI offers significant pedagogical and operational benefits, its adoption has also prompted complex ethical and policy challenges. The rapid incorporation of GAI into higher education has outpaced the development of governance frameworks capable of ensuring equitable, transparent, and responsible use (Ghimire & Edwards, 2024). As institutions embed these technologies into classrooms, administrative systems, and research environments, they must address questions of authorship, data privacy, algorithmic bias, and academic integrity.

At the heart of these challenges lies the issue of accountability. The blurred boundary between human and machine contribution raises pressing questions about originality and authorship in academic work. When students or faculty use GAI to generate text, code, or images, distinguishing between legitimate assistance and intellectual misrepresentation becomes increasingly difficult. Without clear norms for attribution and disclosure, the risk of both unintentional and deliberate misuse increases, potentially undermining the foundational principles of honesty and integrity in scholarship.

Furthermore, educators and administrators face the ethical dilemma of balancing innovation with fairness. Algorithmic systems may reflect biases embedded in their training data, potentially reinforcing inequities in learning outcomes and assessment. Ensuring that GAI tools are used to promote, not erode equity requires robust institutional oversight and continuous evaluation of their impact on diverse student populations.

2.3.3 Global Policy Rationales and Divergences

Comparative literature reveals distinct rationales underpinning GAI policy across global contexts. In the United States, decentralized governance allows universities substantial autonomy, resulting in policy diversity that prioritizes flexibility and academic freedom. Conversely, Chinese institutions adopt highly centralized frameworks aligned with national objectives of technological sovereignty and innovation control, while Japanese universities integrate GAI ethics into consensus-based governance systems emphasizing collective accountability (Saxena et al., 2024).

European universities often frame GAI policies through the lenses of equity, accessibility, and sustainability (Farrelly & Baker, 2023), aligning them with broader commitments to digital rights and responsible innovation. Australian institutions similarly emphasize inclusivity and social justice, integrating AI ethics into broader educational reform efforts. These cross-national contrasts underscore that GAI policy is never value-neutral; it reflects the political, cultural, and philosophical priorities of each educational ecosystem. As such, institutions benefit from cross-pollination of best practices, combining European rigor in data governance with American adaptability and Asian models of collective accountability; to build holistic, culturally responsive frameworks.

Across the literature, a consensus emerges: effective GAI governance requires a balance between innovation and accountability (Chan, 2023; Cotton et al., 2024; Rudolph et al., 2023). Policies must move beyond surface-level compliance toward a holistic integration of pedagogy, ethics, and institutional strategy. Scholars call for continuous, participatory policy review processes that engage diverse stakeholders; faculty, students, administrators, and technologists; to ensure that academic integrity frameworks evolve alongside the tools they seek to regulate (Luo, 2024; Sullivan et al., 2023). Ultimately, policy development is not a one-time response to disruption but an ongoing commitment to ethical adaptability in the face of rapid technological change.

Together, these developments illustrate that GAI policy formation remains in flux; an iterative process shaped by technological change, cultural priorities, and institutional mission. As policies mature, they increasingly converge on a central concern; preserving academic integrity while embracing innovation. The next subsection explores this tension in greater depth by examining the frameworks, principles, and ethical standards that guide institutional governance of GAI, focusing on how universities articulate accountability, authorship, and transparency in practice.

2.3.4 Towards Coherent Governance and Policy Alignment

Ethical stewardship of GAI in education depends not only on individual behavior but also on institutional responsibility (Moorhouse et al., 2023). Universities must develop policies that align ethical principles with practical implementation, ensuring that AI adoption reflects institutional missions and values. This includes articulating expectations for both faculty and student use, defining permissible applications within teaching and research, and establishing systems for training, accountability, and enforcement (Luo, 2024).

Institutions have begun addressing these needs by publishing example-based guidance, integrating ethical frameworks into faculty workshops, and promoting cross-disciplinary collaboration on AI governance. Yet across the sector, responses remain uneven (Jin et al., 2025). Many universities still lack comprehensive or enforceable guidelines, leaving decisions about AI use to individual instructors or departments. Such decentralization risks inconsistent enforcement and confusion among students and faculty alike.

2.3.5 Summary

The policy landscape for GAI in higher education is still emerging. Some institutions have taken a restrictive stance, limiting or prohibiting AI use in coursework to preserve academic integrity (Chan, 2023). Others adopt a more open and experimental approach, encouraging

responsible exploration of AI's capabilities while emphasizing transparency and disclosure (McDonald et al., 2025). This diversity of approaches highlights an important tension; institutions must remain adaptable to rapid technological change without sacrificing ethical clarity or academic rigor.

Effective GAI governance therefore requires policies that are both principled and flexible; responsive to innovation while anchored in institutional values. Policies must be framed not merely as prohibitive rules but as educational tools that guide ethical decision-making and critical engagement with emerging technologies (Chan, 2023; Lodge et al., 2023).

The ethical and policy dimensions of GAI form a critical foundation for its responsible integration into higher education. Addressing issues of authorship, bias, data privacy, and institutional accountability is essential to maintaining public trust and academic integrity. The following section examines how institutions operationalize these ethical principles through academic integrity and governance frameworks, exploring the mechanisms by which policy can evolve to meet the realities of a rapidly transforming educational landscape.

2.4 AI Governance and Academic Integrity Frameworks

The emergence of GAI has prompted higher education institutions to reconsider the foundations of academic integrity and governance (Luo, 2024). Traditional integrity frameworks; originally developed to address plagiarism, cheating, and data falsification are now being tested by technologies that can produce original, human-like outputs. As GAI becomes increasingly embedded in teaching, research, and administration; institutions must adapt their policies and practices to preserve trust, transparency, and fairness in academic work (Jin et al., 2025).

2.4.1 Redefining Academic Integrity in the Age of GAI

Academic integrity has long been defined by principles of honesty, trust, fairness, respect, and responsibility (Chan, 2023). However, GAI challenges these concepts by introducing new

forms of authorship and collaboration that blur the lines between human and machine contribution. The question of what constitutes original work becomes more complex when AI can generate sophisticated essays, data analyses, or creative projects from minimal input (Luo, 2024). In this context, integrity cannot be confined to the mere prohibition of misconduct; it must also encompass the ethical use of digital tools and the acknowledgment of human–AI collaboration as part of scholarly practice.

To preserve academic credibility, many scholars advocate reframing integrity policies to emphasize responsible use rather than prohibition (Luo, 2024). Policies should guide students and faculty to use AI transparently; disclosing when and how such tools are applied; and to maintain intellectual accountability for the final product. This shift transforms integrity from a static rule-based concept into a dynamic, reflective practice aligned with the realities of digital scholarship.

2.4.2 Institutional Governance and Policy Adaptation

Universities have responded to the rise of GAI with varying degrees of preparedness. Some institutions have issued explicit policy statements defining acceptable uses of AI tools and requiring citation or disclosure of AI-generated content, while others have delegated responsibility to departments or individual instructors, resulting in inconsistent interpretations and uneven enforcement (Jin et al., 2025). This decentralization underscores the urgent need for institution-wide governance frameworks that balance academic freedom with shared ethical standards.

An effective governance approach integrates three essential components: (1) clear institutional policy outlining acceptable and unacceptable uses of GAI; (2) education and training programs that build AI literacy among students and faculty; and (3) iterative evaluation mechanisms that allow policies to evolve alongside emerging technologies. Together, these components ensure that academic integrity policies remain responsive, enforceable, and aligned with institutional missions and disciplinary contexts (Jin et al., 2025).

2.4.3 Balancing Innovation with Regulation

Striking the right balance between innovation and regulation is a central challenge for academic governance. Overly restrictive policies risk stifling creativity, experimentation, and the pedagogical potential of GAI, while overly permissive frameworks may undermine fairness and intellectual rigor. Successful policies, therefore, must adopt a principled flexibility, establishing ethical guardrails without discouraging legitimate academic exploration (Jin et al., 2025).

This balance also depends on cultivating a culture of shared accountability, where students, faculty, and administrators view integrity not as a punitive concept but as a collective commitment to responsible scholarship. Embedding ethics training within courses, research programs, and professional development ensures that academic integrity becomes a lived value rather than a compliance requirement.

2.4.4 Global and Comparative Perspectives

Globally, institutions are adopting diverse strategies to regulate GAI in higher education. Some emphasize AI literacy and ethical awareness within national frameworks, while others focus on policy experimentation at the institutional level. While there is no universal model, the emerging consensus stresses transparency, disclosure, and accountability as shared pillars of responsible AI governance.

International collaboration offers valuable insights into policy design. Universities that incorporate cross-stakeholder input; engaging faculty, students, IT specialists, and ethicists; tend to produce more coherent and effective AI policies. This participatory governance model ensures that policies reflect practical realities as well as ethical aspirations.

2.5 Toward a Framework for Responsible AI Governance

As the boundaries between human and artificial cognition continue to blur, universities must move beyond reactive measures and develop proactive, principle-based frameworks for AI

governance. These frameworks should integrate ethical reasoning, institutional accountability, and educational guidance under a unified model (Luo, 2024).

Despite significant progress in policy development, recurring gaps remain that limit the effectiveness of current approaches. Few institutions articulate systematic enforcement mechanisms, leaving faculty uncertain about how to respond to suspected misconduct (Slimi, 2023). This uncertainty creates inconsistent application of policies and potential legal vulnerabilities for institutions.

The enforcement challenge is compounded by the technical complexity of GAI detection and the rapid evolution of GAI capabilities. Traditional academic integrity processes, designed for conventional forms of plagiarism, may be inadequate for addressing GAI-assisted work. This requires developing new investigative procedures, training hearing officers, and establishing appropriate sanctions.

Policies are rarely subjected to rigorous evaluation, and few include structured processes for stakeholder feedback. This represents a significant gap in evidence-based policy development, as institutions lack systematic data on policy effectiveness, compliance rates, or unintended consequences. As a result, policies risk stagnation even as the technology continues to evolve.

The absence of evaluation mechanisms also limits institutional learning and cross-institutional collaboration. Without systematic data collection and analysis, institutions cannot identify best practices, common pitfalls, or emerging challenges that require policy adaptation.

The literature identifies a fundamental tension between short-term compliance focus and long-term capacity building needs. Students often report confusion about inconsistent standards, while faculty describe increased workload and uncertainty about enforcement (McDonald et al., 2025). This suggests that current approaches may be creating administrative burden without corresponding educational benefit.

Addressing these challenges requires moving beyond reactive measures to iterative, evidence-based governance models that integrate ethics, pedagogy, and technology. Such models would emphasize continuous improvement, stakeholder engagement, and adaptive management rather than static rulemaking.

Future directions emphasize feedback loops, regular policy review, and cross-institutional collaboration. Scholars argue for "living policy" models that adapt over time through stakeholder engagement, rather than static documents that quickly become outdated (McDonald et al., 2025). This approach draws from adaptive management theory in environmental policy and agile development practices in technology governance.

Along with the gaps, the previous literature on GAI incorporation in education indicates numerous limitations. A major limitation is the absence of comprehensive policies addressing GAI incorporation in the learning environment (Luo, 2024). Most existing studies center on theoretical and ethical facets of GAI integration, but they fail to provide significant policy guidelines. As a result, this makes it more challenging to deal with problems associated with GAI applications in this sector. In addition, many previous scholars focused on conceptual frameworks to explore the research topic, implying that they lack adequate empirical data to support or strengthen their arguments. In other words, there is a lack of empirical research exploring GAI's effects on learning outcomes in the long run. Although some scholars have raised concerns about the possible adverse impacts of GAI integration in education on students' critical thinking and writing skills (Chan, 2023; Hasanein & Sobaih, 2023), no sufficient evidence supports such claims. Whereas existing literature presents crucial insights into the potential gains of integrating GAI in education, there are limited longitudinal studies that assess the long-term consequences of such practice on academic outcomes and the effectiveness of educational policies. Besides, the existing literature does not stress the challenges facing higher learning institutions regarding the effective

implementation of GAI policies. Another limitation of the current research is that these studies fail to focus on or capture the viewpoints of different stakeholders, such as the institutions' administrators, faculty members, and learners. Understanding how they perceive GAI integration into education is necessary to ensure that higher learning institutions establish inclusive and holistic policies. Therefore, given the literature gap, the current research seeks to present a policy framework that can provide the successful integration of GAI in higher education.

2.6 Conclusion

In summary, the literature reveals a rapidly evolving but uneven landscape of GAI governance in higher education. While institutions have made significant strides toward greater clarity, integration, and adaptability, substantial work remains to address compliance, pedagogy, and accountability in ways that are equitable and sustainable.

The literature review explored the impact of GAI integration on educational policy. The primary results from previous studies maintain that GAI incorporation into university curricula can improve all students' tutoring practice and learning process, including those needing extra support. If higher education institutions embed GAI into their operations and processes, they can enhance the instructing encounters, enabling students and educators to achieve their goals. GAI-based tools like chatbots and adaptive learning platforms offer incomparable educational experiences. As a result, this allows educators to fine-tune learning materials and content to satisfy the various requirements of each student. Likewise, GAI can reform education by tailoring instruction to individual learners' desires, ensuring that each student fits in the learning environment and is satisfied with the outcome. The study also discovered that GAI is critical in facilitating intelligent teaching, offering learners simultaneous responses and appropriate support. GAI assists in evaluating and rating students based on their performances, giving teachers more time to attend to urgent issues. The research results also revealed that these emerging

technologies play a crucial role in certifying that the managerial practices or procedures within the institutions are efficient as they help to automate such processes. The literature review also recommends that educational policies highlight acceptable and unacceptable GAI usage to motivate students to realize and respect the ethical consequences of utilizing these technologies. Universities must also create robust frameworks to safeguard student confidentiality and ensure information safety.

Considering the gaps in the literature, additional research is essential. Future studies must include empirical research to generate valuable information and understand how GAI shapes educational policies. Likewise, further research should focus on forming clear guidelines to tackle the challenges facing universities when integrating GAI into their processes. By addressing the gaps, these organizations and policymakers can improve their knowledge of the difficulties of GAI incorporation, enhancing learning results and experiences.

Chapter Three

3.1 Methodology

This dissertation employed a three-part mixed-methods design, integrating document analysis, stakeholder surveys, and autoethnographic reflection to examine how Generative Artificial Intelligence (GAI) is reshaping academic integrity policies in higher education. Each methodological strand contributed a distinct lens of inquiry; institutional policy perspectives, stakeholder experiences, and the researcher's own administrative practice. This approach enabled a multidimensional exploration of how institutions are interpreting and responding to GAI through both governance structures and educational guidance.

Importantly, this design not only allowed for rich data collection but also supported the emergence of six key principles that structure the study's findings. These principles; ethical use and academic accountability, policy transparency, data privacy and security, educational guidance, enforcement and compliance, and policy evolution; frame the results and discussion chapters, offering a coherent analytic structure for interpreting how higher education is adapting to GAI. This chapter outlines the overall research design, details the data collection strategies employed for each component, explains the analytical procedures undertaken, and provides the rationale underpinning each methodological choice. The study's structure reflects the complexity of the topic by combining policy review, community input, and administrative practice, allowing the research to address both abstract principles and applied challenges in GAI governance. These principles ultimately guided the creation of a draft GAI policy tailored to the context of the institute which the study was conducted.

3.2 Document Analysis – Initial Approach

A qualitative document analysis of AI-related academic integrity policies from 20 leading U.S. universities identified salient patterns in how institutions define, regulate, and promote the

ethical use of GAI. Guided by open coding and iterative major development, the analysis yielded six overarching principles that encapsulate institutional approaches to GAI governance. This phase of the research established a conceptual foundation for understanding how institutional values and priorities are articulated through formal policy and governance structures.

As part of the broader mixed-methods design, the study commenced by examining the ways in which top-ranked U.S. universities are responding to the emergence of GAI through revisions to their academic integrity frameworks. The primary method involved a qualitative content analysis of AI-related academic policies publicly available on institutional websites, with attention to standards, procedures, and enforcement mechanisms pertaining to GAI use in academic contexts (Bowen, 2009).

3.3 Stakeholder's Survey

To extend the findings from the document analysis, the study employed survey research to gather additional insights from three stakeholder groups: external academic professionals, faculty, and students. The survey was designed to reflect and assess the relevance of the principles identified through policy coding, thereby serving as a pragmatic validation and elaboration of the initial qualitative findings.

While the study's overall structure draws on Creswell and Plano Clark's (2017) model of mixed-methods research, it also parallels methodological approaches used in prior studies that began with document or policy analysis followed by stakeholder engagement to refine or validate conceptual frameworks (Hardy & Tolhurst, 2014). This layered design enabled a nuanced understanding of how institutions interpret, regulate, and operationalize responsible AI use, while simultaneously capturing stakeholder perceptions of these emerging policies.

Furthermore, the two-phase structure aligns with precedents that identified policy principles related to contract cheating across Canadian universities (Stoesz et al., 2019) and

Awosoga et al. (2022), who combined institutional analysis with stakeholder surveys to validate and extend their findings. This sequential approach; qualitative document coding followed by mixed-methods stakeholder feedback, facilitated both the identification of overarching themes and the empirical confirmation of those themes through campus perspectives, grounding the resulting framework in both evidence and lived experience.

3.4 Autoethnographic Reflection

An autoethnographic component was incorporated to complement and deepen the overall methodological design. Drawing on the researcher's lived experience as a university administrator, this element examined the use of ChatGPT-4.0 to support research, policy drafting, and leadership practice. Reflexive journaling and thematic coding illuminated how engagement with GAI intersected with the six guiding principles, revealing both the affordances of these tools, such as enhanced efficiency and accessibility; and the ethical complexities they introduce, including questions of authorship, voice, and institutional integrity.

Grounded in Ellis, Adams, and Bochner's (2011) conception of autoethnography as a bridge between personal narrative and cultural analysis, this reflective inquiry situated the researcher's experience within broader institutional and societal shifts surrounding GAI adoption. By offering a candid, insider perspective, the autoethnographic reflection provided insight into the evolving role of GAI in academic leadership and presented a model for its thoughtful and ethical integration within higher education contexts.

Together, these components provide a layered and comprehensive examination of institutional, communal, and personal perspectives on GAI policy development. Each method was selected for its contribution to the overall research aim; to understand how academic institutions are interpreting, operationalizing, and responding to the integration of GAI in scholarly settings.

3.5 Methodological Adjustments – Emerging Insights and Challenges

As data collection began, several insights reshaped the methodological trajectory. In 2023, the document analysis revealed significant variation across institutions, challenging the assumption of uniformity in academic integrity policy. Some universities emphasized prohibition and restriction (Chan, 2023), while others focused on guidance and responsible innovation (Atlas, 2023). These findings prompted refinement of the coding categories to capture policy nuances such as transparency, accountability, and educational guidance.

Survey responses further revealed disparities in how different groups; students, faculty, and policymakers understood GAI ethics and academic responsibility. Early open-ended survey questions produced rich but inconsistent data, necessitating a shift to a structured format combining Likert-scale items and targeted open-response questions. This modification enabled cross-group comparison and improved data reliability. Logistical challenges, including participant hesitation about discussing GAI use, reinforced the importance of clear communication and ethical safeguards.

The autoethnographic component added a spontaneous dimension, revealing tensions between efficiency, authorship, and ethical responsibility. Through journaling, the researcher confronted questions of transparency and digital agency, leading to a more deliberate integration of reflexivity throughout the research process.

3.6 Adjustments Made

3.6.1 To Research Questions

The original research questions were refined to focus more explicitly on governance, ethics, and academic integrity frameworks, while also addressing the researcher's role in policy development. The evolution of GAI policy discourse required narrowing the focus to principles that could bridge institutional policy with administrative practice.

3.6.2 To Data Collection

The stakeholder survey underwent significant revision. Initially qualitative and exploratory, it was restructured into a hybrid quantitative-qualitative instrument modeled after validated tools developed by Amani et al. (2023) and Petricini et al. (2024). The survey's mixed design: Likert items combined with open-ended prompts, balanced measurable trends with nuanced perceptions. This redesign increased analytic precision while preserving contextual richness.

3.6.3 To Analytical Lens

The document analysis adopted open coding and constant comparison methods, allowing emergent themes to guide policy principal development. This iterative approach yielded six foundational principles; ethical use and accountability, transparency, privacy and data security, educational guidance, enforcement and compliance, and policy evolution; that later informed the analysis and institutional policy proposal.

3.7 Rationale for Changes

Adjustments to the research design were guided by both practical realities and scholarly reflection. Feedback from institutional research peers, survey participants, and faculty collaborators highlighted the importance of balancing methodological rigor with accessibility and clarity. Incorporating reflexivity ensured that changes were not merely reactive but thoughtfully grounded in emerging insights. The study's adaptive approach aligned with calls in qualitative inquiry for transparency, responsiveness, and self-awareness in research (Ellis et al., 2011).

3.8 Ethical and Institutional Oversight

All components of the study received Ethics approval from both the University of Victoria and the researcher's University. The document analysis relied exclusively on publicly available policy documents, while the survey maintained participant anonymity through Google Forms. Informed consent was embedded at the survey introduction, and no identifiable or sensitive data

were collected. The autoethnographic reflection, while personal, adhered to confidentiality and ethical transparency. Triangulation, peer review, and an audit trail were maintained to enhance the study's trustworthiness and credibility.

3.9 Impact on Findings

The evolution of the methodology deepened the study's analytic and interpretive power. Methodological refinements strengthened alignment between global policy trends and institutional practice, ensuring that findings reflected both the macro-level discourse on GAI governance and the micro-level realities of implementation within higher education. The integration of reflexive journaling provided an additional layer of interpretive insight, bridging the gap between institutional analysis and lived administrative experience. Collectively, these adjustments produced a methodology that was not only empirically robust but also ethically attuned and contextually grounded.

3.10 Summary

In summary, the methodology employed in this study combined document analysis, stakeholder surveys, and autoethnographic reflection to create a triangulated framework for exploring GAI's impact on academic integrity policy and capturing the researcher's own experience navigating GAI as a university administrator responsible for GAI policy development. The document analysis was performed to determine the underlying principles of academic integrity policies (AIPs) at 20 U.S. institutions, identifying shared values and regulatory approaches. The survey of faculty at the institution, students at the institution, and external professionals provided critical insight into local concerns and perceptions regarding GAI use in academic contexts. Together, the survey findings and the private institution's institutional values informed the development of the core principles that guided the creation of their own draft AIP. The autoethnographic component also provided space to examine evolving questions of professional identity and digital agency. The

researcher reflected on the tension between GAI-enabled efficiency and the need for transparent, human-centered leadership in higher education. This integrated approach ensured that the proposed policy was both contextually relevant and aligned with national trends in responsible GAI governance.

This chapter has outlined a multi-faceted methodology designed to examine the institutional, stakeholder, and practitioner dimensions of GAI policy development in higher education. Through the integration of document analysis, stakeholder surveys, and autoethnographic reflection, the study sought to capture both macro-level trends and micro-level experiences. Each component contributed uniquely to understanding how academic institutions are interpreting and operationalizing GAI, and how individual actors within these systems are responding in real time.

The following chapter presents the results of this three-part inquiry, beginning with a thematic analysis of academic integrity policies from 20 leading universities, followed by survey findings from students, faculty, and academic professionals, and concluding with insights from the researcher's personal experience as a university administrator engaged in AI policy formation.

Chapter Four

4.1 Results

This chapter presents the findings of a mixed methods study built around three interconnected elements: (1) a document analysis of 20 AI academic integrity policies from leading U.S. universities, (2) a survey capturing the perspectives of students, faculty, and external academic professionals associated with the 20 institutions analyzed, and (3) an autoethnographic reflection on the researcher's experience using GAI, specifically ChatGPT-4.0; throughout the research and policy development process. These components were designed not only to examine how institutions are responding to the rise of GAI, but also to generate actionable principles that could inform policy development in a real-world setting. The synthesis of insights from these three elements served as both the evidence base and the validation process for a final applied outcome; the creation of a draft GAI academic integrity policy for the researcher's own institution. This policy was intentionally crafted to incorporate the best national practices, address the needs and priorities of local stakeholders, and provide clear guidance for the authentic, responsible use of GAI in academic and administrative contexts.

