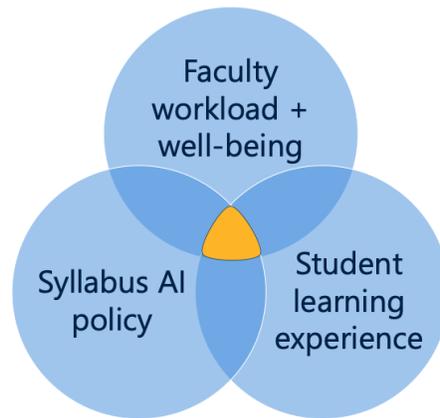


Developing a sustainable AI policy with the Transparency in Learning and Teaching (TILT) Framework

Winter Warmup | FA25

Our goal is to develop an AI statement for our syllabi that achieves a balance between effective policy, the student learning experience, and faculty workload and well-being.



A TILTed AI policy has four elements:

1. **A statement of purpose:** Why do you have this orientation to AI, and why should students take it seriously? How does this orientation reflect your disciplinary standards, course outcomes, and/or ethical considerations?
2. **A defined Scope:** Is the policy the same for all assignments? Does the policy change depending on the category of assignments?
3. **Stated expectations and consequences:** What (and how) should students disclose? What happens if a student intentionally (or unintentionally) violates this policy?
4. **A way to encourage communication:** Let students know that it's ok to not fully understand a policy and that you want them to reach out with questions.

SAMPLE POLICIES

unTILTED, AI not permitted example: *No AI can be used to write your lab reports in this course.*

TILTed, AI not permitted example: *In this course, you are developing your own scientific reasoning and analytical skills. While AI tools can be helpful, they can also replace the very skills the course is designed to help you build. As your instructor, my goal is to **guide** you in developing these skills; therefore, **no AI use is permitted in this course**. So we're on the same page, "AI tools" include (but are not limited to) ChatGPT, Gemini, Claude, Microsoft Copilot, and embedded AI in Microsoft, Canvas, or Google tools.*

If AI is used in ways that violate this policy, I will follow the [QU Academic Integrity and Accountability Policy](#). My approach distinguishes between:

- *Unintentional misuse (often resolved with a conversation and resubmission)*
- *Deliberate misuse (handled through formal integrity channels)*

My goal is transparency and fairness, not punishment. If any situation feels unclear, please reach out before you submit. I am always happy to help clarify as we learn together throughout this semester!

unTILTed, AI permitted example: *I'm cool with you using AI in this course but just use your best judgement.* 😊

TILTed, AI permitted example: *In this course, you are developing your own scientific reasoning and analytical skills. My goal is to **guide** you in using AI in ways that **support**, not substitute, these skills.*

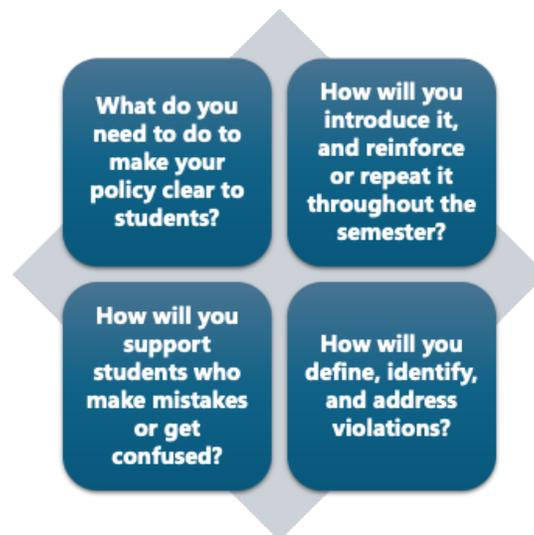
For each assignment, I will provide specific instructions about the following:

- *Which AI tools you may use (e.g., Copilot, Claude, ChatGPT, etc.)*
- *How you are allowed to use them (e.g., brainstorming, receiving feedback on drafts, etc)*
- *How to cite or document your AI use*
- *How you will reflect on your value-add*

If AI is used in ways that violate this policy, I will follow the [QU Academic Integrity and Accountability Policy](#). My approach distinguishes between:

- *Unintentional misuse (often resolved with a conversation and resubmission)*
- *Deliberate misuse (handled through formal integrity channels)*

My goal is transparency and fairness, not punishment. If any situation feels unclear, please reach out before you submit. I am always happy to help clarify as we learn together throughout this semester!



Debrief: How will you know your policy is effective? How will you address it if it's not working?

- Do you have fewer violations?
- Is grading more pleasant?
- Do you feel less stressed about AI?
- Do your students demonstrate stronger critical AI literacy?

Visit our QILT AI Hub: <https://qilt.qu.edu/ai>

QU AI policy: <https://provost.qu.edu/artificial-intelligence/>

Contact us: QILT@qu.edu

sara.rzeszutek@quinnipiac.edu

caitlin.hanlon@quinnipiac.edu