The results are organized into 3 sections:

1. Document analysis of institutional policies
2. Survey findings from students, faculty, and policymakers
3. Autoethnographic reflections on the researcher's engagement with ChatGPT-4.0 in policy development

4.2 Document Analysis

In this analysis process each AI policy was reviewed systematically, with key phrases, directives, and concepts identified through manual open coding. These initial codes were recorded and organized using Microsoft Excel, which enabled detailed tracking of emerging categories,

recurring terminology, and cross-institutional trends in how universities structured and expressed their policies. The open coding process allowed themes to emerge naturally from the data. As coding progressed, related concepts were grouped into broader thematic categories using constant comparison methods (a process of systematically comparing new codes with existing ones to refine, merge, or differentiate themes; Glaser & Strauss, 1967; Bowen, 2009).The structured coding matrix in Excel provided a clear audit trail of coding decisions and supported consistency throughout the analysis. To enhance reliability and minimize researcher bias, reflective journaling was maintained throughout the coding process. This helped document interpretive decisions and ensured a disciplined, transparent approach to data interpretation.

Despite the convergence around core themes, considerable variation was found in how institutions structured their policies. Some universities emphasized disciplinary flexibility, tailoring their guidelines by department, while others opted for centralized, university-wide frameworks. Institutions also varied in their timelines for policy development and updates, with newer iterations reflecting more specific language around GAI tools such as ChatGPT.

This iterative approach resulted in six primary themes: Ethical Use and Accountability, Policy Transparency, Data Privacy and Security, Educational Guidance, Enforcement and Compliance, and Policy Evolution. These themes reflected both institutional priorities and broader trends identified in the academic literature. Triangulation further strengthened the analysis by cross-referencing the emergent themes with findings from the stakeholder surveys and autoethnographic reflections. This multi-source validation supported the credibility of the thematic findings and helped anchor them within the study's broader institutional and scholarly context.

4.2.1. Thematic Coding and Reliability in Document Analysis

Initially ten thematic categories were identified based on recurring themes in the AI-related academic integrity policies. These early categories were methods of implementing AI ethics,

adoption of policy, transparency, data protection, accountability, focus, application, training, guidance, and compliance.

As the coding process continued, a pattern of conceptual overlap emerged among several of these categories. An iterative review using constant comparison led to the consolidation of similar or interrelated categories. This refinement ensured that the themes reflected both the depth and coherence of institutional priorities across policies.

More specifically, methods of implementing GAI ethics, focus, and application frequently converged around responsible use expectations and student accountability and were unified under Ethical Use and Academic Accountability. Adoption of policy themes often tied directly to clarity in communication and stakeholder understanding, making it logical to consolidate these under Policy Transparency. Data protection themes aligned naturally with broader institutional privacy and security obligations, becoming part of Data Privacy and Security. Training and guidance consistently overlapped in discussions on faculty and student support, leading to their merger under Educational Guidance. Compliance concerns were commonly linked with enforcement mechanisms, shaping the theme of Enforcement and Compliance.

Additionally, through reflective analysis, Policy Evolution emerged as an essential theme to capture the recognition that GAI-related academic integrity policies are dynamic and subject to ongoing review in response to technological advancements.

Thus, the refinement process narrowed the thematic categories from the initial ten to six key principles:

1. Ethical Use and Academic Accountability
2. Policy Transparency
3. Data Privacy and Security
4. Educational Guidance

5. Enforcement and Compliance
6. Policy Evolution

These six themes served as the guiding framework for analyzing the institutional responses to GAI in higher education and allowed for a more structured, comprehensive interpretation of the data. Each is discussed below with representative examples.

4.2.2 Ethical Use and Academic Accountability

The analysis revealed that ethical use and academic accountability served as the foundational principles across all 20 reviewed policies. Each institution articulated, either explicitly or implicitly, that GAI tools must be used in ways that uphold the integrity of student work and align with core academic values. Unauthorized use of GAI to generate or complete assignments was uniformly categorized as a form of academic misconduct comparable to plagiarism or unauthorized collaboration.

For example, Stanford University's guidance on GAI (2023) emphasizes that students must ensure any AI-assisted work reflects their own intellectual contribution and that all use of GAI is properly acknowledged in accordance with course or instructor policies.

Similarly, Harvard University's guidelines on GAI (2025) emphasize that such tools may only be used for academic work when explicitly permitted by the instructor, and that students remain fully responsible for the originality, integrity, and accuracy of any submitted.

GAI accountability was framed through dual lenses - preventative and punitive frameworks. Preventatively, many policies encouraged educational engagement, urging students to discuss potential GAI use with instructors before adopting them as tools to support their work. Punitive measures were generally aligned with existing academic honesty/integrity codes, with GAI misuse treated as a violation subject to sanctions ranging from warnings to suspension or expulsion, depending on severity.

Several universities took steps to define authorized versus unauthorized use scenarios. For instance, Columbia University's GAI policy (2025) stipulates that absent explicit instructor authorization, GAI tools may not be used to complete assignments or exams; students must verify the accuracy of GAI outputs, disclose any GAI assistance, and avoid misrepresenting GAI-generated content as their own work.

The findings indicate that institutions differed significantly in the degree to which ethical use principles were integrated into their overall academic culture. Some, like MIT, embedded GAI ethics discussions into first-year seminars or writing courses, signaling a proactive educational stance. Others limited their engagement to policy documentation without accompanying instructional initiatives, potentially leaving students and faculty without sufficient guidance on practical implementation.

A key finding was that although institutions were unified in their emphasis on ethical GAI use, the clarity of their policies, the instructional support offered, and their enforcement mechanisms varied substantially. This inconsistency mirrors the broader challenge in higher education of understanding the issues and translating ideas surrounding the ethical adoption of emerging technology into actionable, consistent practice across diverse academic contexts.

4.2.3 Policy Transparency

The document analysis revealed significant variation in the clarity and accessibility of institutional policies regarding GAI. While all universities expressed a commitment to academic integrity in the age of GAI, the degree of which their policies translated this commitment into actionable, comprehensible guidance noticeably differed.

Institutions like MIT and Harvard set a high standard for transparency by providing detailed, scenario-based examples that outlined acceptable and unacceptable uses of GAI tools. For instance, MIT's Teaching and Learning Center published a guidance document that included

specific classroom scenarios, such as using GAI for initial brainstorming versus using GAI to generate large portions of code or essays and then explained the ethical boundaries in each case. Similarly, according to Harvard's Office of Undergraduate Education (OUE), the use of GAI tools in coursework is generally prohibited unless an instructor explicitly allows it. When use is permitted, students are expected to clearly acknowledge and cite the GAI's contribution, taking full responsibility for the originality and accuracy of their submitted work (Harvard University, 2025).

By contrast, institutions like UC Berkeley and several others provided more general language, encouraging responsible use or ethical engagement with GAI tools without offering explicit examples, or emphasizing an honor code.

Institutions with transparent GAI policies tend to provide clear definitions of key terms, discipline-specific examples, guidance on when instructor approval is required, and expectations for citing GAI-assisted contributions. These measures reduce ambiguity and help align policy with practice.

From an academic integrity perspective, three issues are especially important. First, the level of contribution: minor editing or grammar checks by GAI are often treated like other writing aids and may not require citation, though disclosure is sometimes expected. Second, the distinction between original and generated content: when GAI produces substantive text or ideas, its role should be acknowledged, usually with a citation at the point of use or once per section rather than after every sentence. Third, institutional requirements; while some universities mandate a general disclosure of GAI use, others require discipline-specific attribution, such as footnotes in research writing.

Together, these practices illustrate the growing need for policies that balance consistency and flexibility, ensuring transparency, accountability, and discipline-sensitive guidance in academic work involving GAI.

Institutions that prioritized transparency often paired their GAI policies with supportive resources, such as FAQs, tutorials, or faculty workshops. Integrating policy and pedagogy reflects a more holistic and proactive approach to GAI governance, as recommended in the literature. e.g., (Chan, 2023; Farrelly & Baker, 2023).

Overall, the analysis emphasizes the importance of not only setting expectations for GAI use, but also communicating those expectations in a clear, contextualized, and accessible manner to all stakeholders.

4.2.4 Data Privacy and Security

The principle of data privacy and security emerged as both critical and inconsistently addressed across the 20 institutional policies analyzed. In an era where GAI tools require provided text as both prompts and generated responses, concerns about what information is shared and how it is subsequently stored and used take on heightened importance in educational context.

Approximately 70% of the reviewed policies explicitly noted privacy concerns associated with external GAI tools. These policies cautioned against inputting identifiable personal information, institutional data, or proprietary academic materials into GAI tools not governed by the university's data security protocols. The rationale for this caution was tied to both legal obligations (e.g., FERPA compliance, protection of intellectual property) and to ethical responsibilities surrounding the safeguards of participant/sensitive information.

For example, Princeton's GAI policy prohibits the use of publicly available GAI tools to process non-public administrative data (e.g., student records or unpublished research) unless specifically licensed and authorized by the University. Students who are permitted to use GAI must disclose that use and ensure they do not misrepresent GAI-generated content as their own original work (Princeton University, 2025).

Similarly, Stanford University's Responsible AI guidance cautions users that information entered into third-party GAI platforms may be stored, analyzed, or reused by those systems. The policy advises faculty, students, and staff to avoid inputting sensitive or confidential material, and to consult institutional data protection standards before using external GAI tools (Stanford University, 2025).

These statements emphasized the institutional recognition that GAI tools often collect, store, and utilize input data to train their models further. This practice poses potential risks to data privacy and institutional confidentiality. Some policies do also note that, in certain cases, system parameters can be configured to disable the use of submitted data for training purposes, or that institutions may opt to deploy locally hosted GAI instances to ensure greater control over data security and compliance with privacy regulations.

Institutions that provided robust data-privacy guidance typically aligned their GAI policies with established data governance and cybersecurity policies, producing a more integrated policy framework. Columbia University, for example, linked its GAI guidance to broader IT security policy, helping users understand how GAI use fits within the institutions larger data protection obligations.

In summary, while most institutions acknowledged data privacy and security as key concerns, the depth, clarity, and practicality of their guidance varied widely.

4.2.5 Educational Guidance

The principle of educational guidance revealed stark differences in how universities are translating GAI policies into pedagogical and developmental support for students, faculty, and staff. While all institutions highlighted the importance of ethical GAI use, they varied greatly in the extent to which they provided actionable resources, training, and frameworks to help their academic communities navigate the complexities of GAI integration.

Approximately half of the institutions analyzed took proactive steps to embed GAI literacy and ethics education into their policy implementation efforts. This was evident in AIPs that referenced dedicated training modules for faculty and students, incorporated GAI-related case studies into curricula, linked to online tutorials or FAQs, and offered workshops or webinars on responsible GAI use.

For example, Columbia University complemented its formal GAI guidelines with (a) faculty development workshops that explored ethical and pedagogical considerations of GAI use; (b) online toolkits offering sample syllabus language, assignment templates that reduce GAI misuse risk, and FAQs addressing common classroom scenarios; and (c) student-facing resources that demystified GAI tools and provided practical advice on when and how to engage instructors regarding GAI use.

Similarly, Harvard University created detailed decision trees and flow charts designed to guide both faculty and students in determining whether, and under what conditions, AI use might be appropriate for specific tasks. These visual tools made complex policy language more accessible and actionable.

In contrast, other institutions offered policies as standalone documents without accompanying educational materials or programming. In these cases, the burden of interpretation and enforcement often fell on departments and faculty members, who were left to develop their own faculty or course-level guidance with little institutional support.

Institutional policies that excelled in educational guidance shared the following common features:

- clear articulation of faculty autonomy in setting AI rules at the course or assignment level, while respecting department and university policies.

- encouragement for open dialogue between students and instructors about appropriate GAI use.
- resources designed not only to enforce compliance but to cultivate ethical reasoning and critical engagement with GAI tools.

The alignment of policy and pedagogy has emerged as a central theme in contemporary discussions on GAI integration in higher education. Farrelly and Baker (2023) argue that effective GAI governance must move beyond compliance-driven restrictions to cultivate GAI literacy as an educational opportunity, where ethical reasoning and critical engagement with technology are integral to learning. Similarly, Karimi and Khawaja (2025) emphasize that institutional policies should complement, rather than constrain, pedagogy by empowering educators to model responsible GAI use within authentic learning contexts. Taken together, these perspectives reveal that lasting GAI policy depends on both regulatory clarity, but also on integrating ethical awareness and digital fluency into curriculum design.

4.2.6 Enforcement and Compliance

The principle of enforcement and compliance suggests a wide range of approaches to ensuring adherence and addressing cases of misuse. While nearly all the 20 policies analyzed incorporated GAI-related infractions into their existing academic integrity frameworks, the strategies for enforcing those policies; and the educational philosophy behind them; varied significantly.

A common pattern across institutions was the classification of unauthorized GAI use as equivalent to traditional academic violations such as plagiarism, fabrication, or unauthorized collaboration. This alignment provided a familiar enforcement infrastructure for addressing GAI misuse. For example, according to Princeton's academic regulations, representing GAI-generated

content; beyond the parameters allowed by an instructor; or failing to disclose such usage constitutes a violation of academic integrity (Princeton University, 2025).

Enforcement procedures typically involved formal reporting channels, honor council hearings, and sanction structures that scaled in severity based on intent and impact, from warnings and grade penalties for first-time, low severity offenses to suspension or expulsion for egregious or repeated misconduct.

In contrast, institutions like the University of Michigan integrated elements of restorative justice their compliance models. Their policy encouraged educators and administrators to distinguish between willful dishonesty and educational misunderstandings, particularly in the context of novel technologies. First-time infractions related to GAI misuse that stemmed from confusion rather than intent to deceive could trigger educational interventions, such as reflective essays, ethical reasoning workshops, or mentorship; rather than immediate punitive measures.

Preventative compliance measures also varied across institutions. Some universities, such as Stanford, emphasized proactive communication and clarity at the course level. Their policy encouraged instructors to specify GAI expectations in syllabi, assignment prompts, and classroom discussions to reduce the likelihood of inadvertent violations. Stanford's policy highlighted the role of faculty in setting clear expectations as the first line of defense against misconduct.

However, many institutions concentrated their efforts on post-violation procedures leaving gaps in preemptive compliance strategies. The analysis also revealed that few policies outlined systematic tracking or reporting mechanisms for GAI related violations, nor did they provide data on enforcement outcomes. In sum, enforcement and compliance emerged as a complex, evolving domain in institutional GAI policy.

4.2.7 Policy Evolution

The principle of policy evolution emerged as a defining feature of institutional responses to GAI, underscoring higher education's recognition of the dynamic, rapidly changing nature of GAI technologies and their impact on academic practice. The analysis revealed that many institutions approached GAI policy development not as a one-time task but as an ongoing process of continuous review, stakeholder engagement, and adaptability.

65% of the universities explicitly described their GAI related guidelines as living documents, interim guidelines, or pilot policies. For example, MIT (Conner-Simons, 2021) described its GAI policy as part of a broader GAI governance strategy that would undergo annual review informed by (a) faculty feedback on policy implementation challenges; (b) student focus groups reflecting on clarity and fairness of GAI guidelines; and (c) technological updates and external regulatory developments.

Similarly, Harvard University framed its GAI guidance as an initial step in an ongoing institutional dialogue. Harvard's policy included provisions for collecting feedback through advisory committees and departmental consultations to inform future revisions. This openness to adoption reflects best practices in GAI governance described by Saxenna et al. (2024), who emphasized the need for agile regulatory frameworks that can respond to both technological and societal changes.

By contrast 35% of institutions presented their GAI policies without clear mechanisms or timelines for review and revision.

Institutions that embraced policy evolution also tended to integrate stakeholders' engagement into their revision processes. For instance, Stanford University described plans to involve cross-disciplinary committees including faculty from ethics, law, computer science, and educational technology; in an ongoing refinement of GAI policies. This multi stakeholder approach

aligns with recommendations in the literature (Chan, 2023; Karimi & Khawaja, 2023) for inclusive governance models that leverage diverse expertise.

However, the analysis highlighted that few institutions articulated formal evaluation metrics or published reports on the impact of their GAI policies.

4.2.8 Conclusion

The document analysis of GAI policies from 20 U.S. universities revealed a maturing but uneven landscape of academic governance in response to GAI. While all institutions acknowledged the importance of ethical use, academic accountability, and policy transparency, the depth and execution of these principles varied widely. Institutions that demonstrated stronger alignment between policy and pedagogy; through clear examples, educational supports, and iterative revisions, emerged as more responsive and future oriented.

Six recurring principles were identified; ethical use, transparency, data privacy, educational guidance, enforcement, and policy evolution. These principles collectively offer a framework for understanding how higher education is negotiating the opportunities and risks of GAI.

However, the analysis also revealed critical gaps, particularly in data governance, enforcement consistency, and support for faculty implementation.

4.3 Survey Findings

While the document analysis provided a foundational understanding of how leading universities are framing academic integrity in the age of GAI, it was equally important to explore how these emerging policies are perceived and experienced by those directly impacted students, faculty, and academic decision-makers. To that end, a comprehensive survey was developed and administered to capture stakeholder perspectives on the clarity, fairness, and effectiveness of GAI policy implementation in academic settings. This next section presents the results of that survey,

offering insight into how institutional intentions align, or diverge from lived experiences within the classroom and across administrative practices.

4.3.1 Survey Development and Validation Summary

The development of the survey instrument for this study followed a thoughtful, iterative process intended to align with the research goals of capturing stakeholder perspectives on GAI in higher education.

4.3.2 Initial Exploratory Phase – Open-Ended Design

The earliest draft of the survey in July 2024 featured open-ended, narrative-style questions designed to elicit rich, qualitative responses. These questions invited participants; external academic professionals, the institution's faculty, and the institution's students; to reflect on GAI awareness, ethical considerations, institutional policies, and personal experiences. The aim was to capture depth and complexity. However, during this phase, it became clear that fully open-ended responses would limit the potential for systematic analysis across stakeholder groups.

4.3.3 Final Survey Instruments

Guided by these models, the finalized survey (a) utilized Likert-scale and multiple-choice questions for clarity and comparability; (b) included targeted open-ended prompts to capture deeper insights; (c) was piloted internally with colleagues and administrative peers for feedback before distribution; and (d) focused on GAI usage, perceptions of policy clarity, ethical concerns, and stakeholder expectations.

4.3.4 Outcome

The finalized survey embarked on balancing methodological thoroughness with practical data needs, allowing for both quantitative trend analysis and qualitative insight. By drawing on existing validated instruments and refining through stakeholder consultation, the survey's goal was to support both the academic integrity of the study and its relevance to policy development.

4.4 Statistical Analysis of Survey Results

Over a four-week survey period, 230 students, 132 faculty and staff, and 42 external policymaker participants submitted responses. A data integrity check confirmed that no duplicate responses were present. In alignment with the study's descriptive and exploratory purpose, the research design did not stipulate a required minimum sample size.

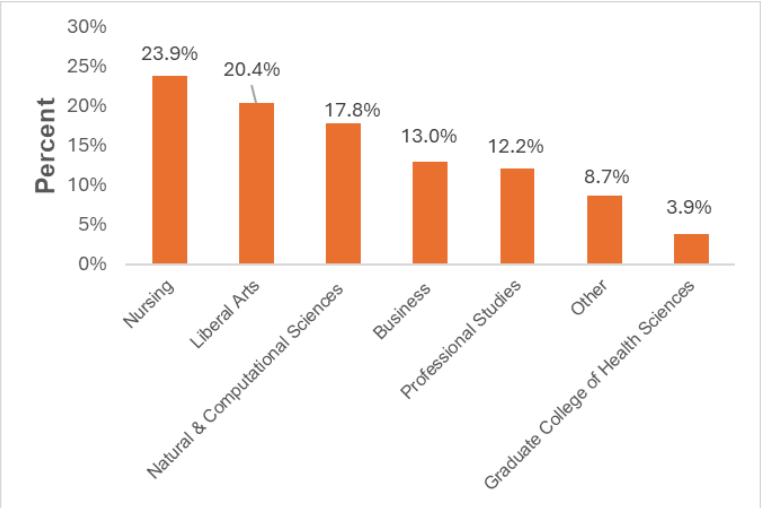
The following pages provides a descriptive overview of the collected data to contextualize participants' perceptions of GAI in academic environments. Figures and tables presented in this section summarize the distribution of responses using frequency counts, percentages, and mean ratings across participant groups. These visual representations highlight notable patterns; for instance, general student optimism toward GAI-assisted learning contrasted with faculty caution regarding academic integrity, and policymakers' emphasis on clear institutional guidance. Together, these descriptive findings establish the empirical foundation for subsequent analysis and interpretation in the discussion chapter.

4.4.1 ***Respondent Profiles: Students and Faculty***

4.4.1.1 Student Program of Study and Faculty Academic Background

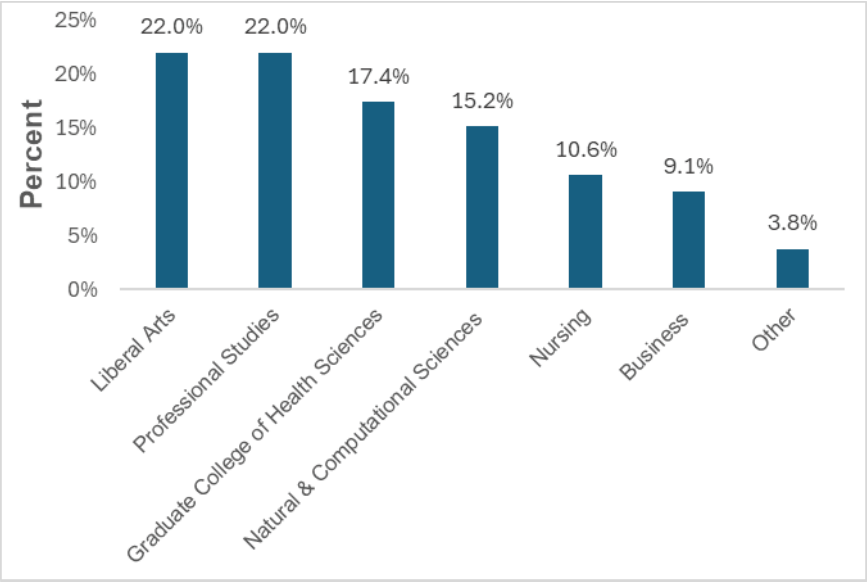
Student survey question: What is your program of study?

Figure 4.1 Student Program of Study (N=230)



4.4.1.2 Faculty survey question: What is your academic background?

Figure 4.2 *Faculty Academic Background (N=132)*



The distribution of faculty and student respondents shows notable differences in representation across academic areas. Nursing emerges as the largest group among students, yet it accounts for a smaller share of faculty responses.

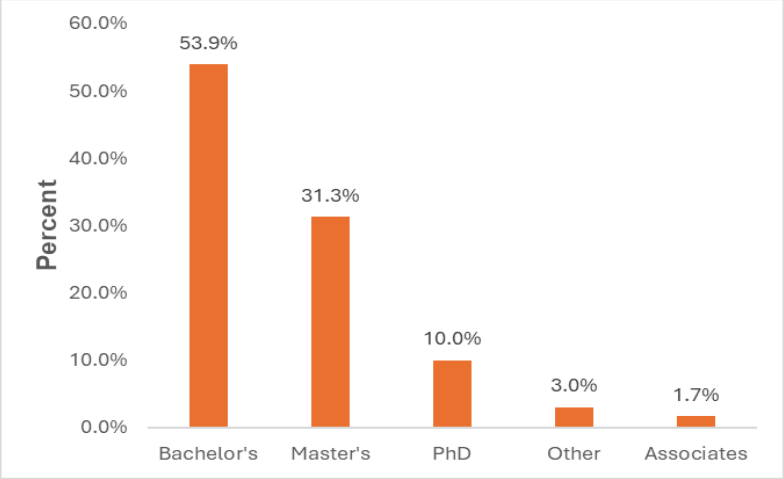
The Graduate College of Health Sciences is more strongly represented in the faculty sample than in the student sample, where it has the lowest representation.

Some disciplines show more alignment between the two groups. For example, Liberal Arts and Natural & Computational Sciences have relatively similar proportions, although Liberal Arts holds a slightly stronger presence among faculty. Other areas reveal an inverse relationship. Business shows higher representation among students, whereas Professional Studies has greater representation among faculty.

4.4.1.3 Student Degree Program and Faculty Primary Role at University

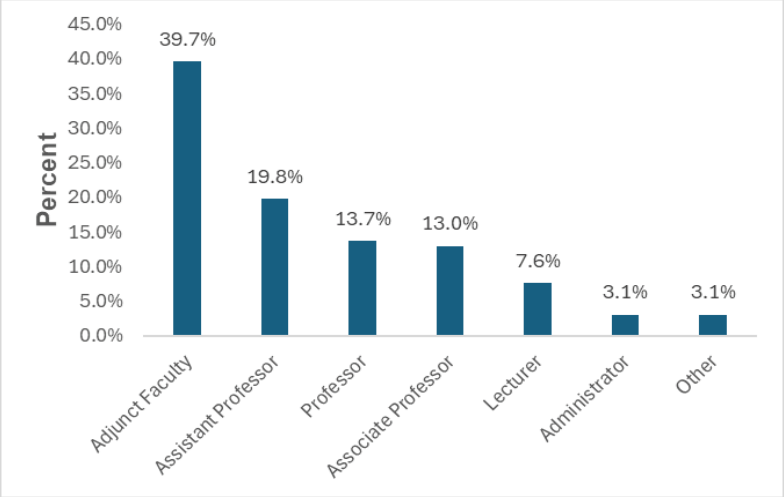
Student survey question: What is your current degree program?

Figure 4.3 *Student Degree Program (N=230)*



Faculty survey question: What is your primary role at the University?

Figure 4.4 *Faculty Primary Role at University (N=131)*



The results indicate that most student respondents are enrolled in bachelor's degree programs, with a substantial portion pursuing master's degree. PhD students make up a smaller share, and only a few reported being in associate's programs.

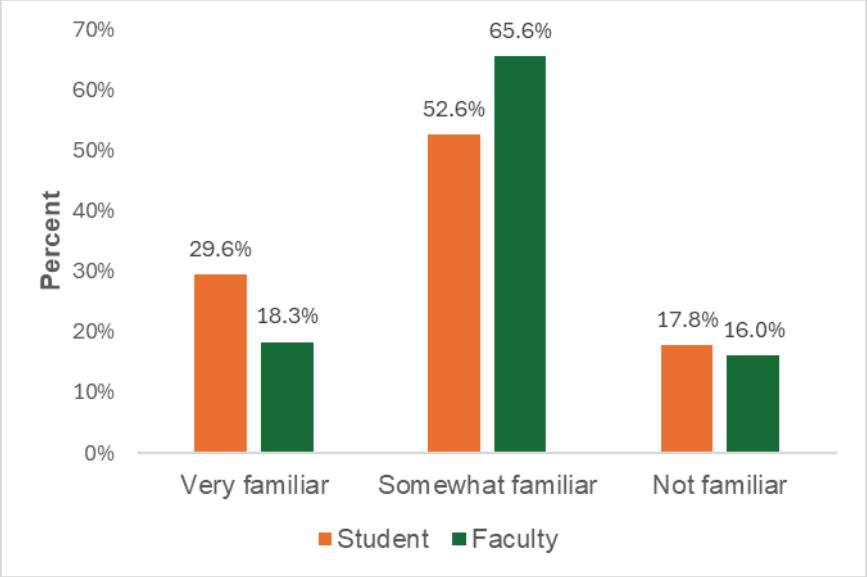
Among faculty respondents, the largest group identified as adjunct faculty, followed by assistant professors, professors, and associate professors. Lecturers account for a smaller proportion, and only a few serve as administrators or chose not to disclose their role.

4.4.2 Usage of Generative AI

4.4.2.1 Familiarity with Generative AI Tools

Student and faculty survey question: How familiar are you with Generative AI (eg. ChatGPT, DALL-E, Bard, DeepSeek, etc.)?

Figure 4.5 *Familiarity with Generative AI Tools Student (N=230) and Faculty (N= 131)*



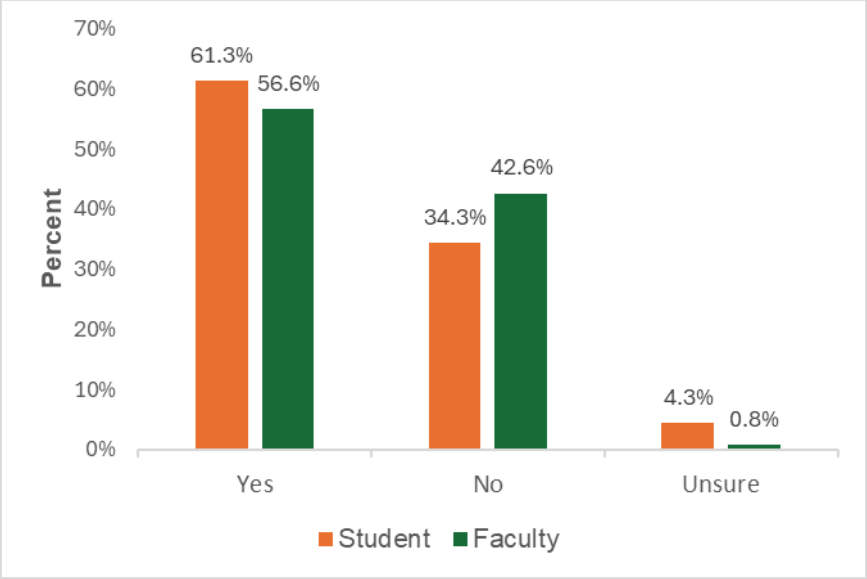
The majority of both faculty and students reported being at least somewhat familiar with GAI, though the distribution of familiarity levels differed between the two groups. Faculty respondents were more likely to describe themselves as somewhat familiar, while students had a higher proportion identifying as very familiar. Levels of unfamiliarity were relatively low among both groups.

4.4.2.2 Use of Generative AI Tools in Coursework, Teaching, and Research

Student survey question: Have you used Generative AI tools in your course work?

Faculty survey question: Have you used Generative AI tools in your teaching or research?

Figure 4.6 *Use of Generative AI Tools Student (N=230) and Faculty (N=129)*



The majority of both students and faculty reported having used GAI tools, with usage higher among students. Non-use was reported by a smaller proportion of both groups, and only a very small fraction expressed uncertainty about whether they had used such tools.

4.4.2.3 Ways Students and Faculty Have Used Generative AI

Student and faculty survey question: In what ways have you used Generative AI? (check all that apply)

Table 4.1 *Ways Students (N=230) Have Used Generative AI*

Category	Counts	Percent
Exploring topics and ideas where I need more information	111	48.3%
Generating ideas for projects	97	42.2%
Refining assignments or essays	89	38.7%
Preparing for exams or quizzes	68	29.6%
Creating visuals or presentations	38	16.5%
Coding or programming help	23	10.0%
No Response	89	38.7%

Table 4.2 *Ways Faculty (N=131) Have Used Generative AI*

Category	Counts	Percent
Generating ideas for projects	53	40.5%
Preparing course materials	49	37.4%
Exploring topics and ideas where I need more information	49	37.4%
Creating visuals or presentations	34	26.0%
Refining feedback from students	17	13.0%
Grading	14	10.7%
Assessment support (ie. asking GAI to highlight key strengths and weaknesses)	11	8.4%
Coding or programming help	9	6.9%
No response	56	42.7%

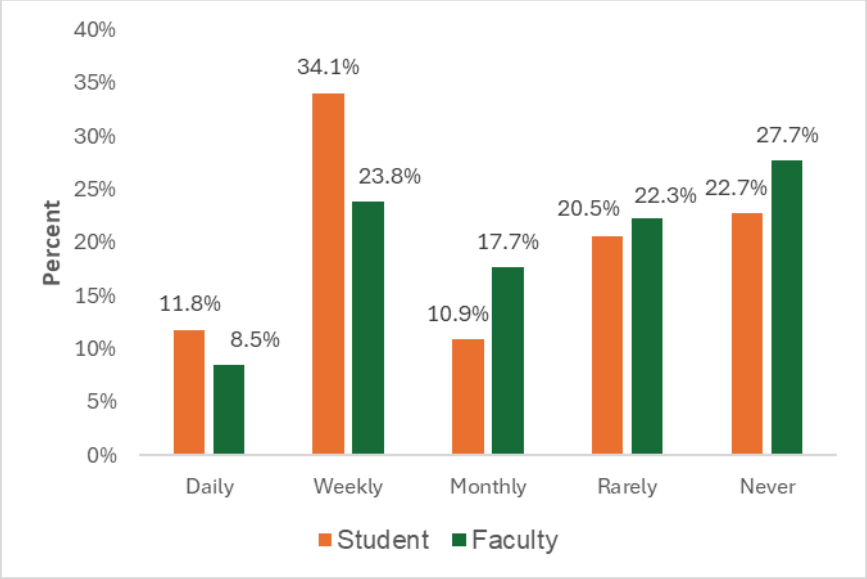
Both students and faculty reported using GAI tools for a variety of academic purposes, with the areas of highest use differing between the two groups. Among students, the most common applications were exploring topics and ideas, generating ideas for projects, and refining assignments or essays. Faculty most frequently used GAI for generating ideas for projects, preparing course materials, and exploring topics and ideas.

Faculty also reported use in creating visuals or presentations, refining feedback from students, and grading. Students additionally used GAI for preparing for exams or quizzes, refining written work, and coding or programming help. Lower usage rates were noted for coding/programming among both groups and for assessment support among faculty.

4.4.2.4 Frequency of Generative AI Use for Academic Purposes

Student and faculty survey question: How often do you use Generative AI tools for academic purposes?

Figure 4.7 *Frequency of Generative AI Use for Academic Purposes Students (N=229) and Faculty*

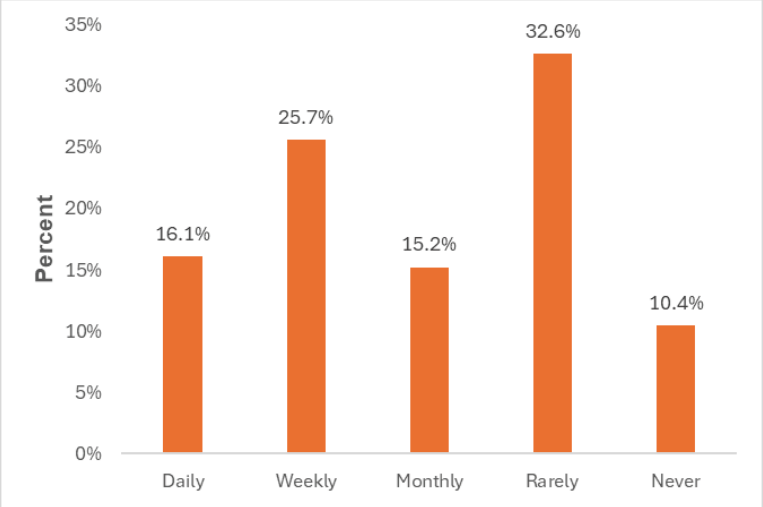


The data show that students are more likely than faculty to use GAI tools on a regular basis, with a higher proportion reporting daily or weekly use. Faculty responses were more often reported as weekly, monthly, rarely, or never. A higher percentage of faculty than students reported never using GAI.

4.4.2.5 Perceived Frequency of Generative AI Use by Professors and Students

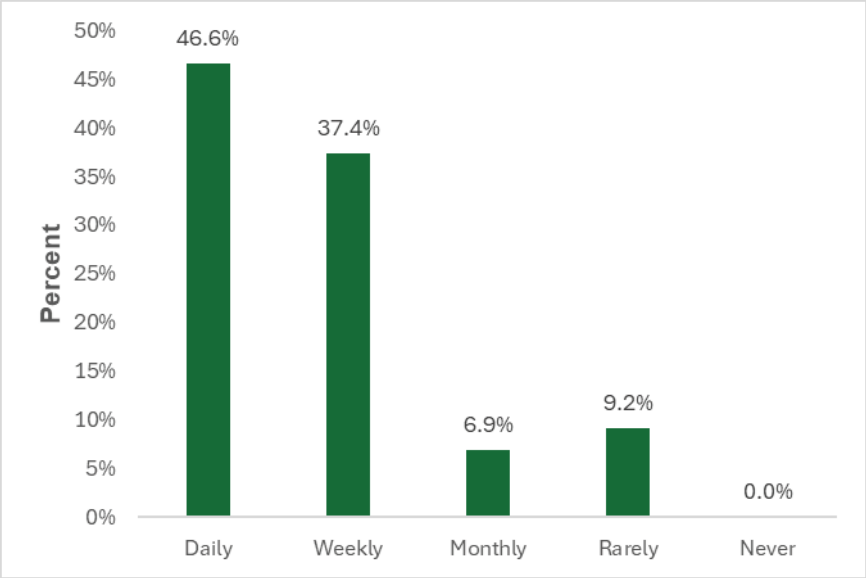
Student survey question: How often do you believe your professors are using Generative AI tools in their work?

Figure 4.8 *Perceived Frequency of Professors' Use of Generative AI Tools (N=230)*



Faculty survey question: How often do you believe your students are using Generative AI tools in their work

Figure 4.9 *Perceived Frequency of Students' Use of Generative AI Tools (N=131)*



The results reveal a striking perception gap between faculty and students regarding the frequency of GAI tool use. Faculty respondents overwhelmingly believe that students use these tools regularly, with most perceiving daily or weekly use and none indicating "never."

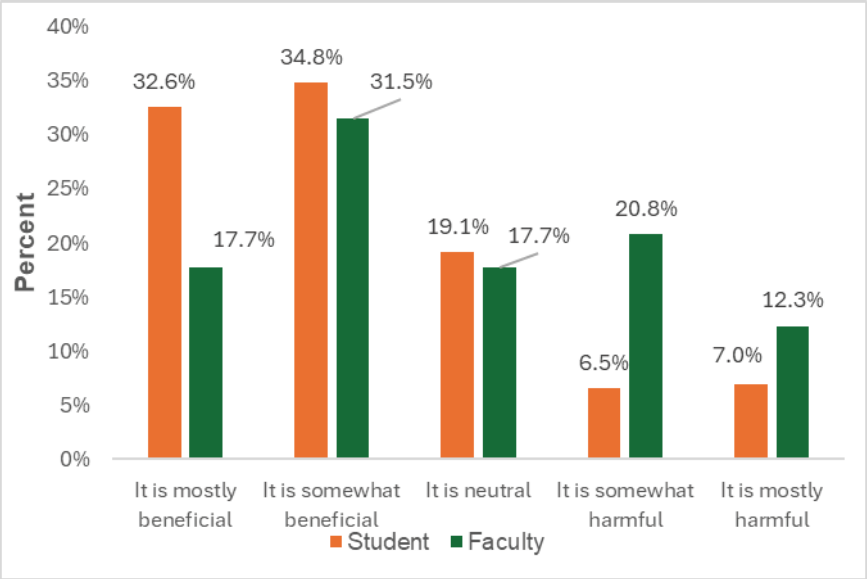
On the other hand, students hold a more conservative view, with fewer than half perceiving daily or weekly use among their professors. A substantial portion believe that GAI tools are rarely used, and some think they are not used at all by their professors.

4.4.3 The Role of Generative AI in Higher Education

4.4.3.1 Student Thoughts

Student survey question: What are your thoughts on the role of Generative AI in higher education? (Select one)

Figure 4.10 *The Role of Generative AI in Higher Education (Student N= 230 & Faculty N=130)*

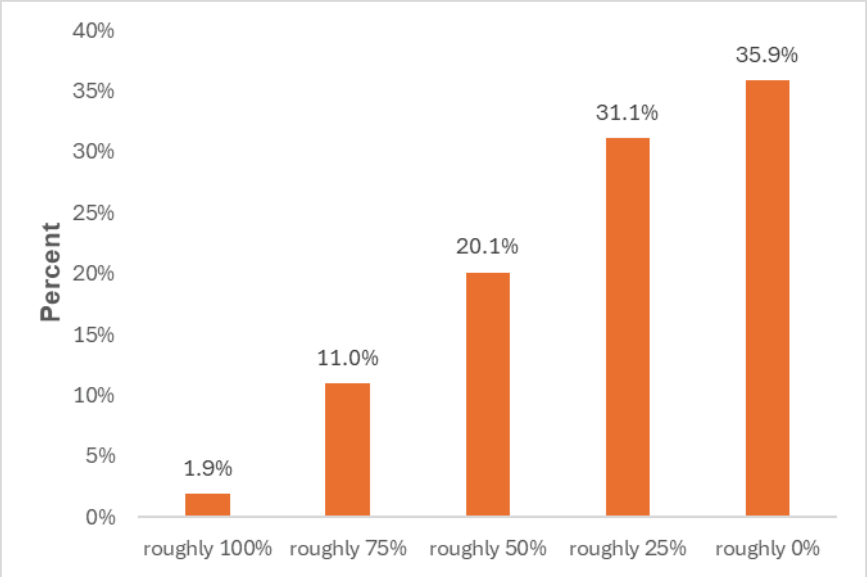


Students were more likely than faculty to view GAI as beneficial, with higher proportions selecting “mostly beneficial” or “somewhat beneficial.” Faculty responses were more divided, with a larger share than students indicating that GAI is “somewhat harmful” or “mostly harmful.” Both groups reported similar proportions of neutral responses.

4.4.3.2 Faculty and Student Perspectives on Encouraging the Use of Generative AI in Courses

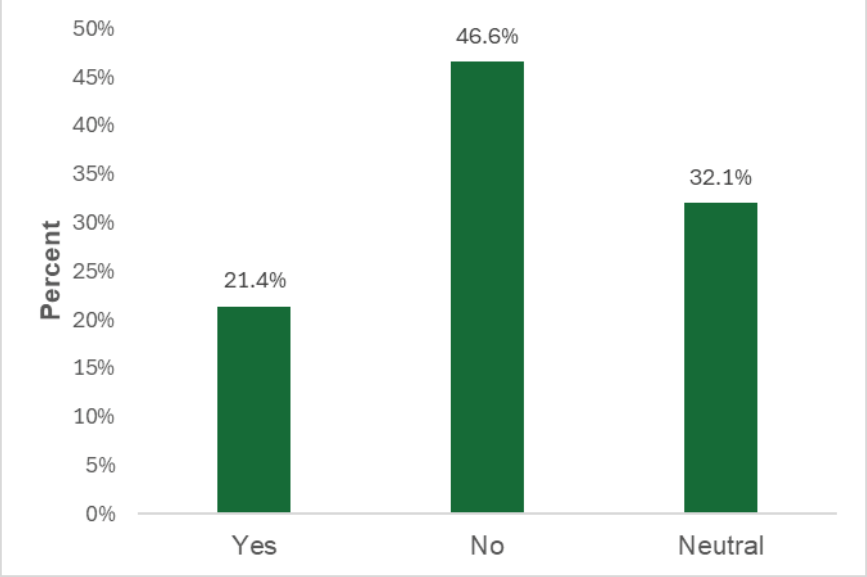
Student survey question: What percentage of your professors encourage the use of Generative AI in their courses?

Figure 4.11 *Percentage of Professors Encouraging the Use of Generative AI in Their Courses (Student N=209)*



Faculty survey question: Do you encourage the use of Generative AI tools in your course(s)?

Figure 4.12 *Encouragement of Generative AI Tool Use in Courses (Faculty N= 131)*



Students generally reported that only a minority of their professors encourage the use of GAI in courses, with most indicating little or no encouragement. Faculty self-reports show that less

than one-quarter said they promote GAI, while nearly half reported not doing so, and about one-third selected neutral.

4.4.3.3 Aspects of Generative AI Found Most Beneficial

Student and faculty survey question: Which aspects of Generative AI do you find most beneficial? (check all that apply)

Table 4.3 *Aspects of Generative AI Found Most Beneficial Student (N=230) and Faculty (N=131)*

Category	Student	Faculty
Supporting routine tasks (eg. searching, data organization)	50.9%	61.1%
Provide inspiration or ideas	52.2%	45.8%
Clarifying difficult concepts	63.5%	36.6%
Refining the structure and grammar of my writing	53.0%	40.5%
Other	12.2%	10.7%
No Response	2.2%	5.3%

Students most often identified clarifying difficult concepts and refining the structure and grammar of writing as benefits of GAI. Faculty most often pointed to supporting routine tasks such as searching or data organization. Both groups also noted inspiration or ideas as a benefit. Regarding the "Other" category, students mainly described using AI as a study guide; summarizing, organizing, simplifying, and checking work; faculty responded with highlighting productivity and idea-generation uses. A small percentage in each group gave no response.

4.4.4 Concerns About the Use of Generative AI in Studies and Academia

Student survey question: What concerns, if any, do you have about using Generative AI in your studies? (check all that apply)

Faculty survey question: What concerns, if any, do you have about the use of Generative AI in academia? (check all that apply)

Table 4.4 *Concerns About the Use of Generative AI in Studies and Academia Student (N=230) and Faculty (N=131)*

Category	Student	Faculty
Academic Integrity (eg. plagiarism, misuse)	55.3%	87.8%
Bias or inaccuracies in AI generated content	66.4%	71.0%
Erosion of critical thinking skills	53.5%	80.2%
Ethical considerations (eg. authorship, accountability)	41.2%	77.1%
Over reliance of AI tools	61.5%	78.6%
Other	9.3%	13.7%
No response	1.8%	0.0%

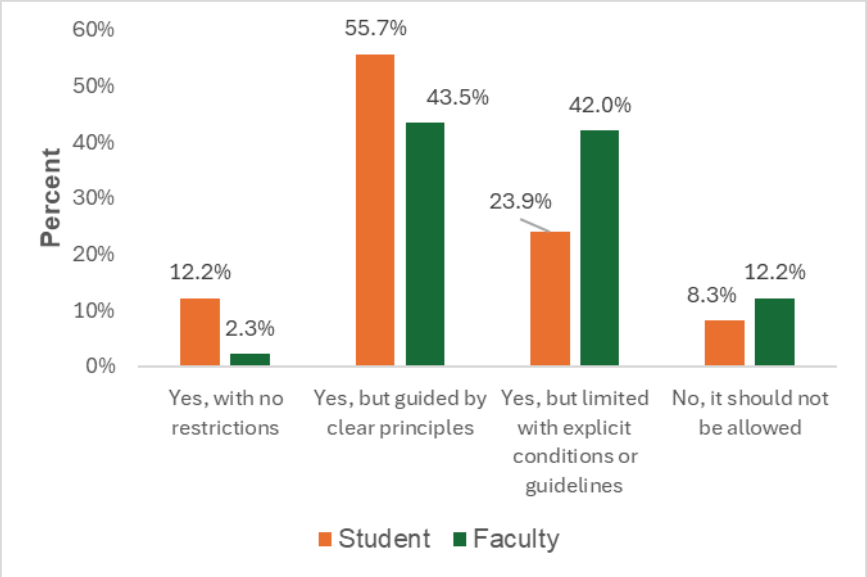
Faculty more frequently identified concerns about GAI across categories, including academic integrity, erosion of critical thinking skills, ethical considerations, and overreliance on GAI tools. Students most often selected bias or inaccuracies in GAI-generated content, followed by overreliance, academic integrity, and erosion of critical thinking skills. Smaller proportions in both groups selected "Other," with students raising concerns about lost originality and environmental impacts; and faculty stressing harm to genuine learning and declines in reading and writing. A small percentage of students gave no response.

4.4.5 Future Considerations

4.4.5.1 Belief About Allowing Generative AI Tools for Academic Purposes

Student and faculty survey question: Do you believe the use of Generative AI tools should be allowed for academic purposes?

Figure 4.13 *Belief About Allowing Generative AI Tools for Academic Purposes Student (N=230) and Faculty (N=131)*



The results show broad agreement between students and faculty that GAI should have a place in academia but prefer it to be implemented within a structured framework rather than without restrictions. Most respondents in both groups favor a balanced approach; either guided by broad principles or enforced through explicit rules; suggesting shared recognition of the importance of oversight.

While students tend to lean slightly more toward principle-based guidance, faculty show a stronger inclination toward formal limitations. Only a small portion of either group supports unrestricted use or outright prohibition, indicating that extreme positions are less common among both populations.

4.4.5.2 Acceptable Uses of Generative AI in Academia

Student and faculty survey question: If you believe GAI should be allowed, what types of uses should be considered acceptable? (Check all that apply)

Figure 4.14 *Acceptable Uses of Generative AI in Academia (Students N=230)*

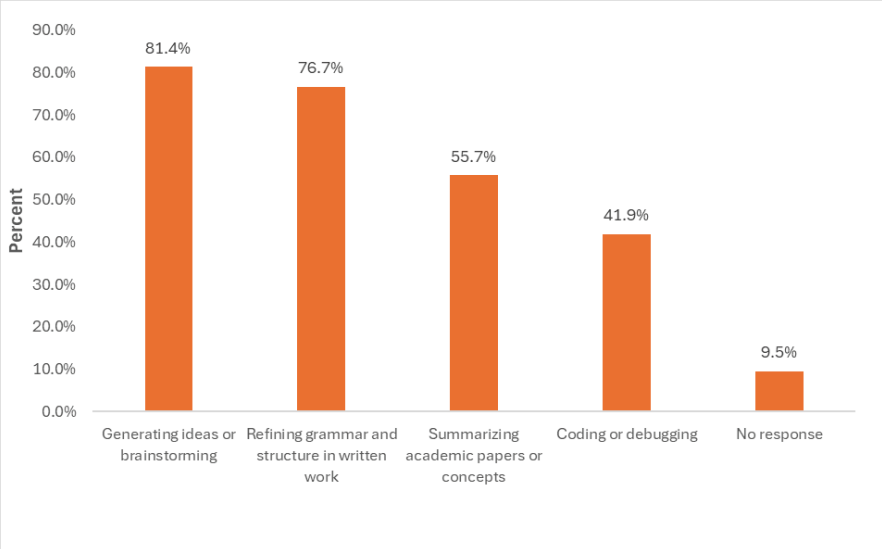
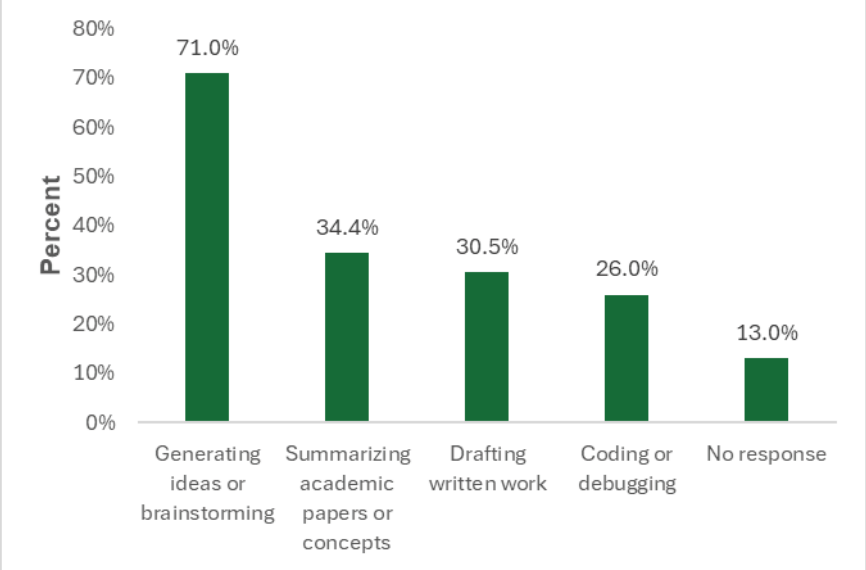


Figure 4.15 *Acceptable Uses of Generative AI in Academia (Faculty N=131)*



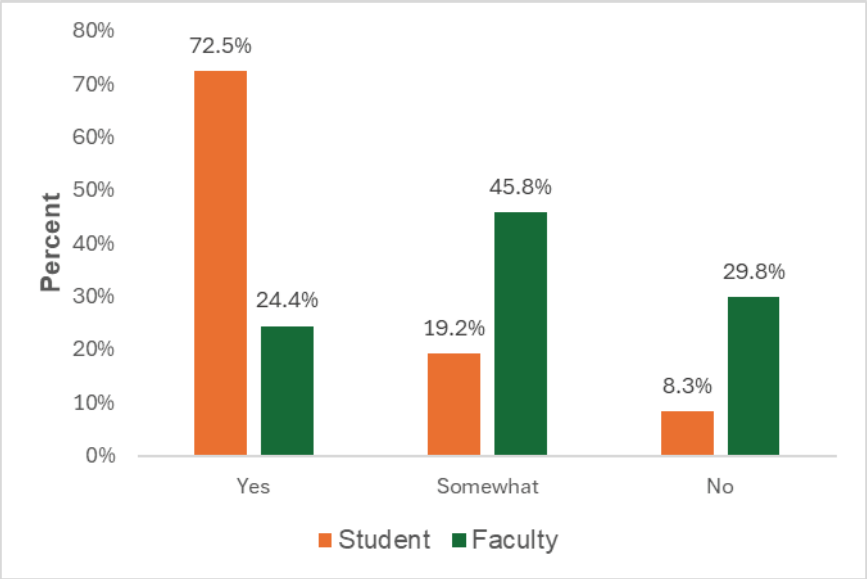
Both faculty and students most often identified generating ideas or brainstorming as an application of GAI. Students also frequently selected refining grammar and structure, summarizing academic papers or concepts, and coding or debugging. Faculty more often reported summarizing

academic papers or concepts, drafting written work, and coding or debugging. A small proportion of both groups gave no response.

4.4.5.3 Confidence in Distinguishing Appropriate vs. Inappropriate Use of Generative AI in Academic Work

Student and faculty survey question: Do you feel confident distinguishing between appropriate and inappropriate use of Generative AI in a student's academic work?

Figure 4.16 *Confidence in Distinguishing Appropriate vs. Inappropriate Use of Generative AI in Academic Work Students (N=229) and Faculty (N=131)*



Students expressed strong confidence in their ability to use GAI responsibly. Yet this confidence stands in conflict with their uncertainty about institutional expectations, indicating a need for clearer guidance to ensure responsible practice matches perceived confidence. Students reported higher confidence than faculty in identifying appropriate versus inappropriate uses of GAI. Faculty responses were more often "somewhat" or "no," while student responses were more often "yes." Students also expressed strong confidence in their ability to use GAI responsibly.

4.4.8 *Support and Guidance*

4.4.8.1 Monitoring and Enforcement of AI-Related Academic Integrity Policies

Student and faculty survey question: Currently, what monitoring or enforcement measures does your institution use to ensure compliance with AI-related academic integrity policies?

Table 4.5 *Monitoring and Enforcement of AI-Related Academic Integrity Policies Student (N=229) and Faculty (N=131)*

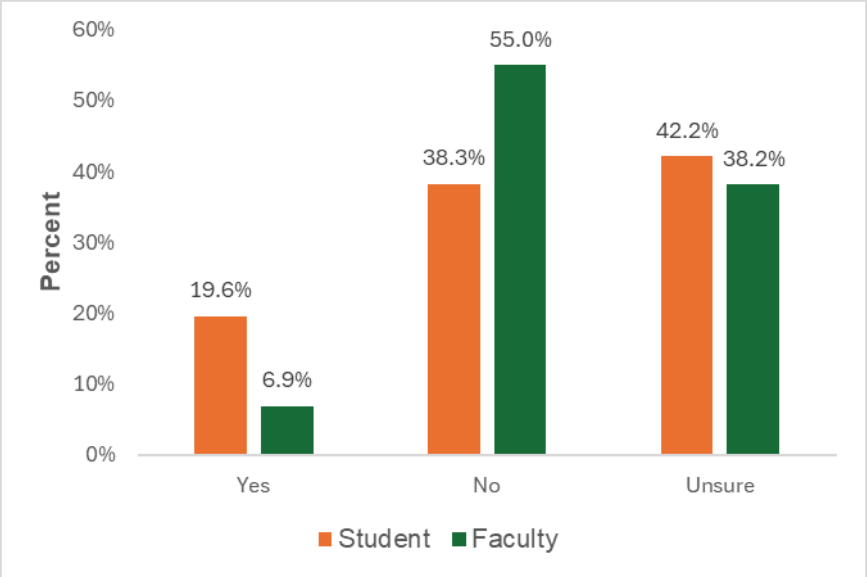
Category	Student	Faculty
AI detection software (eg. Turnitin AI Detection, GPTZero)	35.4%	21.4%
Case-by-case academic integrity reviews	15.7%	15.3%
Faculty training to recognize AI-generated content	14.4%	6.1%
Honor code policies requiring integrity reviews	31.0%	18.3%
No formal monitoring measures in place	7.4%	32.8%
Unsure	64.6%	51.1%

"Unsure" was the most common response among both students and faculty. Faculty were more likely than students to report that no formal monitoring measures are in place, while students more often reported GAI detection software and honor code policies. Smaller proportions in both groups selected case-by-case reviews and faculty training.

4.4.9 Perceptions of Institutional Guidance on Ethical AI Use

Student and faculty survey: Do you feel the university provides enough guidance on the ethical use of Generative AI?

Figure 4.17 *Perceptions of Institutional Guidance on Ethical AI Use Student (N=230) and Faculty (N=131)*



The results indicate that both students and faculty report insufficient institutional guidance regarding the ethical use of GAI. Students were more divided in their responses, while faculty were more likely to select "No." A large share of both groups selected "Unsure." Only a small proportion of students and faculty selected "Yes."

4.4.10 Resources and Support for Effective Integration of Generative AI

Student and faculty survey question: What kind of resources or support would help you integrate Generative AI into your work effectively?

Table 4.6 *Institutional Resources to Aid Generative AI Integration Student (N=230) and Faculty (N=131)*

Category	Student	Faculty
Workshops or training	40.9%	45.8%
Clear university policies on AI use with proper sharing and distribution	70.0%	77.1%
Access to premium AI tools throughout the university	52.6%	55.0%
Examples of appropriate academic uses	65.7%	60.3%
No response	3.0%	3.8%

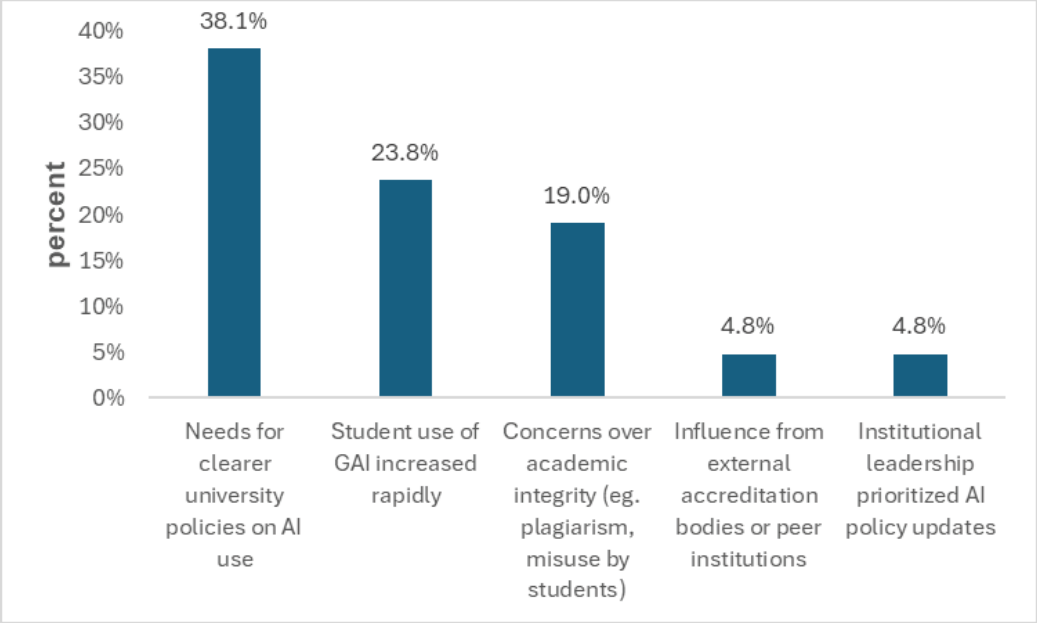
Both students and faculty most often identified clear university policies on AI use as a needed resource. Large proportions in each group also selected examples of appropriate academic uses and access to premium GAI tools. Workshops or training were reported by smaller but notable shares. Only a small percentage in each group gave no response.

4.4.11 Policy Development Process (Survey of External Policymakers)

4.4.11.1 Primary Reasons for Updating Academic Integrity Policies on Generative AI

External policymaker survey question: What was the primary reason for updating your Academic Integrity Policy (AIP) regarding Generative AI? (Check all that apply.)

Figure 4.18 *Primary Reasons for Updating Academic Integrity Policies (N=42)*

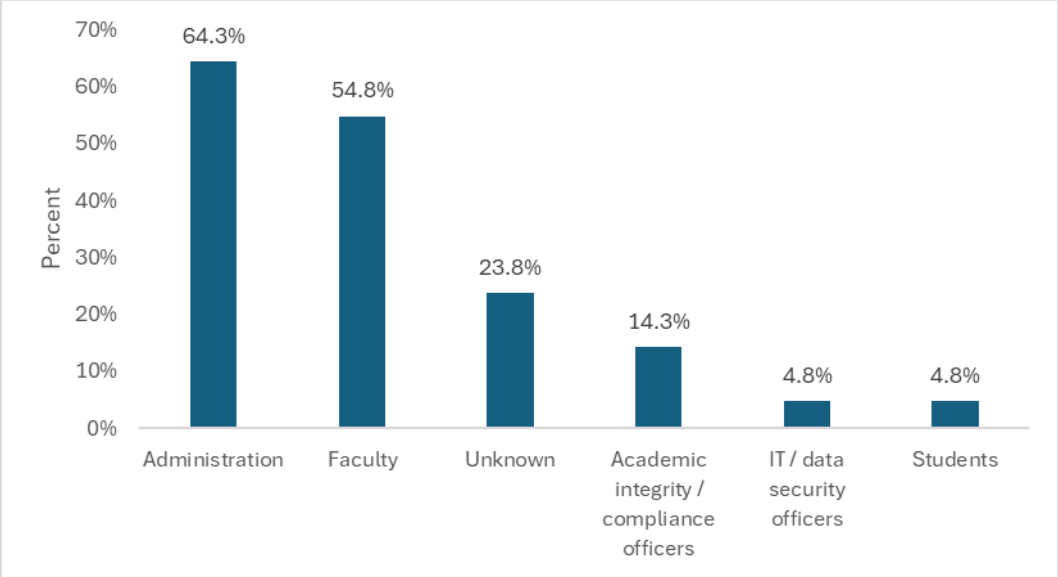


The most frequently cited reason for updates to academic integrity policies on GAI was the need for clearer university policies. Other reported reasons included rapid increases in student use, concerns over academic integrity, influence from external accreditation bodies or peer institutions, and prioritization of GAI policy updates by institutional leadership.

4.4.11.2 Stakeholders Involved in Developing GAI-Related Academic Integrity Policies

External policymaker survey question: Who was involved in the development of your institution's GAI-related academic integrity policy? (Check all that apply.)

Figure 4.19 *Stakeholders Involved in Developing GAI-Related Academic Integrity Policies (N=42)*

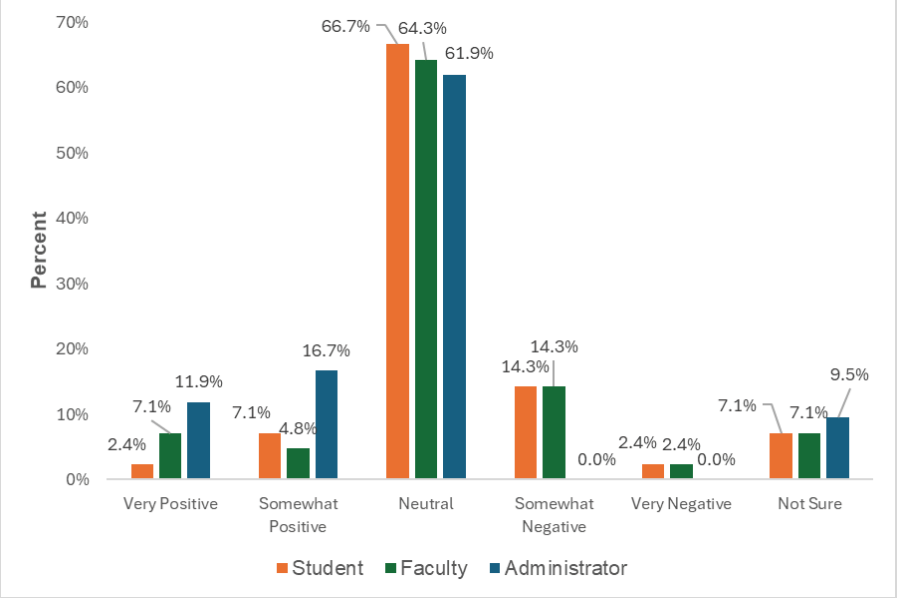


Administration and faculty were most frequently identified as leading policy development. Smaller proportions indicated academic integrity or compliance officers, IT or data security officers, and students. A notable share of responses was recorded as “unknown.”

4.4.11.3 Reception of the Policy by Key Stakeholders

External policymaker survey question: How has the policy been received by key stakeholders at your institution?

Figure 4.20 *Reception of the Policy by Key Stakeholders (N=42)*



Across all groups, the most common response to the policy was neutral. Administrators were more likely than students or faculty to select positive responses, while students and faculty were more likely to select somewhat negative or very negative responses. Small proportions in each group selected "not sure."

4.4.11.4 Challenges in Implementing GAI-Related Academic Integrity Policy

External policymaker survey question: What challenges, if any, did your institution face when implementing a GAI-related academic integrity policy?

Table 4.7 *Challenges in Implementing GAI-Related Academic Integrity Policy (N=42)*

Response	Percent
Difficulty monitoring or identifying GAI-related infractions	73.8%
Ensuring students understood acceptable vs. unacceptable AI use	61.9%
Keeping the policy updated as attitudes/opinions toward the use of GAI technology evolve	57.1%
Failure to achieve consensus	52.4%
Faculty / staff resistence	40.5%
Other	19.0%
No challenges	2.4%

The most frequently reported challenge was difficulty monitoring or identifying GAI-related infractions. Other commonly selected challenges included ensuring students understood acceptable versus unacceptable GAI use, keeping policies updated as attitudes and opinions evolve, and failure to achieve consensus. Faculty and staff resistance was also reported, along with “other” challenges that respondents mostly expressed uncertainty or non-involvement, noting absent or inconsistent AI policy. A very small proportion indicated that there were no challenges.

4.4.12 Policy Guidelines and Compliance

4.4.12.1 Monitoring and Enforcement Measures Used to Uphold AI-Related Academic Integrity Policies

External policymaker survey question: What monitoring or enforcement measures does your institution use to ensure compliance with AI-related academic integrity policies? (select all that apply – look for any missing extras like this in other parts of this document)

Table 4.8 *Monitoring and Enforcement Measures (N=42)*

Response	Percent
No formal monitoring measures in place	47.6%
Unsure	28.6%
AI detection software (eg. Turnitin AI Detection, GPTZero)	19.0%
Case-by-case academic integrity reviews	19.0%
Faculty training to recognize AI-generated content	19.0%
Honor code policies requiring integrity reviews	11.9%

The most common response was that no formal monitoring measures are in place. A substantial share also selected "unsure." Smaller proportions reported the use of AI detection software, case-by-case academic integrity reviews, or faculty training to recognize GAI-generated content. The least common response was honor code policies requiring integrity reviews.

4.4.12.2 Guiding Principles in Shaping GAI Academic Integrity Policies

External policymaker survey question: Which of the following guiding principles were most important in shaping your academic integrity policy for Generative AI? (Select all that apply)

Table 4.9 *Guiding Principles in Shaping GAI Academic Integrity Policies (N=42)*

Response	Percent
Academic Honesty & Transparency - Ensuring students disclose when and how they use GAI in their work	81.0%
Maintaining Academic Rigor & Critical Thinking - Encouraging assignments that develop independent an	81.0%
Ethical & Responsible GAI Use - Promoting GAI as a tool to support learning while maintaining ethica	76.2%
Flexibility & Continuous Policy Review - Allowing policies to evolve as GAI technology advances and	54.8%
Privacy & Data Security- Ensuring GAI tools do not compromise student data or institutional security	52.4%
Other	19.0%

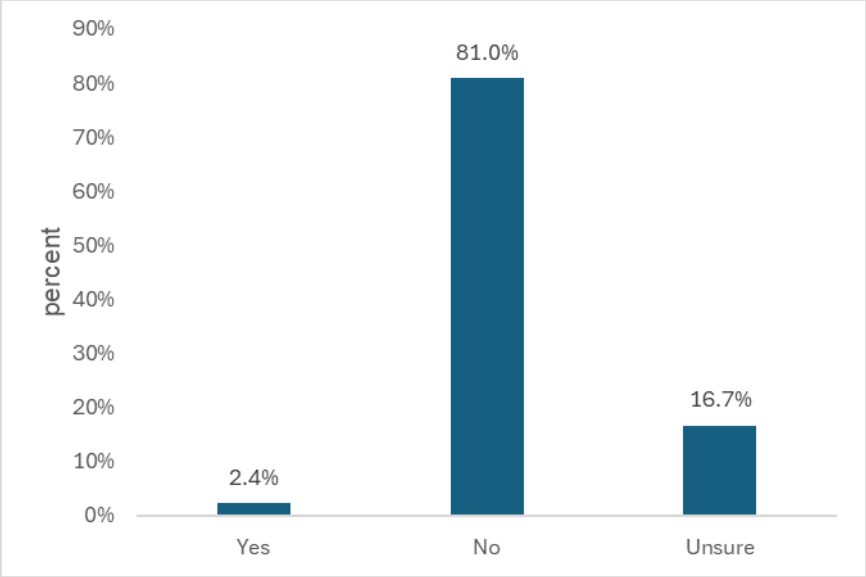
The most frequently selected priorities for GAI policy were academic honesty and transparency, and maintaining academic rigor and critical thinking. Ethical and responsible use

was also identified by a large share of respondents. Smaller proportions selected flexibility and continuous policy review, privacy and data security. The “Other” category involved respondents reporting uneven communication around AI policy, inconsistent application, and differing priorities across campus groups.

4.4.13 Perceptions of University Guidance on Ethical AI Use

External policymaker survey question: Do you feel the university provides enough guidance on the ethical use of Generative AI?

Figure 4.21 *Perceptions of University Guidance on Ethical AI Use (N=42)*



The results show that very few respondents reported receiving sufficient guidance on the ethical use of GAI. Most indicated that such guidance is lacking, while a smaller proportion were unsure whether their institution provides it.

4.4.14 Faculty and Staff Support Mechanisms in Policy Implementation

External policymaker survey question: What additional support or resources helped faculty and staff navigate the newly created GAI policy?

Table 4.10 *Faculty and Staff Support Mechanisms in Policy Implementation (N=42)*

Response	Percent
Workshops or training	71.4%
Examples of appropriate academic uses	66.7%
Sharing & proper distribution of university AIP policies addressing GAI use	66.7%
Access to premium GAI tools throughout the university	61.9%
Other	7.1%

The most frequently selected resources were workshops or training, examples of appropriate academic uses, and sharing and distribution of university GAI policies. Access to premium GAI tools throughout the university was also reported by a majority. A smaller proportion selected "other" indicating that there is currently no specific institutional support for AI use, noting the absence of assistance and suggesting that technical support units still need to review and evaluate the technology.

4.4.15 Comparative Open-Ended Results

Comparative Results Summary of Faculty, Student, and External Policymaker Surveys (Q16-Q21)

The following tables consolidates the results summaries of faculty (Q16–Q18), student (Q16–Q18), and external policymaker (Q19–Q21) survey responses. Tables highlight common insights and key themes for each group, enabling comparison across stakeholders.

Table 4.11 *Faculty Survey: Summary of Q16-Q18*

Survey Question	Common Insights	Key Themes
Q16: How might Generative AI change the way students learn and engage with their studies in the next 5–10 years?	• Concern about erosion of critical thinking, creativity, and independent analysis. • GAI as an efficiency tool for accessing and organizing information. • Risk of bypassing learning by over-reliance on GAI.	Loss of critical thinking; improved efficiency; risk of dependency.
Q17: What challenges do you foresee with integrating Generative AI into education?	• Concerns about plagiarism and GAI-generated work. • Unequal access to AI tools. • Faculty preparedness, workload, and monitoring challenges.	Academic integrity; equity/access; faculty readiness.
Q18: Additional comments or suggestions	• Calls for clear institutional policies and guidelines. • Need for training faculty and students. • Minority skeptical of GAI use in education.	Policy clarity; training; ethical awareness; skepticism.

Table 4.12 *Student Survey: Summary of Q16-18*

Survey Question	Common Insights	Key Themes
Q16: How might Generative AI change student learning in the next 5–10 years?	• Greater use of GAI tools in learning. • Risk of reduced understanding, critical thinking, and retention. • Some see GAI as an aid for efficiency and smarter learning. • Concerns about over-reliance and lack of originality.	Expanded GAI use; potential loss of critical thinking; efficiency gains; dependency risks.
Q17: What challenges do you foresee with integrating AI in education?	• Reliability and accuracy of GAI tools. • Ethical concerns including plagiarism. • Monitoring and regulating proper use. • Difficulty maintaining integrity and fact-checking.	Plagiarism/ethics; monitoring/enforcement; reliability; integrity risks.
Q18: Additional comments or suggestions	• Calls to embrace GAI with responsible guidance. • Importance of integrity, balance, and adaptation. • Recognition that AI is permanent, requiring institutional adaptation.	Responsible use; integrity/balance; institutional adaptation.

Table 4.13 *External Policymakers Survey: Summary of Q19-21*

Survey Question	Common Insights	Key Themes
Q19: How might Generative AI change the way students learn and engage with their studies in the next 5–10 years?	• Transformation of learning styles with more reliance on GAI. • Concerns in creative fields about loss of originality. • Skepticism about shallow learning and procrastination.	Shift in engagement; loss of creativity; shortcuts; skepticism.
Q20: How has your institution updated its Academic Integrity Policy (AIP) to address Generative AI tools?	• Some served in leadership roles drafting policy. • Mixed involvement, from active participation to exclusion. • Concerns about misuse, ethics, and values alignment.	Policy updates in progress; leadership; inclusion/exclusion; ethics; uncertainty.
Q21: Additional comments or suggestions	• Mixed feelings and ambivalence toward GAI. • Calls for institutional clarity and direction. • Some unrelated/vague responses reflecting uncertainty.	Ambivalence; institutional responsibility; need for guidance.

4.5 Autoethnographic Reflections

As the survey findings capture a wide range of stakeholder perspectives, they also highlighted a gap in understanding how academic leaders themselves are adapting to and navigating the evolving role of GAI. While much attention has been focused on student usage patterns, faculty perceptions, and institutional policy frameworks, there remains limited insight into the pragmatic realities faced by higher education leaders; how they are building their own GAI fluency, reshaping decision-making processes, balancing innovation with institutional risk, and seeking professional development opportunities in response to this rapidly changing landscape. This gap encompasses not only questions of policy and compliance but also the practical skills, ethical discernment, and adaptive leadership strategies required to guide their institutions effectively in an era increasingly shaped by GAI integration. To address this, the final component of

this study draws on an autoethnographic approach to examine the researcher's own lived experience as a university administrator actively engaging in GAI policy development. This reflective analysis not only complements the institutional and community-level insights revealed in the earlier phases but also adds a deeply personal and practical dimension to the challenges, opportunities, and dilemmas involved in leading GAI integration efforts in higher education.

In addition to collecting institutional and strategic stakeholder data for this study, I incorporated an autoethnographic dimension by systematically documenting my personal experiences with GAI, specifically ChatGPT-4.0 throughout the research and policy development process. As a university administrator responsible for academic leadership, policy formulation, and institutional communication, I found myself navigating unfamiliar territory; employing a tool that was both the subject of my inquiry and an emerging component of my workflow.

4.5.1 Efficiency and routine workload delegation

Throughout the research and policy development process, the sheer breadth and complexity of the overall task often felt daunting. Comparing policies from twenty leading universities, coding documents for thematic analysis designing stakeholder surveys, and drafting institutional guidance documents were each demanding in their own right. Taken together, they created a workload that at times threatened to obscure the very goals of the study; to think critically and ethically about the integration of GAI in higher education

In these moments, with great hesitation, ChatGPT emerged as a vital cognitive partner, not by replacing my analytical work but by streamlining lower-order tasks and helping me structure complex ideas. One particularly memorable example occurred during the development of the proposed NEAL framework. I had drafted a preliminary list of values and principles; concepts like transparency, accountability, inclusivity, and educational alignment, but found myself struggling to organize them in a format that would be accessible and memorable to stakeholders. The challenge

was not just finding the right words but balancing the institutional priorities and ethical dimensions that the framework needed to convey.

I turned to ChatGPT and inputted my rough notes, asking it to suggest potential acronyms or organizing structures. The output was imperfect; some suggestions felt forced or generic, and others missed key nuances. Yet, the process of interacting with the tool forced me to externalize and clarify my own thinking. By seeing how ChatGPT rearranged and grouped my ideas, I was able to identify gaps, refine priorities, and ultimately shape the NEAL framework into a coherent and meaningful structure. In this way, the tool served as a catalyst for reflection, lightening the routine workload associated with early-stage ideation and enabling me to focus more deeply on the interpretive dimension of the framework.

Beyond this specific task, ChatGPT provided support for numerous smaller but low-level cognitive offloading of time-consuming activities; reformatting policy comparison tables, suggesting alternative survey phrasing, or generating initial drafts of procedural text for stakeholder review. The time and mental energy saved on these routine elements could then be redirected towards more critical work, evaluating the implications of institutional policies, integrating literature, and ensuring alignment with the university's mission and values.

Importantly, I remained aware throughout, of the distinction between offloading cognitive effort and outsourcing intellectual responsibility. At no point did ChatGPT make substantive decisions or replace my own ethical reasoning. Instead, it served as a tool to manage complexity, reduce fatigue, and support clarity; functions that, in turn, enhance the overall rigor of the research process.

This reflection highlights the promise of GAI tools as productive collaborators when used intentionally and ethically. For administrators balancing strategic, pedagogical, and operational

responsibilities, such tools have the potential to reduce cognitive overload and free bandwidth for higher-order decision making critical needs in a rapidly evolving educational landscape.

4.5.2 Ethical ambivalence

As I integrated ChatGPT into various stages of this study, from drafting policy language to refining survey questions, I frequently encountered moments of ethical ambivalence/uncertainty. These were not dramatic crises of integrity but subtle, recurring questions that prompted reflection on the boundaries between acceptable support and inappropriate reliance. In many ways, these moments paralleled the very challenges my research sought to explore with respect to academic integrity and the use of GAI at the institutional level; how can we harness the efficiencies of GAI when safeguarding academic values and ensuring authenticity?

One such moment arose when I drafted the introduction to the survey instrument. I had written a paragraph explaining the purpose and confidentiality measures, but the tone felt awkward, too formal, perhaps even intimidating. I asked ChatGPT to suggest a clearer, more approachable rewording. The result was impressively polished; the phrasing was smoother, the structure clearer, the tone warmer. Yet, as I read it, I felt a dissonance. Was this still my voice? Had I crossed the line between improving clarity and outsourcing authorship?

I found myself revising the GAI-generated draft manually, retaining certain phrasings that genuinely enhanced communication but adjusting others to ensure that the final version aligned with both my intentions and the ethical standards I expected of myself. The process was time-consuming but necessary. It taught me that while ChatGPT could reasonably be used as a linguistic tuner/amplifier, sharpening my communication, it could not replace the moral and intellectual labor of ensuring the words reflect my own ideas and values.

This ambivalence reoccurred in other contexts; when refining policy clauses to enhance inclusivity when drafting explanatory notes for faculty, and when generating examples for

academic integrity scenarios. In each case, I was aware of the fine line between augmentation and abdication of authorship. The tool was most valuable as a brainstorming partner or first-draft assistant; but only when I remained actively engaged shaping, critiquing, and contextualizing its contributions.

What became evident through these experiences was that the ethical use of GAI extends beyond the simple decision to employ the tool. It rests on how deliberately it is integrated into the intellectual and professional process. For the researcher, this involved engaging critically with GAI-generated outputs, reviewing, questioning, adapting, and refining them to ensure alignment with sound reasoning, institutional values, and the objectives of the work. Rather than accepting GAI-generated content at face value, the researcher approached it as a preliminary input for deeper reflection and analysis. This understanding reflects key themes in the literature on GAI ethics in academia. e.g. (Cavendish, 2023; Slimi, 2023), which emphasize that human oversight, reflective engagement, and accountability must remain central to any substantive use of GAI tools in research, policy development, and academic leadership.

Moreover, these reflections reinforced the importance of modeling ethical GAI engagement for others in the academic community. As an administrator developing policy, I realized that my own practices needed to align with the guidance I was helping to create. The internal conflict I felt, the ambivalence, was not a flaw in the process but a sign of its rigor; an ongoing internal check to ensure that efficiency did not come at the cost of integrity.

4.5.3 Voice and institutional representation

One of the most unexpected yet impactful dimensions of my interaction with ChatGPT during this process was its influence on shaping the institutional voice I sought to develop in policy documents, faculty guidance, and student-facing communications. As an administrator, I am constantly navigating between multiple registers of language; the precision of academic writing,

the accessibility required for student materials, the authority expected in formal policies, and the empathy essential in communications during times of change. ChatGPT became, at times, a valuable sounding board for testing these different voices.

For instance, when drafting the preliminary GAI policy for internal review, I initially wrote in a style that was formal and technical, reflecting the seriousness of the subject and my desire to convey institutional authority. Yet, when I asked ChatGPT to rephrase sections in a tone suitable for students or general campus communication, I was struck by how the model adjusted the language; it softened the formality, used more inclusive paraphrasing, and introduced warmth without sacrificing clarity. The contrast highlighted that my original draft, while accurate, risked alienating or intimidating key audiences.

Through this process, I became more intentional about balancing my authority with accessibility. I did not adopt ChatGPT's suggestions wholesale; instead, I used them as a point of comparison helping me recalibrate the tone and structure of the documents. In this way, the tool acted less as a writer and more as a mirror and filter, reflecting how my language might land with different stakeholders. It facilitated what might be called rhetorical empathy; the capacity to anticipate how language would be received by those with varying levels of power, expertise, or confidence in navigating institutional policies

Additionally, the experience accentuated the importance of human oversight and enduring that institutional documents aligned with core values; not only in their context but also their presentation. While ChatGPT could produce text that sounded polished and professional, it lacked the context to fully capture the university's specific mission, its cultural nuances, or the lived realities of its community members. For example, in one draft of a faculty memo, ChatGPT's output adopted a tone that, while clear, felt overly corporate; something at odds with the collaborative spirit I hoped to convey.

This reflection deepened my appreciation for the ethical responsibility of administrators to ensure that institutional communications are not just efficient or well-worded but authentic, value-driven, and inclusive. It also affirmed the role that GAI tools can play in helping leaders consider alternative framing and linguistic strategies while reinforcing that the final responsibility for voice, tone, and institutional representation must always rest with the author and their human judgment.

Overall, ChatGPT served as both a tool and a teacher in this domain; not by defining the institutional voice but by helping me refine it in ways that honored the university's commitment to pono, aloha, and kuleana (clarity, integrity, and inclusivity).

4.5.4 Innovation and accessibility

As I engaged with ChatGPT throughout the research and policy development process, I became increasingly aware of its potential not only as a tool for enhancing efficiency and productivity but also as a means of promoting innovation and accessibility within academic leadership and administrative work. The experience opened my eyes to how GAI can help democratize access to polished, professional communication and streamlined complex writing tasks; particularly for those who may face barriers due to language proficiency, time constraints, or competing responsibilities.

As an administrator balancing a full workload of strategic planning, faculty development, and policy governance, I found that ChatGPT's ability to assist with drafting, structuring, and rewording documents offered more than just convenience; it provided an opportunity to reimagine traditional workflows. Tasks that might have taken hours of iterative editing; such as summarizing policy comparisons or drafting initial survey language, could be accelerated, allowing more time for higher-order thinking, collaboration, and ethical review.

This experience prompted me to reflect on the potential equity benefits of GAI tools. I considered how colleagues who are non-native English speakers, early-career faculty unfamiliar

with administrative writing conventions, or staff managing multiple roles could use such tools to level the playing field. ChatGPT's assistance in producing clear, well- structured text might empower individuals who otherwise feel disadvantaged by the often- unspoken rules of academic or bureaucratic communication.

At the same time, I recognized that this potential comes with important caveats. GAI-assisted writing should not become a crutch that replaces the development of core communication skills, nor should it reinforce systematic inequities by privileging those who have more access, training, or confidence in using such tools. Indeed, as I reflected on my own use of ChatGPT, I became acutely aware of how its outputs; while helpful, still required careful human review to ensure alignment with institutional values, accuracy of information, and appropriateness of tone.

Furthermore, the experience illuminated the opportunity for the researcher to examine GAI not simply as a compliance risk to be managed but as a resource to be harnessed thoughtfully and inclusively. Policies and educational initiatives that frame GAI as a tool for accessibility, innovation, and equity, when coupled with clear ethical guidelines and robust support structures, can help ensure that GAI technologies advance the mission of higher education rather than exacerbate existing divides. These divides may include disparities in digital access and literacy, uneven opportunities for GAI-supported learning and research, inconsistent policy enforcement across institutional contexts, and differing levels of faculty readiness or student preparedness. Without deliberate attention to equity and inclusion, the adoption of GAI in academia risks reinforcing systemic inequities rather than serving as a catalyst for academic and professional advancement.

In sum, my autoethnographic reflections on innovation and accessibility reinforced a central lesson of this dissertation; that GAI, when approached with intention and ethical

awareness, can serve as a catalyst for positive change in how we communicate, collaborate, and lead in academic settings.

Reflecting on my own experience, I believe that tools like ChatGPT can play a constructive and transformative role in academic leadership and research when engaged with intention, critical awareness, and transparency. These tools are not replacements for human insight, judgment, or ethical reasoning, nor should they be. Instead, they function as amplifiers of human capacity, offering support in managing complexity, streamlining tasks, and facilitating creative and reflective thinking. When used thoughtfully, they can help educational leaders and researchers meet the growing demand of academic and administrative work without compromising the values at the heart of higher education.

The autoethnographic component of this study provided not only methodological richness but also a candid, first-hand account of the responsibilities and accountabilities that accompany the integration of GAI into scholarly and administrative practice. It illuminated the delicate balance that educators and administrators must strike, harnessing technological innovation while safeguarding integrity, inclusivity, and authenticity. In doing so, this reflection contributes to the broader discourse on how institutions might navigate the evolving, GAI-enhanced landscape; not with fear or unquestioned embrace, but with ethical clarity, openness to learning, and a commitment to shared academic purpose.

4.6 Summary

The findings of this study provided a nuanced, multi-dimensional understanding of how leading higher education institutions and their stakeholders are responding to the rapid rise of GAI. Through document analysis, survey data, and autoethnographic reflection, this chapter has illuminated both promising practices and persistent gaps in the governance, use, and cultural integration of these technologies in academic contexts.

The document analysis demonstrated that while institutions share common values, particularly around ethical use, academic accountability, and transparency, their policies vary considerably and specificity, clarity, and practical unity. Universities like MIT, Stanford, and Harvard exemplified best practices by offering detailed examples, embedding educational resources, and framing their policies as living documents open to ongoing revision. In contrast, many institutions offer generalized or ambiguous guidance, potentially leaving students and faculty without the clarity needed to navigate ethical GAI use confidently. Furthermore, enforcement mechanisms and data privacy safeguards remain uneven, highlighting an urgent need for more consistent, evidence based, and inclusive policy design.

The survey findings revealed a complex landscape of perceptions and practices among students, faculty, and policymakers. Students emerged as enthusiastic adopters of GAI, leveraging its capabilities for brainstorming, drafting, and language support. They expressed high confidence in their ability to judge appropriate GAI use, though this confidence may, as the literature suggests, outpace actual literacy or alignment with institutional expectations. Faculty generally expressed openness to GAI's potential but voiced uncertainty about policy clarity, enforcement responsibilities, and pedagogical and assessment strategies. Policymakers, despite their high levels of familiarity with GAI tools, tended to adopt a more cautious stance; reflecting their dual role as stewards of academic integrity and agents of institutional risk management. The misalignments between these groups point to the need for more robust dialogue, shared understanding, and collaborative policy development.

Finally, and perhaps most importantly, the autoethnographic reflections added a deeply personal dimension to these findings. They highlighted the dual reality that GAI tools like ChatGPT can offer significant cognitive and administrative support while simultaneously raising subtle, ongoing ethical questions about modeling, authorship, authenticity, and responsibility. The tool

served as both an amplifier of human capacity and a mirror for self-scrutiny, forcing the researcher to continually evaluate the balance between efficiency and integrity, clarity and ownership, innovation and caution. These reflections further reiterated that successful engagement with GAI requires not only technical proficiency but also ethical intentionality, institutional alignment and personal accountability.

Altogether, the findings point to a central conclusion: that the practical and ethical integration of GAI in higher education cannot be achieved through policy alone. It requires a holistic, iterative, and participatory approach; one that combines clear, adaptable policies with meaningful educational support, inclusive dialogue, and continuous reflection. As institutions move forward in this GAI-enhanced academic landscape, they must strive to balance the risks and opportunities presented by these tools. Balance will be achieved not through rigid rule-making or unchecked adoption, but through collaborative stewardship that centers human values, promotes equity and prepares communities to engage with GAI critically, responsibly, and creatively.

Chapter Five

5.1 Discussion

This discussion chapter integrates findings from three complementary strands of the study: document analysis, stakeholder survey results, and the researcher's autoethnographic reflection. Each strand provides unique insights into how higher education institutions are responding to the challenges and opportunities of GAI within the context of academic integrity. The document analysis highlights institutional strategies and gaps, the survey results reveal lived experiences and perceptions of key stakeholders, and the autoethnographic reflection offers a leadership perspective grounded in practice. Taken together, these perspectives helped create a holistic understanding of how universities can adapt policies, support faculty and students, and exercise reflective leadership in the rapidly evolving GAI landscape.

This chapter interprets the findings presented in Chapter 4 in light of the research questions and relevant literature. The study aimed to explore how higher education institutions are responding to the rise of GAI, particularly in the context of academic integrity, by analyzing institutional policies, stakeholder perceptions, and the lived experience of an academic leader using GAI tools. Through a mixed-methods design; comprising document analysis, a stakeholder survey, and autoethnographic reflection, this research offers a comprehensive view of how academic communities are engaging with GAI's affordances and challenges.

The chapter begins by synthesizing the key findings from each method and explores how they align across different stakeholder groups. Emphasis is placed on the thematic areas that emerged from both the qualitative and quantitative data; ethical use and accountability, policy transparency, data privacy and security, educational guidance, enforcement and compliance, and policy evolution. These principles, along with the proposed NEAL framework, provide a foundation for deeper discussion regarding policy design and institutional change.

In doing so, the chapter connects the study's outcomes to the broader scholarly discourse on GAI in education and policy development. The section concludes by reflecting on the implications for institutional practice, offering a reflexive account of the researcher's own engagement with GAI, and outlining the study's limitations.

5.2 Discussion of Document Analysis

The document analysis revealed six consolidated principles: Ethical Use and Accountability, Policy Transparency, Data Privacy and Security, Educational Guidance, Enforcement and Compliance, and Policy Evolution. Collectively, these principles highlight both the progress and the unevenness of institutional responses to the rise of GAI in higher education.

5.2.1 Ethical Use and Accountability

The document analysis revealed that nearly all institutional policies emphasized ethical use as the foundation of GAI governance, framing student and faculty responsibility as central to maintaining academic integrity. Many universities explicitly stated that work produced with AI must remain the intellectual contribution of the individual, with GAI serving only as a tool rather than a substitute for original thought. Policies often cautioned that unacknowledged or inappropriate use of GAI constituted a violation comparable to plagiarism. However, the degree of specificity varied; some institutions provided clear guidelines on acceptable use and attribution, while others relied on general statements that left room for interpretation. This unevenness created potential risks for inconsistent enforcement and student misunderstanding. Taken together, the findings indicate that although ethical use and accountability are widely endorsed, their impact is contingent on how explicitly institutions articulate and communicate related responsibilities.

5.2.2 Policy Transparency

Institutions with clear, example-based policies (such as MIT and Harvard) demonstrated stronger alignment between administrative intent and user behavior. These policies typically

included definitions of key terms, scenario-based examples tied to specific disciplines, explanations of when instructor approval was required, and guidance on attribution. Such clarity reduced ambiguity for faculty and students, promoted consistency in practice, and helped integrate academic integrity with everyday decision-making. By contrast, vague or generalized policies often left students and faculty uncertain, leading to uneven enforcement and heightened anxiety. These findings underscore the importance of transparency as a cornerstone of effective GAI governance.

5.2.3 Data Privacy and Security

Both policy language and stakeholder perspectives emphasized concerns about data governance. While some institutions cautioned against inputting sensitive data into GAI systems, only a minority offered concrete strategies; such as redaction techniques, the use of institutionally approved platforms, or coordination with IT and cybersecurity offices. In several cases, policies blurred the distinction between institutionally licensed GAI tools and commercial platforms, creating further ambiguity about security standards. This gap reflects a broader challenge identified in the literature; the need to align GAI ethics with robust institutional data governance frameworks (Farrelly & Baker, 2023; Saxena et al., 2024). Without clearer policies, universities risk exposure to legal, ethical, and reputational challenges.

5.2.4 Educational Guidance

A critical differentiator among policies was whether they paired rules with pedagogical support. Policies that lacked accompanying resources shifted the burden of interpretation onto individual faculty and departments, resulting in inconsistent application and heightened risk of confusion or inadvertent violations. By contrast, policies that integrated guidance balanced faculty autonomy with institutional standards, encouraged dialogue about appropriate GAI use, and provided resources designed to cultivate ethical reasoning and critical engagement. This

coherence between policy and pedagogy is consistent with best-practice literature, which argues that GAI literacy should be approached as an educational opportunity rather than a compliance obligation (Farrelly & Baker, 2023; Karimi & Khawaja, 2023). Yet, even the more robust policies seldom incorporated mechanisms to evaluate their impact or solicit feedback for iterative enhancement.

5.2.5 Enforcement and Compliance

Although most policies described prohibited uses of GAI, few articulated systematic strategies for monitoring or enforcement. Faculty reported challenges detecting GAI-generated work, while students expressed uncertainty about consequences. The analysis revealed two dominant enforcement philosophies: punitive models emphasizing deterrence (e.g., integration into Honor Codes) and restorative approaches focusing on ethical development. The literature reflects this tension: while some scholars advocate for educationally grounded enforcement (Chan, 2023; Farrelly & Baker, 2023), others caution against overly relaxed approaches that risk undermining academic standards (Slimi, 2023). Notably, few policies described mechanisms for tracking violations or reporting outcomes, limiting institutions' ability to assess effectiveness or refine enforcement strategies.

5.2.6 Policy Evolution

Finally, many institutions explicitly described their GAI policies as 'living documents,' 'interim guidelines,' or 'pilot policies,' signaling recognition of the need for adaptability. This reflects a growing awareness that static policies cannot keep pace with rapid technological change. However, while 65% of institutions acknowledged the importance of iterative development, few detailed concrete processes for stakeholder feedback, evaluation, or revision. This gap indicates that many policies remain in early developmental stages, with opportunities for more systematic integration of review cycles.

Overall, the document analysis revealed an uneven but maturing landscape of institutional policy. Institutions that combined clarity, data stewardship, educational guidance, balanced enforcement, and iterative review were better positioned to support students and faculty in navigating GAI responsibly. Conversely, policies that emphasized compliance without sufficient support risked confusion, inconsistency, and reduced trust in institutional guidance. These findings suggest that while higher education recognizes the urgency of GAI governance, substantial work remains to align policy with pedagogy, practice, and evolving technological realities.

While the document analysis highlighted institutional intentions and written frameworks for GAI governance, the survey results reveal how these policies are perceived and experienced by students, faculty, and policymakers. Together, these perspectives highlight the gap between institutional design and lived reality.

5.3 Discussion of Survey Results

The survey findings reinforced many of the principles that emerged from the document analysis while also providing insight into the lived experiences of students, faculty, and policymakers. Taken together, the results highlight a shared recognition of the opportunities and risks of GAI, while also exposing significant gaps in clarity, support, and enforcement.

5.3.1 Ethical Use and Accountability

Across stakeholder groups, respondents expressed support for the use of GAI as a tool for brainstorming, efficiency, and skill development. At the same time, they voiced concerns about blurred boundaries between legitimate assistance and academic dishonesty. Faculty, in particular emphasized the difficulty of discerning when GAI use crosses into misconduct, while students requested clearer examples of acceptable practices. These findings confirm that ethical accountability cannot rest on prohibitions alone, but must be grounded in transparent policies and reinforced through education.

5.3.2 Policy Transparency

Echoing the document analysis, many survey participants reported uncertainty about institutional expectations. Where policies were vague or absent, students and faculty described inconsistent interpretations at the course or department level. Respondents highlighted the stress and inequity this created, as students in similar courses could be subject to very different standards. These perspectives underscore the necessity of transparent, example-driven policies that ensure consistency across the institution while still allowing for disciplinary nuance.

5.3.3 Data Privacy and Security

Faculty respondents expressed hesitation about incorporating GAI tools into their teaching due to concerns about data protection and intellectual property. Many reported uncertainties about whether institutionally sanctioned tools were in place, or whether use of commercial platforms exposed them and their students to privacy risks. This aligns with gaps noted in the document analysis and points to a strong need for clearer communication between IT, administration, and faculty regarding secure and approved GAI use.

5.3.4 Educational Guidance

Survey results highlighted a strong demand for pedagogical support. Faculty consistently requested resources such as assignment templates, example policy language for syllabi, and professional development workshops. Students similarly sought concrete illustrations of responsible GAI use to help them navigate expectations. Both groups emphasized that without structured supports, they were left to rely on personal judgment or peer practices, often leading to confusion or missteps. This finding reinforces the importance of pairing institutional policies with robust educational programming.

5.3.5 Enforcement and Compliance

Respondents raised concerns about the fairness and feasibility of enforcement. Faculty noted the difficulty of reliably detecting GAI-generated content, while students described anxiety about potentially being accused of misconduct even when using GAI responsibly. Both groups questioned whether enforcement mechanisms were equitable, with some suggesting that punitive approaches risked undermining trust. These findings highlight the importance of transparent enforcement models that prioritize education and consistency rather than punitive deterrence alone.

5.3.6 Policy Evolution

Finally, survey participants widely supported the notion that GAI policies should remain iterative. Faculty, in particular, called for structured feedback mechanisms to ensure policies reflected classroom realities. Students also expressed openness to evolving guidelines, provided that changes were communicated clearly and accompanied by adequate explanation. This finding reinforces the need for policies to function as living documents shaped by ongoing input from the academic community.

5.4 Discussion of Open-Ended Survey Responses

The open-ended survey responses enrich the overall findings by providing qualitative insight into how stakeholders perceive the role of GAI in higher education. These narratives move beyond numerical trends to reveal underlying concerns, aspirations, and uncertainties that shape the lived experience of policy and practice. Across faculty, students, and policymakers, the responses illustrate both convergence on broad themes; such as ethics, critical thinking, and the need for guidance; and divergence in terms of specific priorities and expectations. (Appendix E) Together, these perspectives underscore the complexity of GAI integration and the necessity of policies that are transparent, adaptive, and responsive to stakeholder realities.

5.4.1 Ethical Concerns and Academic Integrity

The responses revealed a consistent anxiety across both faculty and students about plagiarism, attribution, and the uncertain boundaries of ethical GAI use. While faculty articulated concerns about GAI enabling students to bypass genuine learning or undermine assessment integrity, students more often described confusion and ambiguity about expectations rather than deliberate misconduct. This contrast highlights the need for clearer, institution-wide guidance that moves beyond punitive framing and instead provides transparent standards to reduce misunderstanding and support academic honesty.

5.4.2 Dependence on GAI and Reduced Critical Thinking

Both groups underscored the risk that overreliance on GAI may erode critical reasoning, writing ability, and deeper engagement with course content. Faculty framed this as a pedagogical threat to long-term learning outcomes, whereas students candidly acknowledged that GAI might make them 'lazy' or too reliant on shortcuts. This shared concern suggests a crucial area for policy and pedagogy: designing courses that encourage GAI as a supplementary aid without displacing independent analysis and reflection.

5.4.3 Educational Potential and Engagement

Despite anxieties, faculty and students alike recognized that GAI, if used responsibly, holds educational promise. Students reported that GAI helps with brainstorming, summarizing, and organizing their studies, while faculty noted its potential to support diverse learners and provide differentiated feedback. These perspectives underscore a dual imperative: developing guidelines that harness AI’s benefits for engagement and accessibility, while maintaining safeguards against overuse and ethical risks.

5.4.4 Institutional Readiness and Policy Gaps

Here the divergence was most pronounced. Faculty emphasized the lack of training, enforcement mechanisms, and professional development as significant institutional gaps. Students, however, pointed to inconsistent policies across classrooms, which generated confusion and inequity. This mismatch highlights a systemic challenge: without coordinated, campus-wide policies, both groups are left navigating fragmented expectations, undermining trust in institutional guidance.

5.4.5 Accessibility and Innovation

Both groups agreed on the potential for GAI to enhance accessibility and innovation, particularly for students with learning differences, language barriers, or time constraints. Faculty saw it as a potential 'game-changer' for inclusive instruction, while students highlighted how it makes learning more approachable. This convergence suggests that equity-centered design should be central to institutional GAI strategies.

5.4.6 Calls for Guidance, Training, and Dialogue

Perhaps the strongest unifying theme was the call for proactive education. Faculty requested workshops, frameworks, and legal clarity, while students emphasized the need for transparent rules, practical examples, and consistent messaging across courses. Both groups advocated for moving beyond bans or ad-hoc enforcement toward a culture of dialogue and shared responsibility. This finding points directly to the need for ongoing, iterative policy development that incorporates feedback and cultivates GAI literacy as an institutional norm.

Taken together, the open-ended responses affirm that GAI is neither a singular threat nor a universal solution, but a transformative force that demands thoughtful navigation. The convergence of perspectives around ethics, accountability, and critical thinking demonstrates areas of broad agreement, while the divergences; such as faculty concerns with readiness, student

calls for clarity, and policymaker ambivalence; highlight the layered challenges institutions must address.

The overall survey results demonstrate that institutional policies cannot succeed in isolation. Stakeholders want not only clarity and fairness but also opportunities for collaboration and dialogue about responsible GAI use. Faculty and students alike emphasized the need for transparency, educational resources, secure platforms, and balanced enforcement. These perspectives confirm that the success of GAI governance depends as much on communication and culture-building as on the written policy itself.

Taken together, the document analysis and survey results point to both progress and persistent gaps in GAI governance. To further contextualize these findings, the autoethnographic reflection adds a leadership perspective, illustrating how policies and perceptions intersect with the practical realities of implementing and engaging with GAI in real time.

5.5 Discussion of Autoethnographic Reflection

The development of the my institution's GAI policy illustrates a marked shift from a foundational awareness approach to a robust, principle-based, and community-informed framework. This transition, shaped by national trends, stakeholder feedback, and institutional self-reflection, highlights the dynamic nature of academic policymaking in the age of GAI.

5.5.1 From General Awareness to Values-Based Governance

The original policy (Appendix F) originating from the Office of the Provost emphasized general ethical considerations; such as privacy, fairness, accountability, and safety; but lacked a unifying ethical framework. The updated policy (Appendix G) founded by the researcher, grounds itself in the institution's cultural values of Aloha (Respect), Pono (Integrity), and Kuleana (Responsibility). This change imbues the document with greater institutional identity, anchoring

GAI governance in principles that resonate with the institutions ohana and elevating the policy beyond technical compliance to cultural stewardship.

5.5.2 Clarity and Specificity in Academic Integrity

While the original draft acknowledged academic misconduct and discouraged unauthorized use of GAI tools, it relied heavily on instructor permission without clearly articulating boundaries or consequences. The revised version introduces well-defined terms (e.g., “Academic Misconduct in GAI Context”) and categorizes permitted vs. prohibited uses with practical examples. It also requires disclosure and attribution, reinforcing transparency and personal accountability in academic work.

5.5.3 Instructional Integration and Faculty Support

The original document broadly encouraged GAI integration into coursework and proposed professional development but lacked guidance on curriculum design or instructional use. The new policy empowers faculty with actionable strategies; encouraging them to redesign assignments, integrate reflective components, and use GAI as a thought partner rather than a replacement for critical thinking. It also outlines best practices in citation, fact-checking, and student education.

5.5.4 Policy Transparency and Enforcement

The 2024 draft referenced institutional compliance and ethical expectations but was limited in enforcement language. In contrast, the newly created 2025 policy provides a structured compliance and enforcement framework, complete with sanctions, compassionate responses for unintentional misuse, and mechanisms for anonymous reporting. The inclusion of a student-faculty review committee signals a shift toward participatory governance, ensuring that policy enforcement is both ethical and educational.

5.5.5 Support Resources and Institutional Infrastructure

The revised policy significantly expands institutional support. It introduces workshops, citation templates, fact-checking tools, and an online GAI Learning Hub to foster informed engagement. The creation of a standing GAI Task Force and an GAI Ethics Committee institutionalizes the policy's adaptability, reinforcing its identity as a "living document" that evolves with technological and societal shifts.

5.5.6 Scope, Language, and Tone

The 2024 draft uses legalistic and cautionary language, signaling a protective posture. By contrast, the 2025 policy adopts an educational and empowering tone, recognizing students and faculty as co-creators of ethical GAI use. It broadens its scope beyond rules to include definitions, educational goals, and community expectations, effectively making the policy both a regulatory guide and a pedagogical tool.

This evolution illustrates how academic institutions can move from reactive guidelines to proactive, mission-aligned policy design. The process at the institution in which this study was conducted; anchored in data, reflective practice, and inclusive feedback; provides a model for institutions striving to balance innovation with integrity amid the rise of GAI.

Extending beyond policy documents and survey responses, the autoethnographic reflection offers a personal, practice-based account of how GAI was engaged by the researcher during this study. This perspective adds depth to the discussion by illustrating the challenges and opportunities of using AI in real time, while navigating issues of authorship, ethics, and leadership.

The autoethnographic dimension of this study provided insight into the researcher's own experience as a higher education administrator engaging with GAI in real time.

Using ChatGPT for tasks such as coding, drafting survey items, and shaping the NEAL framework demonstrated the value of GAI as a partner in brainstorming and clarity-building. At the

same time, it raised critical questions of authorship, academic voice, and ethical boundaries. The experience underscored the importance of reflexive practice, transparency about when and how GAI is used, and intentional preservation of the researcher's own scholarly contributions.

Reflections also highlighted the dual role of academic leaders today: not only implementing policy but also navigating digital transformation as 'ethical stewards.' Maintaining a spontaneous journal surfaced assumptions, anxieties, and blind spots, adding rigor to the process and ensuring accountability.

This perspective illustrates the opportunities and challenges of integrating GAI in both scholarship and administration. It demonstrates the need for higher education leaders to remain engaged, critical, and transparent, recognizing GAI as both a tool and a cultural force shaping the future of academia.

In summary, the autoethnographic reflection demonstrated both the opportunities and challenges of engaging with GAI as an academic leader. GAI tools offered valuable support for brainstorming and efficiency, yet also raised critical issues of authorship, accountability, and institutional leadership in the digital era. The instinctive practice emphasized that navigating GAI integration requires a balance of curiosity, caution, and transparency.

5.6 Limitations and Areas for Future Research

While this study offers valuable insights into the integration of GAI within academic integrity policies, several limitations must be acknowledged. These limitations also point to opportunities for future inquiry and deeper exploration.

First, the study relied on a purposive and convenience sampling method, which may limit the generalizability of findings. Although responses were gathered from students, faculty, and external academic professionals, the sample size was modest and primarily drawn from my university and a select group of peer institutions. Future research could employ broader, more

randomized sampling techniques to ensure a wider representation of perspectives across diverse institutional contexts.

Second, the nature of self-reported survey data introduces potential biases, such as social desirability or misinterpretation of terms related to GAI. As the field of GAI is evolving rapidly, not all participants may have had a consistent or accurate understanding of GAI and its educational implications. Longitudinal studies or mixed-methods approaches incorporating interviews or focus groups could offer richer, more nuanced data on evolving perceptions.

Third, the document analysis focused on publicly available policies from twenty U.S. institutions. While this offers a strong cross-section of high-profile academic perspectives, it does not capture internal implementation strategies or informal practices that may also shape GAI use and enforcement. Additional research might consider case studies or institutional ethnographies to explore how GAI policies are operationalized on the ground.

Fourth, while the autoethnographic reflections added depth and personal insight, they are inherently limited by the subjectivity of a single researcher's experience. Other administrative leaders may engage with GAI tools in different ways based on institutional culture, role expectations, or personal values. Collaborative autoethnography or multi-perspective reflective studies could expand understanding of administrative engagement with emerging technologies.

Fifth, ensuring that the NEAL framework leads to meaningful practice rather than symbolic adoption requires deliberate institutional action. Without mechanisms such as faculty development, policy alignment, transparent reporting, and iterative review, any framework; NEAL included; risks becoming a rhetorical update rather than a meaningful shift. To ensure NEAL functions as more than a policy label, institutions should embed its principles in curriculum design, assessment practices, onboarding processes, and annual program review cycles, creating visible and measurable changes in practice.

Lastly, the rapid pace of GAI development presents a moving target for academic policy. What is valid today may require revision tomorrow. Therefore, ongoing research must remain agile, regularly revisiting institutional strategies and stakeholder experiences to ensure continued relevance and efficacy.

Despite these limitations, the study provides a foundation for continued conversation and investigation. As institutions confront the growing presence of GAI in education, research that integrates policy analysis, empirical inquiry, and reflective practice will be essential in guiding ethical and effective adaptation.

5.7 Conclusions

Together, the findings from the three strands of analysis; documents, surveys, and personal reflection paint a comprehensive picture of how higher education is grappling with GAI. The integrative conclusion below synthesizes these perspectives into overarching insights.

Overall, the integration of findings from the document analysis, survey results, and autoethnographic reflection demonstrates how institutions, stakeholders, and leaders are collectively navigating the challenges and opportunities posed by GAI in higher education. The convergence of these three methods reinforces the central importance of ethical use, transparency, privacy, educational guidance, enforcement, and adaptability, as encapsulated in the NEAL framework. Taken together, the findings suggest that the future of GAI governance in higher education depends not only on strong institutional policies, but also on inclusive stakeholder engagement and reflective leadership. This synthesis provides a foundation for the practical recommendations outlined in the subsequent chapter and directly addresses the study's research questions about how universities can adapt academic integrity policies to incorporate GAI responsibly.

Chapter Six

6.1 Conclusion and Recommendations

Building on the findings discussed in Chapter 5, this chapter brings the study to a close by synthesizing insights from the document analysis, survey data, and autoethnographic reflection. The purpose here is two-fold; first, to present the overarching conclusions that can be drawn about how higher education institutions are responding to the rise of GAI in the context of academic integrity; and second, to translate those conclusions into practical recommendations for policy and practice. By aligning empirical findings with the proposed NEAL framework, the chapter highlights pathways for institutions to strengthen policy clarity, support faculty and students, safeguard data privacy, and remain adaptive in a rapidly evolving technological landscape. In doing so, it offers both scholarly contributions to the literature on GAI governance and actionable guidance for academic leaders navigating the challenges and opportunities of GAI.

6.2 Key Conclusions

The findings of this study demonstrate that higher education institutions are in the early stages of developing coherent and comprehensive responses to the rise of GAI. Across the 20 policies analyzed, as well as through survey responses and the researcher's own autoethnographic reflection, six recurring principles emerged: Ethical Use and Accountability, Policy Transparency, Data Privacy and Security, Educational Guidance, Enforcement and Compliance, and Policy Evolution. Together, these principles represent the foundation of an evolving framework for integrating GAI into academic integrity policies while preserving the core values of higher education.

First, the analysis revealed a broad consensus among institutions and stakeholders that GAI use must be anchored in ethical practice and individual accountability. Students, faculty, and policymakers agreed that misuse of AI undermines academic integrity but also expressed that

rules alone are insufficient. Policies that coupled clear ethical expectations with educational supports were perceived as more effective in cultivating responsible use. This underscores that the future of GAI governance depends not only on prohibitions but also on proactive efforts to build a culture of integrity.

Second, clarity and transparency emerged as critical factors of perceived fairness and trust. Policies that provided scenario-based examples, clear definitions, and explicit attribution requirements were more positively received than those relying on vague references to 'responsible use.' Similarly, survey participants stressed that ambiguity contributes to inconsistent enforcement, confusion, and anxiety among students and faculty. Transparent policies, complemented by resources and training, therefore represent a critical conclusion of this study: clarity is as important as content.

Third, substantial variation was evident in how institutions addressed data privacy, educational guidance, and enforcement strategies. While some universities linked GAI policies directly to institutional data governance protocols, others offered only general cautions. Similarly, faculty and students consistently requested more robust pedagogical frameworks, highlighting that policy must be paired with support and resources. Enforcement approaches ranged from strictly punitive to restorative, reflecting different philosophies of academic integrity. Taken together, these findings point to the conclusion that policies must move beyond rule setting to offer practical strategies for implementation, ensure fairness in enforcement, and safeguard institutional and personal data.

Finally, the notion of continuous policy evolution was central to both institutional and stakeholder perspectives. The majority of universities acknowledged the need for iterative, living documents that evolve alongside technological change. Survey participants and autoethnographic reflections echoed this, noting that policies must be regularly revisited to maintain relevance and

legitimacy. The conclusion is clear: static policies are insufficient for a dynamic technological landscape, and institutions must commit to adaptability through structured feedback and review processes.

In sum, the study concludes that although GAI governance in higher education is developing, significant unevenness persists. Institutions that embrace clarity, accountability, data stewardship, educational support, balanced enforcement, and iterative development are better positioned to foster both integrity and innovation in the age of GAI. These conclusions provide the basis for the practical recommendations outlined in the following section.

6.3 Practical Recommendations

Drawing on the findings of this study, the following recommendations provide a structured approach for higher education institutions seeking to adapt academic integrity policies in response to GAI. These recommendations are framed using the NEAL framework—Naming & Scope, Ethical Use, Accountability, and Learning Guidance—to ensure clarity, responsibility, and educational integration.

6.3.1 Naming & Scope

Institutions should begin by clearly naming and defining the scope of GAI within academic contexts. Policies should explicitly state what constitutes GAI, differentiate between acceptable and unacceptable uses, and provide scenario-based examples tailored to disciplinary contexts. This naming and scoping process reduces ambiguity and establishes a shared institutional vocabulary, which helps faculty and students interpret policies consistently. By framing policies as living documents, institutions can also signal that these definitions will evolve alongside technological developments.

6.3.2 Ethical Use

Institutions must establish expectations for ethical engagement with GAI tools. Policies should stress that GAI use must not replace original intellectual contribution and must align with established academic integrity values. Explicit attribution requirements should be integrated into institutional guidelines, including clear instructions on when and how to acknowledge GAI assistance. Furthermore, ethical use should extend to safeguarding privacy by prohibiting the input of sensitive or identifying information into third-party platforms. Institutional vetting of GAI tools for compliance with data governance standards is essential before classroom adoption.

6.3.3 Accountability

Clear mechanisms for accountability must be embedded within GAI policies. Faculty should be empowered to establish course-specific expectations for GAI use, while students must remain responsible for ensuring their work reflects their own intellectual contribution. Enforcement strategies should be transparent and balanced, distinguishing between intentional misconduct and unintentional misuse. Institutions should develop preventative strategies (e.g., syllabus statements, honor codes, or declaration statements) alongside restorative practices (e.g., oral exams, reflective essays, workshops) that emphasize ethical learning rather than relying solely on punitive measures.

6.3.4 Learning Guidance

Policy implementation must be supported by robust educational resources for both faculty and students. Institutions should invest in faculty development programs, workshops, and communities of practice to equip educators with tools to model responsible GAI use. Student-facing resources, including FAQs, decision trees, and assignment templates, should accompany institutional policies to make expectations more accessible. Integrating GAI literacy into curricula ensures that students not only comply with policies but also develop critical engagement skills

with emerging technologies. Finally, institutions should commit to iterative review cycles, gathering feedback from stakeholders to refine both policies and educational supports.

The study emphasizes that effective GAI governance requires more than prohibitive rules. The newly created NEAL framework demands clarity of scope, principled standards of ethical use, transparent accountability mechanisms, and actionable educational guidance. By adopting these recommendations, institutions can balance innovation with integrity, equipping their academic communities to navigate the opportunities and risks of GAI responsibly.

6.4 Contributions to the Field

This study contributes to the growing body of scholarship on GAI, academic integrity, and higher education policy in three key areas: scholarly contributions, methodological contributions, and practical leadership contributions.

6.4.1 Scholarly Contributions

The findings extend current discussions in the literature on academic integrity and GAI governance by identifying six recurring principles—Ethical Use, Policy Transparency, Data Privacy and Security, Educational Guidance, Enforcement and Compliance, and Policy Evolution. While prior studies have noted the risks and opportunities of GAI in education, this research synthesizes those themes into a coherent framework supported by both empirical evidence and lived administrative experience. By framing these principles within the NEAL model, the study provides a conceptual lens through which institutions can approach GAI governance with clarity and adaptability.

6.4.2 Methodological Contributions

The mixed-methods design; integrating document analysis, survey findings, and autoethnographic reflection offers a distinctive methodological contribution. By triangulating institutional documents with stakeholder perspectives and reflexive practice, the study

demonstrates how multiple vantage points can strengthen the credibility and depth of analysis. In particular, the integration of autoethnography highlights the role of academic leaders not only as researchers but also as reflective practitioners navigating GAI adoption in real time. This methodological approach illustrates how combining traditional qualitative tools with reflexive inquiry can generate richer insights into emerging issues in higher education.

6.4.3 Practical Leadership Contributions

From a practical perspective, the study contributes actionable guidance for higher education leaders tasked with responding to GAI. The NEAL framework provides a replicable structure that can be applied across institutions to ensure policies are clear, ethically grounded, accountable, and supported through educational resources. By linking findings directly to institutional practice; such as the need for faculty development, transparent enforcement, and iterative policy review, the study bridges the gap between research and leadership action. Importantly, the autoethnographic reflection underscores the evolving role of administrators as digital navigators and ethical stewards in an GAI-supported academic environment.

In sum, this study contributes to scholarship, methodology, and practice by offering both theoretical insights and pragmatic tools for adapting academic integrity policies in the age of GAI. By integrating multiple perspectives and proposing a structured framework, the research advances the conversation on how institutions can balance innovation with integrity while preparing students and faculty to engage responsibly with emerging technologies.

6.5 Limitations and Future Directions

While this study offers valuable insights into how higher education institutions are adapting academic integrity policies to incorporate GAI, several limitations must be acknowledged. These limitations also highlight opportunities for future research that can extend and refine the findings presented here. The findings also make clear that institutions may approach the NEAL pillars

unevenly, with some components far easier to adopt than others. Naming (N) and Ethical Use (E) are often the easiest to adopt because they rely primarily on statements of values and expectations, whereas Accountability (A) and Learning Integration (L) require substantial resource allocation, faculty training, technological support, and sustained culture change. To prevent institutions from implementing only the 'easy' pillars, NEAL must be paired with guidance that links Accountability and Learning Integration to institutional accreditation, equity goals, and digital transformation strategies. This ensures that "A" and "L" are not optional enhancements but essential components of a responsible and future-ready GAI ecosystem.

Another valuable opportunity for future research is examining how the NEAL Framework could be adapted to use in the K-12 educational setting, where students are first forming their digital habits, ethical understandings, and expectations around GAI. Introducing NEAL earlier in students' learning pathways could create greater coherence across educational environments and reduce the disconnect that often arises as expectations around GAI use develop. Exploring how K-12 institutions interpret and operationalize Naming, Ethical Use, Accountability, and Learning Integration may reveal developmentally appropriate strategies for GAI instruction and ethical education and may also highlight structural or resource-related barriers unique to K-12 contexts. Such research would not only extend the applicability of NEAL but also support a more coherent, system-wide approach to GAI readiness; better preparing future postsecondary students to navigate GAI responsibly and confidently.

6.5.1 Survey Validity

As this project represents an early exploration into stakeholder perspectives, the survey instrument functioned effectively as a pilot study. While it drew on elements from previously published surveys, it remains clear that the instrument could be strengthened through item analysis, expansion, and refinement. Some questions may have been too broadly framed, limiting

the depth of responses, while others could be clarified to reduce potential ambiguity. Future iterations of the survey should undergo systematic validation to ensure reliability across diverse institutional contexts and to capture more nuanced dimensions of stakeholder experiences. Despite these limitations, the pilot provided valuable insights that guided the analysis and underscored the importance of continuous refinement in measuring perceptions of GAI governance in higher education.

6.5.2 Sample and Generalizability

The survey component relied on a purposive and convenience sample, drawn primarily from a small private university and a small number of larger academic institutions. While this provided meaningful insight into stakeholder perceptions, the modest sample size limits the generalizability of results. Future research should expand to larger, more diverse populations across different institutional types, regions, and cultural contexts to strengthen external validity.

6.5.3 Self-Reported Data

As with most survey research, findings are subject to the limitations of self-reported data. Faculty and students may have been influenced by social desirability bias or varying levels of familiarity with GAI, leading to uneven interpretations of terms and concepts. Future studies could complement surveys with interviews, focus groups, or classroom-based case studies to provide more nuanced understanding of lived experiences.

6.5.4 Scope of Document Analysis

This study examined twenty publicly available U.S. university policies. While these represent leading institutions, they do not capture internal implementation strategies, informal practices, or non-U.S. perspectives. Future research could expand document analysis internationally, examine additional supporting resources (like training, guidance, etc.) and explore institutional case studies to examine how policies are operationalized in practice.

6.5.5 Autoethnographic Perspective

The autoethnographic reflection provided unique depth but is inherently limited by the subjectivity of a single researcher's experience. Other academic leaders may engage with GAI in different ways depending on institutional culture, disciplinary focus, or leadership style. Collaborative autoethnography or multi-perspective reflective studies could broaden this dimension of inquiry.

6.5.6 Rapid Technological Change

Finally, the pace of GAI development represents a rapidly shifting landscape that continually redefines institutional challenges and opportunities. Policies, perceptions, and practices that are valid today may shift significantly within months. This reality underscores the need for longitudinal research that tracks how institutions, faculty, and students adapt to GAI over time.

In sum, while bounded by scope, sampling, and temporal constraints, this study lays a foundation for future inquiry. Expanding the evidence base through instrument expansion and validation, broader sampling, multi-method approaches, international comparisons, and longitudinal tracking will be essential for sustaining relevant and effective GAI governance in higher education.

6.6 Closing Reflection

The integration of GAI into higher education represents not only a technological challenge but also a profound cultural and ethical shift. This study has shown that while institutions are beginning to adapt their academic integrity policies, the journey is uneven and ongoing. Through document analysis, survey findings, and autoethnographic reflection, it is clear that successful governance of GAI requires more than compliance-driven policies. It demands clarity, adaptability,

and a commitment to educational support that empowers students and faculty to engage responsibly with emerging tools.

As a higher education leader, undertaking this research underscored the dual responsibility of administrators in the GAI era: to guide institutional policy and to model reflective, ethical engagement with new technologies. The process of using GAI while simultaneously researching its implications highlighted both the promise and the tensions of this transformation. GAI is not a replacement for human judgment, creativity, or integrity; rather, it is a catalyst that compels institutions to revisit their values and practices in light of rapid change.

Looking ahead, the findings of this study affirm that institutions willing to embrace GAI with transparency, reflexivity, and collaboration will be best positioned to lead with both innovation and integrity. The NEAL framework offers one pathway, but the broader lesson is that policy development must remain a living, participatory process. Higher education stands at a threshold; by aligning technological adoption and advancements with ethical stewardship, universities can not only safeguard academic integrity but also shape a future in which GAI enhances, rather than diminishes, the human dimensions of learning.

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Appendicies

Appendix A

[redacted] Student Survey

Student Perspectives of Generative AI in Academia

This study focuses on academic integrity and generative AI (GAI) policy. Its purpose is to review established Academic Integrity Policies and GAI guidelines (AIP-GAI), followed by a brief questionnaire to collect insights on best practices, critical considerations, and areas for improvement. The findings will provide valuable perspectives on fostering academic integrity and GAI principles, guiding the adoption of a model AIP-GAI framework applicable to institutions beyond H[redacted]

1. **1. What is your program of study?**

   Mark only one oval.

   - ◯ Liberal Arts (CLA) *Skip to question 2*
   - ◯ Natural & Computational Sciences (CNCS) *Skip to question 2*
   - ◯ Professional Studies (CPS) *Skip to question 2*
   - ◯ Business (CoB) *Skip to question 2*
   - ◯ Nursing (CoN) *Skip to question 2*
   - ◯ Graduate College of Health Sciences (GCHS) *Skip to question 2*
   - ◯ Prefer not to say *Skip to question 2*
   - ◯ Other:

2. **2. What is your current degree program?**

Mark only one oval.

- ◯ Associates *Skip to question 3*
- ◯ Undergraduate / Bachelor's *Skip to question 3*
- ◯ Master's *Skip to question 3*
- ◯ PhD *Skip to question 3*
- ◯ Prefer not to say *Skip to question 3*
- ◯ Other: _____

3. **3. How familiar are you with Generative AI (eg. ChatGPT, DALL-E, Bard, DeepSeek, etc.)**

Mark only one oval.

- ◯ Very familiar
- ◯ Somewhat familiar
- ◯ Not very familiar
- ◯ Not familiar at all

Section 2: Usage of Generative AI

4. **4. Have you used Generative AI tools in your course work?**

Mark only one oval.

- ◯ Yes *Skip to question 5*
- ◯ Unsure *Skip to question 6*
- ◯ No *Skip to question 6*

5. **4B. In what ways have you used Generative AI? (check all that apply)**

Check all that apply.

- ☐ Refining assignments or essays
- ☐ Generating ideas for projects
- ☐ Coding or programming help
- ☐ Preparing for exams or quizzes
- ☐ Creating visuals or presentations
- ☐ Exploring topics and ideas where I need more information
- ☐ Other: _____

6. **5. How often do you use Generative AI tools for academic purposes?**

Mark only one oval.

- Daily
- Weekly
- Monthly
- Rarely
- Never

7. **6. How often do you believe your professors are using Generative AI tools in their work?**

Mark only one oval.

- Daily
- Weekly
- Monthly
- Rarely
- Never

Section 3: Perceptions and Attitudes

8. **7. What are your thoughts on the role of Generative AI in higher education? (Select one)**

Mark only one oval.

- ◯ It is mostly beneficial
- ◯ It is somewhat beneficial
- ◯ It is neutral
- ◯ It is somewhat harmful
- ◯ It is mostly harmful

9. **8. What percentage of your professors encourage the use of Generative AI in their courses?**

Mark only one oval.

- ◯ roughly 100%
- ◯ roughly 75%
- ◯ roughly 50%
- ◯ roughly 25%
- ◯ roughly 0%
- ◯ Other:

10. **9. Which aspects of Generative AI do you find most beneficial? (check all that apply)**

Check all that apply.

- [ ] Supporting routine tasks (ex. searching, data organization)
- [ ] Providing inspiration or ideas
- [ ] Clarifying difficult concepts
- [ ] Refining the structure and grammar of my writing
- [ ] Other:

11. **10. What concerns, if any, do you have about using Generative AI in your studies? (check all that apply)**

Check all that apply.

- [ ] Academic Integrity (eg. plagiarism, misuse)
- [ ] Erosion of critical thinking skills
- [ ] Over reliance of AI tools
- [ ] Bias or inaccuracies in AI generated content
- [ ] Ethical considerations (eg. authorship, accountability)
- [ ] Other:

Section 4: Future Considerations

12. **11. Do you believe the use of Generative AI tools should be allowed for academic purposes?**

Mark only one oval.

- ◯ Yes, with no restrictions *Skip to question 13*
- ◯ Yes, but guided by clear principles *Skip to question 13*
- ◯ Yes, but limited with explicit conditions or guidelines *Skip to question 13*
- ◯ No, it should not be allowed *Skip to question 14*

13. **11B. If you believe GAI should be allowed, what types of uses should be considered acceptable? (Check all that apply)**

Check all that apply.

- ☐ Generating ideas or brainstorming
- ☐ Refining grammar and structure in written work
- ☐ Coding or debugging
- ☐ Summarizing academic papers or concepts
- ☐ Other:

14. **12. Do you feel confident distinguishing between appropriate and inappropriate use of Generative AI in your academic work?**

Mark only one oval.

- ◯ Yes
- ◯ Somewhat
- ◯ No

Section 5: Support and Guidance

15. **13. Currently, what monitoring or enforcement measures does your institution use to ensure compliance with AI-related academic integrity policies? (Select all that apply)**

Check all that apply.

- ☐ AI detection software (eg. Turnitin AI Detection, GPTZero)
- ☐ Faculty training to recognize AI-generated content
- ☐ Honor code policies requiring integrity reviews
- ☐ No formal monitoring measures in place
- ☐ Case-by-case academic integrity reviews
- ☐ Unsure
- ☐ Other:

16. **14. Do you feel the university provides enough guidance on the ethical use of Generative AI?**

Mark only one oval.

- ◯ Yes
- ◯ Unsure
- ◯ No

17. **15. What kind of resources or support would help you integrate Generative AI into your work effectively? (Check all that apply)**

Check all that apply.

- ☐ Workshops or training
- ☐ Access to premium AI tools throughout the university
- ☐ Clear university policies on AI use with proper sharing and distribution
- ☐ Examples of appropriate academic uses
- ☐ Other: _____

Section 6: Open-Ended Questions

(50,000 character limit)

18. **16. In your opinion, how might Generative AI change the way students learn and engage with their studies in the next 5-10 years?**

19. **17. What challenges do you foresee with integrating Generative AI into teaching, learning, and research?**

20. **18. Do you have any additional comments or suggestions regarding Generative AI in higher education?**

Appendix B

[redacted]

Faculty Survey

Faculty Perspectives of Generative AI in Academia

This study focuses on academic integrity and generative AI (GAI) policy. Its purpose is to review established Academic Integrity Policies and GAI guidelines (AIP-GAI), followed by a brief questionnaire to collect insights on best practices, critical considerations, and areas for improvement. The findings will provide valuable perspectives on fostering academic integrity and GAI principles, guiding the adoption of a model AIP-GAI framework applicable to institutions beyond [redacted]

1. **1. What is your academic background?**

Mark only one oval.

- ◯ Liberal Arts (CLA) *Skip to question 2*
- ◯ Natural & Computational Sciences (CNCS) *Skip to question 2*
- ◯ Professional Studies (CPS) *Skip to question 2*
- ◯ Business (CoB) *Skip to question 2*
- ◯ Nursing (CoN) *Skip to question 2*
- ◯ Graduate College of Health Sciences (GCHS) *Skip to question 2*
- ◯ Prefer not to say *Skip to question 2*
- ◯ Other:

2. **2. What is your primary role at the University?**

Mark only one oval.

- ◯ Professor *Skip to question 3*
- ◯ Associate Professor *Skip to question 3*
- ◯ Assistant Professor *Skip to question 3*
- ◯ Lecturer *Skip to question 3*
- ◯ Adjunct Faculty *Skip to question 3*
- ◯ Administrator *Skip to question 3*
- ◯ Prefer not to say *Skip to question 3*
- ◯ Other: _____

3. **3. How familiar are you with Generative AI (eg. ChatGPT, DALL-E, Bard, DeepSeek, etc.)**

Mark only one oval.

- ◯ Very familiar
- ◯ Somewhat familiar
- ◯ Not very familiar
- ◯ Not familiar at all

Section 2: Usage of Generative AI

4. **4. Have you used Generative AI tools in your teaching or research?**

Mark only one oval.

- ◯ Yes *Skip to question 5*
- ◯ Unsure *Skip to question 6*
- ◯ No *Skip to question 6*

5. **4B. In what ways have you used Generative AI? (check all that apply)**

Check all that apply.

- ☐ Preparing course materials
- ☐ Generating ideas for projects
- ☐ Grading
- ☐ Assessment support (ie. asking GAI to highlight key strengths and weaknesses)
- ☐ Refining feedback from students
- ☐ coding or programming help
- ☐ Creating visuals or presentations
- ☐ Exploring topics and ideas where I need more information
- ☐ Other: _____

6. **5. How often do you use Generative AI tools for academic purposes?**

Mark only one oval.

- Daily
- Weekly
- Monthly
- Rarely
- Never

7. **6. How often do you believe your students are using Generative AI tools in their work?**

Mark only one oval.

- Daily
- Weekly
- Monthly
- Rarely
- Never

Section 3: Perceptions and Attitudes

8. **7. What are your thoughts on the role of Generative AI in higher education? (Select one)**

Mark only one oval.

- ◯ It is mostly beneficial
- ◯ It is somewhat beneficial
- ◯ It is neutral
- ◯ It is somewhat harmful
- ◯ It is mostly harmful

9. **8. Do you encourage the use of Generative AI tools in your course(s)?**

Mark only one oval.

- ◯ Yes
- ◯ Neutral
- ◯ No

10. **9. Which aspects of Generative AI do you find most beneficial? (check all that apply)**

Check all that apply.

- [ ] Supporting routine tasks (eg. searching, data organization)
- [ ] Providing inspiration or ideas
- [ ] Clarifying difficult concepts
- [ ] Refining the structure and grammar of my writing
- [ ] Other: _____

11. **10. What concerns, if any, do you have about the use of Generative AI in academia? (check all that apply)**

Check all that apply.

- [ ] Academic Integrity (eg. plagiarism, misuse)
- [ ] Erosion of critical thinking skills
- [ ] Over reliance of AI tools
- [ ] Bias or inaccuracies in AI generated content
- [ ] Ethical considerations (eg. authorship, accountability)
- [ ] Other: _____

Section 4: Future Considerations

12. **11. Do you believe the use of Generative AI tools should be allowed for academic purposes?**

Mark only one oval.

- ◯ Yes, with no restrictions *Skip to question 13*
- ◯ Yes, but guided by clear principles *Skip to question 13*
- ◯ Yes, but limited with explicit conditions or guidelines *Skip to question 13*
- ◯ No, it should not be allowed *Skip to question 14*

13. **11B. If you believe GAI should be allowed, what types of uses should be considered acceptable? (Check all that apply)**

Check all that apply.

- ☐ Generating ideas or brainstorming
- ☐ Drafting written work (with proper acknowledgement)
- ☐ Coding or debugging
- ☐ Summarizing academic papers or concepts
- ☐ Other:

14. **12. Do you feel confident distinguishing between appropriate and inappropriate use of Generative AI in a student's academic work?**

Mark only one oval.

- ◯ Yes
- ◯ Somewhat
- ◯ No

Section 5: Support and Guidance

15. **13. Currently, what monitoring or enforcement measures does your institution use to ensure compliance with AI-related academic integrity policies? (Select all that apply)**

Check all that apply.

- ☐ AI detection software (eg. Turnitin AI Detection, GPTZero)
- ☐ Faculty training to recognize AI-generated content
- ☐ Honor code policies requiring integrity reviews
- ☐ No formal monitoring measures in place
- ☐ Case-by-case academic integrity reviews
- ☐ Unsure
- ☐ Other:

16. **14. Do you feel the university provides enough guidance on the ethical use of Generative AI?**

Mark only one oval.

- ◯ Yes
- ◯ Unsure
- ◯ No

17. **15. What kind of resources or support would help you integrate Generative AI into your work effectively? (Check all that apply)**

Check all that apply.

- ☐ Workshops or training
- ☐ Access to premium AI tools throughout the university
- ☐ Clear university policies on AI use with proper sharing and distribution
- ☐ Examples of appropriate academic uses
- ☐ Other: _____

Section 6: Open-Ended Questions

(50,000 character limit)

18. **16. In your opinion, how might Generative AI change the way students learn and engage with their studies in the next 5-10 years?**

19. **17. What challenges do you foresee with integrating Generative AI into teaching, learning, and research?**

20. **18. Do you have any additional comments or suggestions regarding Generative AI in higher education?**

APPENDIX C

External Survey

External Perspectives of Generative AI in Academia

This study focuses on academic integrity and generative AI (GAI) policy. Its purpose is to review established Academic Integrity Policies and GAI guidelines (AIP-GAI), followed by a brief questionnaire to collect insights on best practices, critical considerations, and areas for improvement. The findings will provide valuable perspectives on fostering academic integrity and GAI principles, guiding the adoption of a model AIP-GAI framework applicable to institutions beyond [redacted]

* Indicates required question

1. **1. What is your academic discipline?**

Mark only one oval.

- ◯ Social Sciences *Skip to question 2*
- ◯ Natural Sciences *Skip to question 2*
- ◯ Engineering & Technology *Skip to question 2*
- ◯ Business *Skip to question 2*
- ◯ Humanities *Skip to question 2*
- ◯ Computer Science / Cybersecurity *Skip to question 2*
- ◯ Art & Design *Skip to question 2*
- ◯ Health & Science *Skip to question 2*
- ◯ Law *Skip to question 2*
- ◯ Communication *Skip to question 2*
- ◯ Interdisciplinary *Skip to question 2*
- ◯ Math & Statistics *Skip to question 2*
- ◯ Agriculture *Skip to question 2*
- ◯ Prefer not to say *Skip to question 2*
- ◯ Other:

2. **2. What is your primary role at the University?**

Mark only one oval.

- ◯ Professor *Skip to question 3*
- ◯ Associate Professor *Skip to question 3*
- ◯ Assistant Professor *Skip to question 3*
- ◯ Lecturer *Skip to question 3*
- ◯ Adjunct Faculty *Skip to question 3*
- ◯ Administrator *Skip to question 3*
- ◯ Prefer not to say *Skip to question 3*
- ◯ Other: _____

3. **3. How familiar are you with Generative AI (eg. ChatGPT, DALL-E, Bard, DeepSeek, etc.)**

Mark only one oval.

- ◯ Very familiar
- ◯ Somewhat familiar
- ◯ Not very familiar
- ◯ Not familiar at all

Section 2: Usage of Generative AI

4. **4. Have you used Generative AI tools in your teaching or research?**

Mark only one oval.

- ◯ Yes *Skip to question 5*
- ◯ Unsure *Skip to question 6*
- ◯ No *Skip to question 6*

5. **4B. If yes, in what ways have you used Generative AI? (check all that apply)**

Check all that apply.

- ☐ Preparing course materials
- ☐ Generating ideas for projects
- ☐ Grading or providing feedback
- ☐ Creating visuals or presentations
- ☐ Exploring topics and ideas where I need more information
- ☐ Other:

6. **5. How often do you use Generative AI tools for academic purposes?**

Mark only one oval.

- ◯ Daily
- ◯ Weekly
- ◯ Monthly
- ◯ Rarely
- ◯ Never

7. **6. How often do you believe your students are using Generative AI tools in their work?**

Mark only one oval.

- ◯ Daily
- ◯ Weekly
- ◯ Monthly
- ◯ Rarely
- ◯ Never

Section 3: Perceptions and Attitudes

8. **7. What are your thoughts on the role of Generative AI in higher education? (Select one)**

Mark only one oval.

- ◯ It is mostly beneficial
- ◯ It is somewhat beneficial
- ◯ It is neutral
- ◯ It is somewhat harmful
- ◯ It is mostly harmful

9. **8. Do you encourage the use of Generative AI tools in your course(s)?**

Mark only one oval.

- ◯ Yes
- ◯ Neutral
- ◯ No

10. **9. Which aspects of Generative AI do you find most beneficial? (check all that apply)**

Check all that apply.

- [ ] Supporting routine tasks (eg. searching, data organization)
- [ ] Providing inspiration or ideas
- [ ] Clarifying difficult concepts
- [ ] Refining the structure and grammar of my writing
- [ ] Other: _____

11. **10. What concerns, if any, do you have about the use of Generative AI in academia? (check all that apply)**

Check all that apply.

- [ ] Academic Integrity (eg. plagiarism, misuse by students)
- [ ] Erosion of critical thinking skills
- [ ] Over reliance of AI tools
- [ ] Bias or inaccuracies in AI generated content
- [ ] Ethical considerations (eg. authorship, accountability)
- [ ] Other: _____

Section 4: Policy Development Process

12. **11. What was the primary reason for updating your Academic Integrity Policy (AIP) regarding Generative AI? *(Select all that apply)***

Mark only one oval.

- ◯ Concerns over academic integrity (eg. plagiarism, misuse by students)
- ◯ Needs for clearer university policies on AI use
- ◯ Student use of GAI increased rapidly
- ◯ Institutional leadership prioritized AI policy updates
- ◯ Influence from external accreditation bodies or peer institutions
- ◯ Other: _____

13. **12. Who was involved in the development of your institution's GAI-related academic integrity policy? *(Select all that apply)***

Check all that apply.

- ☐ Faculty
- ☐ Administration
- ☐ Students
- ☐ IT / data security officers
- ☐ Academic integrity / compliance officers
- ☐ External consultants or advisory board(s)
- ☐ Other: _____

14. **13. How has the policy been received by key stakeholders at your institution?** ***(Select one per row)*** *

Mark only one oval per row.

	Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive	Not Sure
Faculty	◯	◯	◯	◯	◯	◯
Students	◯	◯	◯	◯	◯	◯
Administration	◯	◯	◯	◯	◯	◯

15. **14. What challenges, if any, did your institution face when implementing a GAI-related academic integrity policy?** ***(Select all that apply)***

Check all that apply.

- [ ] No challenges
- [ ] Faculty / staff resistence
- [ ] Failure to achieve consensus
- [ ] Ensuring students understood acceptable vs. unacceptable AI use
- [ ] Difficulty monitoring or identifying GAI-related infractions
- [ ] Keeping the policy updated as attitudes/opinions toward the use of GAI technology evolve
- [ ] Other: _____

Skip to question 16

Section 5: Policy Guidelines & Compliance

16. **15. What monitoring or enforcement measures does your institution use to ensure compliance with AI-related academic integrity policies? (Select all that apply)**

Check all that apply.

- [ ] AI detection software (eg. Turnitin AI Detection, GPTZero)
- [ ] Faculty training to recognize AI-generated content
- [ ] Honor code policies requiring integrity reviews
- [ ] No formal monitoring measures in place
- [ ] Case-by-case academic integrity reviews
- [ ] Unsure
- [ ] Other: _____

17. **16. Which of the following guiding principles were most important in shaping your academic integrity policy for Generative AI? *(Select all that apply)***

Check all that apply.

- [ ] Academic Honesty & Transparency - Ensuring students disclose when and how they use GAI in their work
- [ ] Ethical & Responsible GAI Use - Promoting GAI as a tool to support learning while maintaining ethical standards.
- [ ] Maintaining Academic Rigor & Critical Thinking - Encouraging assignments that develop independent analysis rather than reliance on GAI-generated content.
- [ ] Privacy & Data Security- Ensuring GAI tools do not compromise student data or institutional security policies
- [ ] Flexibility & Continuous Policy Review - Allowing policies to evolve as GAI technology advances and new challenges emerge.
- [ ] Other: _____

Section 5: Support and Guidance

18. **17. Do you feel the university provides enough guidance on the ethical use of Generative AI?**

Mark only one oval.

- ◯ Yes
- ◯ Unsure
- ◯ No

19. **18. What additional support or resources helped faculty and staff navigate the newly created GAI policy? *(Select all that apply)***

Check all that apply.

- ☐ Workshops or training
- ☐ Access to premium GAI tools throughout the university
- ☐ Sharing & proper distribution of university AIP policies addressing GAI use
- ☐ Examples of appropriate academic uses
- ☐ Other: _____

Section 6: Open-Ended Questions

(50,000 character limit)

20. **19. In your opinion, how might Generative AI change the way students learn and engage with their studies in the next 5-10 years?**

21. **20. Can you describe the process your institution followed to update its Academic Integrity Policy (AIP) to address GAI tools?**

    What was your role in the process?
    Who (faculty, staff, administrators, etc.) was involved in shaping the policy?
    What were the key influences or considerations during the policy update?

22. **21. Do you have any additional comments or suggestions regarding Generative AI in higher education?**

[redacted]

Google [redacted]

Appendix D

NEAL Framework

Integration of the NEAL Framework in the Revised AI Policy

The finalized [redacted] GAI policy operationalizes the NEAL framework as its structural and philosophical foundation. Each principle is directly reflected in the organization, content, and tone of the policy, ensuring clarity, coherence, and institutional alignment.

1. Naming & Scope

The policy begins by clearly defining key terms, such as "Generative AI," "AI-assisted work," and "Academic Misconduct in AI Context." It also establishes the scope of the policy, specifying its relevance to all students, faculty, and staff within academic settings. This directly fulfills the "Naming & Scope" principle by:

- Explicitly distinguishing between permissible academic support and prohibited content generation.
- Outlining where the policy applies (coursework, research, communication, etc.).
- Providing clear definitions that reduce ambiguity and support consistent enforcement.

Example from the policy:
"Generative AI refers to machine learning tools capable of producing text, images, code, or data in response to user prompts... This policy governs the use of such tools in academic contexts."

---

2. Ethical Use

The second pillar of NEAL is deeply embedded in the policy's core. Ethical considerations are presented not just as rules, but as reflections of institutional values. The policy articulates the expectation of transparency, authorship integrity, and fact-checking in the use of AI tools.

- Ethical use is linked to HPU's values of *Aloha*, *Pono*, and *Kuleana*.
- The policy encourages users to disclose AI assistance and avoid misrepresenting AI-generated content as original thought.
- Prohibitions against plagiarism, unacknowledged editing, or deceptive output are clearly outlined.

Example from the policy:
"Users are expected to attribute and explain any use of Generative AI in submitted work, just as they would for any external source."

---

3. Accountability

This principle is reflected in the inclusion of reporting, enforcement, and compliance procedures. The policy:

- Describes consequences for both intentional and unintentional misuse.
- Establishes a reporting mechanism and outlines due process for violations.
- Provides for faculty discretion in determining classroom-level boundaries while aligning with overarching institutional standards.

Example from the policy:
"Violations of this policy may be reviewed by a committee comprised of faculty and student representatives... Sanctions will be educational whenever possible, prioritizing learning and integrity over punishment."

---

4. Learning Guidance

Rather than being a punitive document, the policy is fundamentally educational in design. It aims to build digital literacy, AI fluency, and critical thinking. It offers:

- Links to citation templates, fact-checking resources, and workshops.
- A dedicated online AI Learning Hub for ongoing community engagement.
- Recommendations for faculty to embed AI discussions into assignments and syllabi.

Example from the policy:
"This policy is supported by the AI Learning Hub, which provides tutorials, citation models, and faculty guides for integrating Generative AI responsibly into curriculum and pedagogy."

APPENDIX E

Thematic Comparison Table

Note. Table summarizes shared and unique themes across faculty, student, and policymaker survey responses.

Theme	Shared or Unique	Notes
Ethical Concerns	Shared	Misuse, plagiarism, attribution uncertainty
Critical Thinking Decline	Shared	AI could reduce original thought and engagement
Educational Potential	Shared	Brainstorming, personalized learning, engagement
Institutional Readiness	Faculty-Focused	Faculty emphasized training, enforcement, and coherent policy
Policy Clarity and Communication	Student-Focused	Students noted inconsistent classroom-level expectations
Accessibility & Innovation	Shared	AI as a tool for equity, efficiency, and support
Need for Training & Guidance	Shared	Strong desire for ethical use education and institution-wide norms

APPENDIX F

PRIVATE INSTITUTION POLICY

Responsible Use of AI Policy

Purpose

[redacted] seeks to embrace the potential of artificial intelligence (AI) technologies while upholding ethical standards and promoting a culture of responsibility and innovation. This policy establishes guidelines for academic integration and the ethical and responsible use of AI technologies by students, faculty, and staff at [redacted]. The objective is to embrace the promise of improving education and fostering innovation and efficiency, while safeguarding ethical standards, the spirit of learning, critical thinking, intellectual integrity, and compliance with applicable laws.

Scope

This policy applies to all members of the university community, including students, faculty, staff, and researchers, who utilize AI tools and systems in their academic and administrative activities. Departments, divisions, and programs may have additional guidelines or policies to meet particular needs of stakeholders.

Guidelines for AI Use

1. Ethical Principles
When considering use AI applications users should consider ethical principles, including

- Privacy: Safeguard personal and sensitive data in AI usage. Personal, institutional, and otherwise sensitive data must be handled in accordance with university privacy policies and applicable data protection regulations. Data used for training AI models must be anonymized and collected with informed consent whenever possible.
    - For example, meeting transcripts should not be dropped into an openAI, non-secure generative AI tool without anonymizing names of participants, including [redacted]. Secure options should be used, such as MS Teams "Intelligent Recap" that will apply the same model while keeping the information within the university environment.
    - Similarly, any AI applications related to HR, admissions, or student data must have assurances that the tool is being used within a secure environment. [redacted]
- Fairness: Address issues of bias and discrimination in AI applications.
    - Example: if an academic project uses facial recognition software that has been trained on humans from a particular ethnic group, students need to understand the limitations of the conclusions.

[1]For complete policy, see https://s[redacted]/academicintegritypolicy

- Accountability: Assign responsibility for AI-related decisions and actions.
    - Example: no AI generated product alone should be considered adequate justification to make decisions that impact the university and the individuals that make up our community. Responsibility belongs to the user of the tool.
- Safety and Security: Promote safe practices in the deployment of AI technologies.
    - Example: Keep in mind that every prompt becomes a part of the large learning model, and outputs are not necessarily correct. We all share the responsibility to understand what we are contribute and receive from GAI and its potential impact on others.

2. Academic Integrity

The [redacted] Academic Integrity Policy states that the use a third-party tool, such as but not limited to generative AI such as ChatGPT, to complete any academic exercise within any learning modality (assignment, paper, speech, equations, etc.) without explicit and clear permission of the instructor, is an example of cheating. Third party tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve generative AI tools usage in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.[1]
The use of generative AI should complement, not replace, traditional writing skills and processes. Students should engage in drafting, revising, and editing their work independently. When generative AI has been used in writing assignments, students should include a brief explanation of the tool, how it was utilized, and how the work produced is a reflection of their own ideas and efforts. Students are responsible for assessing the relevance, accuracy, and quality of the output from AI tools before incorporating it into their writing.

3. Education and Training

[redacted] acknowledges that the responsible use of Generative AI is a necessary professional skill for all disciplines that will continue to grow exponentially in importance in the workforce. As such, integrating generative AI tools into coursework is encouraged, within ethical and legal parameters and in accordance with the [redacted] Academic Integrity Policy.

General Education and interdisciplinary curricula will be developed to use AI tools, develop AI skills, and examine the societal impacts and ethical considerations of AI technologies.

[redacted] will provide professional development training sessions on AI tools, responsible use, and assessment strategies for faculty and staff.

4. Research and Development

Researchers should openly share methodologies and findings to promote transparency and collaboration. All AI research must comply with research guidelines from the funding source as appropriate, and best practices as they evolve.

[redacted]

5. Accessibility

Student support services will explore ways to leverage AI to create a more inclusive learning environment. Tools may be used to provide adaptive content, enhance engagement, provide resources for diverse learners, assist students with disabilities, and provide language support to enhance learning.

6. Continuous Improvement

This policy will be a living document, to be reviewed at least annually to incorporate new developments in AI technology and emerging ethical considerations.

The AI Task Force will continue to evaluate ways to leverage AI to cut costs, improve efficiency, and aid in teaching.

Feedback from the university community will be solicited to enhance the policy's effectiveness and relevance. Users are encouraged to share knowledge about case use examples and participate in our collective learning about best practices. Any concerns regarding unethical AI use or violations of this policy should be reported to the Office of the Provost.

[1]For complete policy, see https://studenthandbook.[redacted]/section3/academicintegritypolicy

Appendix G

Newly Created Policy

[redacted]

Responsible Use of Generative Artificial Intelligence (GAI) Policy

Effective January 2026

Guided by values embraced by the university community at [redacted] representing the spiritual, ethical, and philosophical principles that support our ohana:

- Aloha (Respect), Pono (Integrity), Kuleana (Responsibility)

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1. Purpose

[redacted] recognizes artificial intelligence (AI) as a transformative tool to advance education, spark innovation, and streamline institutional processes. This policy sets forth ethical guidelines for the responsible use of AI technologies by students and faculty, ensuring alignment with [redacted]'s core values of critical thinking, intellectual integrity, and lifelong learning. By fostering innovation within a framework of accountability, we seek to unlock and harness AI's potential while upholding academic rigor, nurturing ethical scholarship, and adhering to legal and regulatory standards.

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2. Scope

This policy governs the ethical use of Generative AI (GAI) tools (e.g., ChatGPT, DALL-E, Copilot, Grammarly) by all [redacted] students and faculty in academic assignments, research, assessments, and university-related activities. It applies to all campuses, programs, and affiliated work. Departments, divisions, and programs may have additional guidelines or policies to meet the particular needs of their respective stakeholders.

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3. Definitions

Last updated: August 31st, 2025

- Academic Integrity: Ethical commitment to honesty, fairness, and responsibility in all academic work. This involves producing original work, and properly crediting sources.
- **Generative AI (GAI):** Tools that create text, images, audio, video, code, or data in response to user inputs.
- **Academic Misconduct (AI Context):** Using GAI to bypass learning, plagiarize, fabricate content, or misrepresent authorship.
- **Appropriate Use:** GAI applications explicitly permitted by instructors or university guidelines to enhance (not replace) learning.

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4. [redacted] Policy Guidelines based on the ethical principles of Aloha, Pono, & Kuleana (Policy Transparency)

4.1. Permitted Uses

GAI may be used only under the following conditions:

- Instructor or Departmental Approval: Explicitly allowed by course instructors or departmental guidelines.
- Educational Purpose: AI tools that clearly support learning objectives with instructor guidance and permission (e.g., brainstorming, drafting, proofreading, data analysis).
- Thoughtful Engagement: AI generated content must be critically reviewed, edited, and properly attributed/disclosed to ensure integrity and originality.

4.2. Prohibited Uses

GAI tools may not be used to:

- Present AI generated content submitted as original work without appropriate attribution.
- Engage in plagiarism, fabricate data/sources, or bypass required analytical tasks.
- Complete assignments in ways that violate course-specific rules, guidelines or expectations.
- Produce unethical content, such as deepfakes for deception.
- Identifiable student information in prompts; FERPA compliance expectations.

4.3. Disclosure Requirements

Last updated: August 31st, 2025

Failure to disclose constitutes academic misconduct.

- Students must:
- Clearly label AI-generated content (e.g., "This section was created with [Tool Name]").
- Describe how and to what extend each GAI was used (e.g., "AI-assisted literature review").

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5. Ethical Use and Accountability

5.1. Faculty

- Set Clear Expectations: Clearly outline AI guidelines in course syllabi and assignment instructions.
- Design Thoughtful Assignments: Develop assignments/assessments that reduce the potential for misuse (e.g., reflective components, in-class work). Incorporate GAI into assignments/assessments where they make sense and are aligned with course learning objectives.
- Promote Responsible Use: Educate students on ethical AI use by sharing correct/incorrect examples and providing proper citation practices (e.g., encourage fact-checking and triangulation, and provide tools for this purpose).

5.2. Students

- Understand Policies: Review course-specific AI rules and seek clarification.
- Engage Critically: Use GAI as a supplemental tool or thought partner, not a substitute for original work or critical thinking.
- Attribute Fairly: Cite AI-generated content per [redacted] style guides (APA, MLA, etc.).

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6. Enforcement & Compliance

6.1. Violations

- Breaches will be adjudicated under [redacted] Academic Integrity Policy.
- Sanctions: Range from assignment resubmission to suspension, depending on intent and severity.
- Compassionate Review: Unintentional misuse may result in mandatory training rather than penalties.

Last updated: August 31st, 2025

6.2. Learning Resources

To aid the [redacted] community in learning how best apply GAI ethically, responsibly, and innovatively, [redacted] provides:

- Workshops on ethical AI integration for students, faculty, and staff.
- Citation templates for AI-generated content
- Faculty-student collaboration forums to address AI challenges and opportunities.
- Tools for fact checking and triangulation
- Online repositories for GAI learning resources.

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7. Policy Evolution

- **Annual Review:** A committee (students, faculty, staff, IT, and ethics experts) will update this policy. This policy will be a living document, to be reviewed at least quarterly to incorporate new developments in AI technology and emerging ethical considerations.
- **The AI Task Force:** This committee will continue to evaluate ways to leverage AI to cut costs, improve operational efficiency, and aid teaching.
- **Community Input:** Feedback may be submitted anonymously via [redacted] AI Policy Portal (ai-ethics[redacted]).
- **Feedback:** Feedback from the university community will be solicited regularly to enhance the policy's effectiveness and relevance. Any concerns regarding unethical AI use or violations of this policy should be reported to the Office of the Provost.
- **Participation:** Community members are encouraged to share knowledge about case use examples and participate in our collective learning about best practices.

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8. Contact

For questions or reporting:

- **AI Ethics Committee:** [ai-ethics@[redacted]]

Last updated: August 31st, 2025

- **Office of Academic Affairs:** [provost@[redacted]]

University of Victoria
Office of Research Services | Human Research Ethics Board
Michael Williams Building Rm B202 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-4545 | F 250-721-8960 | uvic.ca/research | ethics@uvic.ca

Ethics Approval

Certificate of Approval

PRINCIPAL INVESTIGATOR:	**Tim Pelton** (Supervisor)	**ETHICS PROTOCOL NUMBER:** Expedited review - delegated	**24-0366**
PRINCIPAL APPLICANT:	**Mani Sehgal** **PhD student**	ORIGINAL APPROVAL DATE:	10-Dec-2024
UVIC DEPARTMENT:	**Curriculum and Instruction EDCI**	APPROVED ON:	10-Dec-2024
		APPROVAL EXPIRY DATE:	09-Dec-2025

PROJECT TITLE: **Adapting Academic Integrity Policies to Incorporate Generative AI Tools**

RESEARCH TEAM MEMBERS: **None**

DECLARED PROJECT FUNDING: **None**

DOCUMENTS INCLUDED IN THIS APPROVAL:
CompletionCertificate_M_SEHGAL.pdf - 31-Aug-2024
tcps2_core_certificate_SEPT_2024.pdf - 10-Sep-2024
IRB_HPU_Approval_Oct_14_2024.pdf - 16-Oct-2024
Group 2AB_Internal_Faculty_Letter_A.docx - 16-Oct-2024
Group 2CF_Internal_Student_Letter_A.docx - 16-Oct-2024
Group 2AB_Internal_Faculty_Letter_A.docx - 16-Oct-2024
Group 2CF_Internal_Student_Letter_A.docx - 16-Oct-2024
Appendix_B Informed Consent_A.docx - 16-Oct-2024
Group 1 - External draft_Interview_questions.docx - 16-Oct-2024
Group 2A- draft_Interview_questions.docx - 16-Oct-2024
Group 2C-FInterview_questions_students.docx - 16-Oct-2024
Group 1 - External Welcome Letter (Revised).docx - 09-Dec-2024
IRB_Follow_UP_HPU.pdf - 09-Dec-2024

Conditions of approval

This Certificate of Approval is valid for the above term provided there is no change in the protocol.

Amendments
To make changes to the approved research procedure in your study, please submit "Amendments" or "Annual renewal with amendments" form. You must receive research ethics approval before proceeding with your amended protocol.

Renewals
Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date.

Project Closures
When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.

Certification

This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria's policies for research involving human participants.

Dr. Sandra Gibbons
Chair, Human Research Ethics Board

Dr. Cindy Holder
Vice-chair, Human Research Ethics Board

Certificate Issued On: 10-Dec-2024

Appendix I - University AI Policies

Table 1. Top 20 Universities	AI Policy Principles									
	Key Provision	**Methods of Implementing AI Ethics**	**Adoption of Policy Evolution**	**Clarity / Transparency**	**Data Protection / Privacy / Security**	**Accountability**	**Focus**	**Application**	**Training**	**Guidelines / Integration**
University of Washington	institution-wide GenAI guidelines from UW-IT (updated June 2025) supports responsible use	Policies implemented via IT governance; discipline-specific and sample syllabus statements provided	Formal guidelines released June 2025, embedded into research, teaching, and healthcare policy frameworks	Mandatory disclosure of GenAI use Recordkeeping especially personal data	Only UW- approved tools may be used Unapproved tools prohibited.	Students, faculty, staff are ultimately accountable for their outputs	Emphasizes responsible decision making, avoid bias and human oversight	Instructors choose whether to allow, restrict, or prohibit GenAI; sample syllabi provided.	Offer workshops, consulting, sample statements, and ongoing support	Provide specific guideline
California Institute of Technology	Promote responsible and ethical use of AI tools with guidance from the office of the Provost (Feb 2023).	Guidance issued by Provost with collaboration across departments. Hixon Writing Center (HWC) provides division level resources	Provide initial guidance to implement AI, initially created in Oct 23, update cycle ongoing	Requires users to disclose all AI use ("disclosure" principal)	Limit data that can be disclosed, includes regulated, confidential, or proprietary data	Strikes a delicate balance between innovation and academic integrity emphasizing learning and research excellence.	Focus on ethical AI innovation	HSS policy restricts Gen AI to instructor defined use cases; all other usages disallowed.	resources available,enterprise license for Microsoft Copilot.	Encourages accuracy checks, source attribution, prompts for clarity and depth in assignment design, with sample syllabi provided.
Johns Hopkins University	Provide generative Chatbot in the classroom and enhance learning	Developing ethical guidelines and principles for AI research and implementation	Students are permitted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT). The university allows the use of AI in 2022	University clearly defines instruction of usage of AI tool	The university has a data protection policy to ensure confidence in data	Structure or approach used for evaluating AI in a project	Importance of AI in the academic sector	Specific use permissible for brainstorming, assessment redesign, and grading assistance.	Use AI in research and development	Encourage human review, avoid blind trust, mandate verification of outputs
Yale University	University provides proper guidelines about the usage of AI	AI ethics committees review AI-related projects University also includes ethical consideration	Implementation of AI in assignments is a violation of academic integrity in 2022	University provides clear guidance about AI policies and academic integrity	University protect data and ensure ethical responsibility through data classification policy	Highlight the usage of AI in education and also mention the risk	Focus on ethical development and usage of AI	Apply individual course policy to Manama's usage of AI tools	Develop optimized courses to manage AI in education and research	Provide guidelines related to the usage of AI in different courses
University of California Los Angeles (UCLA)	Promote ethical AI research and application across all disciplines. Campus level principles guide all users	Provide guidance or strategies for adopting AI tools and technologies in an ethical manner	University adopt AI policy in 2022. Students and teachers are embracing Chat GPT in 2023. 2024 pilot programs and governancer rollout	The university provides clear guided principles for AI. AI Council. Subcommittee provides transparency to the university community and public	Licensed platforms only; privacy and security enforced	Handled via conduct code and responsible usage agreements.	Ensuring fairness, accountability, and transparency in AI applications.	Faculty integrate tools contextually with support.	GenAI Hub, UCLA Library, WI+RE, faculty training	Disclaim AI use, align with code, avoide over-reliance on detection.
University of Pennsylvania	University has created a comprehensive AI ethics framework that governs the use of AI tools in various discipline	University integrate ethics into the AI curriculum	The university adopted in 2024 which are typically implemented and actively enforced in projects	Disclose when a work product was created	University are accountable for their use of content created by AI	Compliance with data protection laws. It includes the Consumer Data Privacy Act	Provide clear protocols for reporting ethical violations and holding individuals accountable.	Focus on the use of AI tools and technologies	CETLI resources (Best Practices, FAQ, model policies), ITS/ISC provides oversight for admin processes.	Apply AI only in research and development. Students are not allowed to use AI.
Princeton University	Faculty set course-specific GAI policies; syllabus clarity encouraged	University Dialogue on AI and Ethics to address the issue of fairness. Guide on implementing AI tools in education and research	University adopt policy in 2024, discussions ongoing decentralization implmentation	Syllabi must state permited uses; student must disclose AI use	University follow GDPR to protect data and internal policies	Provide accountability for the usage of AI tools in academic integrin	critical thinking and liberal arts values	instructor-led policy with rationale encouraged.	McGraw tools, Canvas resources, syllabi examples	Explicit syllabus statements, in class discussions, reflection.
University of California San Francisco	Provide guidelines that are aligned with USF academic principles. Students are not allowed to use AI in assessments	Integrate with ethical consideration in AI projects	University adopt or implement AI policy in 2021. Updated in 2024 (December)	Adopt a set of recommendations to guide ethical development	The university protects data through Data Classification Standards	University build structure of accountability	The focus is on addressing ethical complexities within new, data-centric AI technologies and tools	Apply policy of AI within and outside of the university	Oversight committee provides platform training, bias-awareness, and verification process.	Verify outputs, acknowledge bias, document usage, avoid hallucinations.

University of Michigan	Focuses on promoting responsible AI research and ensuring ethical considerations are integrated into the AI system. External tools okay with documentation	Establish ethical guidelines for the usage of AI tools and technologies	The university adopted an AI policy in 2023	The use of AI tools is expressly prohibited. Any indication of use will be reported as scientific misconduct	UM-GPT protects privacy;cautions for external tools	Non-disclosure consitutes misconduct	Tool literacy, ethical usage, equitable access	Instructor-specified usage in syllabus	Prompt literacy events, GenAI portal, FAQs	Verify outputs, align with learning goals, respect privacy
University of California San Diego	Provide guideline that no student employ AI tools in coursework (updated September 25, 2023 to state undisclosed AI use is prohibited)	The university provides a set of recommendations to guide the safe and responsible deployment of AI	The university adopted in the second half of 2018	Adopt a set of recommendations to guide ethical development	The university protects data through Data Classification Standards	University build structure of accountability	The focus is on addressing ethical complexities within new, data-centric AI technologies and tools	Apply policy of AI within and outside of the university	Provide workshops, training	Emphasis on privacy awareness and critical review Templates provided
Cornell University	University provides ethical consideration and guidelines and academic accountability	Implement a central approach to ensure the use of AI	The university adopted or implemented an AI policy in 2023	University does not allow students to use AI in course work and ensure transparency of AI policy	University follow GDPR to protect data and internal policies	Provide accountability for the usage of AI tools in academic integrin	Focus on ethical consideration	class-specific policies with professor-set boundaries and rationale in syllabi.	CTI resources, faculty webinars, IT provided guidelines for administration and researchers.	Cite AI, reflect on ethics; avoid detectors as sole evidence; procurement oversight.
University of Chicago	University provides guidelines on the usage of AI in various disciplines. States in 2023 they are in the process of refining	AI policy aligns with ethical standards and values	The university adopted an AI policy in 2023 and protect the risk of AI	Strict data classification rules, level 1 data okay. Private or sensitive data only in approval tools	Provide accessible reports on AI research projects and their ethical implications	Implement a privacy policy to protect data	Focus on providing ethical guidelines and consideration to ensure the use of AI policy	Apply in various disciplines of education to understand the usage of AI technologies	Provide eight weeks of training and education on the usage of AI in research and educated	The university provides detailed guidelines on AI research and technologies
Northwestern University	Students and educators should not enter institutional data into generative AI tools. They are not allowed to use AI in coursework	University launch research hub for the safety of AI technologies.	The university adopted AI policy in 2024	The use of AI in courses provides transparency and relates to the objective of the university	Data is protected through Privacy Policies	AI misuse consitutes academic misconduct under Academic Integrity using AI without permission or attribution is treated as cheating/plagiarism	The focus is on addressing ethical complexities within new, data-centric AI technologies and tools	Apply policy of AI within and outside of the university	Robust training infastructure, workshops, canvas modules, writing program resources and IT tutorials	Emphasis on dialogue, informed citation, privacy awareness, and critical review Templates provided
Duke University	Students using AI should be transparent about their use and ensure that it is consistent with academic integrity	University developing ethical guidelines for AI research and applications	The university adopted or implemented an AI policy in 2024	Duke's policies recognize that it is up to each professor to decide whether to allow the use of AI in their courses	University protect data through Data Security policy which encrypts data and ensures the safety of data	University are accountable for their use of content created by AI	Compliance with data protection laws. It includes a Data Security policy	Provide clear protocols for reporting ethical violations and holding individual's accountable	Focus on the use of AI tools and technologies	Provide specific instructions for the usage of AI.
Harvard University	Faculty determine policy per course; templates available	Honor Council oversight, faculty templates, iterative review	Updated each semester; course-level integration	Policies must be included in syllabi; explain permitted uses	Do not input confidential data; HMS IT restrictions	Violations handled through Honor Council processes	Academic honesty and course-specific expectations	defined by instructors; varies by course	Guideance provided to faculty/students	Caution with AI detection tools; clarity on tool distinctions
Stanford University	Instructor discretion; use as external assistance unless stated.	Honor Code integration,syllabi must clarify AI use	implemented 2023; updated under Conduct Affairs Board	Instructor-defined use; documented in course materials	No private/regulated data; IT responsible AI guidance	Honor Code applies; misuse treated like plagiarism	Integrity and responsible usage in coursework	disclosed use required; instructor sets boundaries	Faculty guides and support resources	Disclosure and use of detectors recommended
Columbia University	institution-wide guidance; evolving document	CUIT approval, faculty consultation, AI working group.	Initial policy 2023; reviewed and updated regularly.	Must disclose use in documents, guidance publicly shared.	No personal/confidential data input; adhere to CUIT rules	Violations considered academic dishonesty	Responsible AI use while preserving data and IP integrity	Faculty set boundaries; student disclosure required	CTL, Provost, and IT offer support and resources	Verify output, cite AI, check bias, use privacy settings
Massachusetts Institute of Technology (MIT)	faculty-level policies; syllabus inclusion required	TLL workshops and templates; define AI vs. plagiarism	TLL issued guidelines;updated each semester	Statements required in syllabi and class discussion	No regulated/confidental data input into AI tools	Honor Code enforcement	Academic integrity and critical thinking	course specific rules set by instructors	TLL resources, workshops, and templates available	Provide examples, encourage reflection, avoid overreliance on detection.
New York University (NYU)	AI Use without citations is plagiarism; institutional guidelines apply.	Templates, Provost-endorsed guidance, discourage AI detectors	AI hub launched 2023; departmental policy uptake	Syllabi must reference AI usage policies	No identifiable student info in prompts; FERPA compliance	Violations treated as academic dishonesty	Transparency and responsible experimentation	Permitted for brainstorming with citations	AI Hub workshops and guides available	Disclose AI use, suggest reflective assignments, avoid detectors
University of California, Berkeley	Campus-wide advisoryon appropriate use; tool-level restrictions	Tool permissions based on data classification; oversight committee	2024 advisory issued; evolving with governance	Public-facing usage conditions and documentation	No use with sensitive data unless covered by contracts	Campus compliance monitored by IT and Risk teams	Balance between innovation and data privacy	Allowed for public data; restrictions for internal/sensitive info.	IT advisories and risk resource guidance	Only approved tools; privacy protocols enforced