Stanford | Academic Integrity Working Group

AIWG - Fall Recommendations

October 20, 2025

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Presentation Accessibility Note: please download as MS PowerPoint.

AIWG Membership

Co-Chairs

- **Jennifer Schwartz Poehlmann**, Senior Lecturer, Chemistry - **AIWG Faculty Co-Chair**
- **Xavier Arturo Millan**, Undergraduate, Computer Science - **AIWG Student Co-Chair**

Students

- **John Sandoval**, (GR) MLA
- **Ryan Loo**, (GR) Computer Science
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- **Deanna Graesser Ledoux**, DoS

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Agenda

- Academic Landscape
- Key Department Actions
- Proctoring Pilot Status
- Opportunities to engage with AIWG

Academic Landscape

Takeaways from AIWG focus groups and surveys

- **Scope of the Problem of Academic Dishonesty**
  - Many students express concern about the extent of cheating on campus
  - Students report that use of unpermitted collaboration/aid is far more common on assignments completed outside the classroom rather than in-person assessments
  - Students do not wish to have to report on each other
- **Root Causes of Academic Dishonesty**
  - Student rationalization based on perceived cheating by other students, the need to keep up with peers
  - Many stressors (personal and academic) contribute to poor decision making
  - Disconnect between faculty and students on what are reasonable expectations outside of the classroom
- **Interplay of Academic Integrity and Pedagogy, including Generative AI**
  - Faculty and Student conversations on pedagogy are needed to create buy-in on reasonable standards of work and use of collaboration, AI , or other forms of aid on different assignment types

➔ **There is a need for ongoing faculty-student conversations to collaboratively agree on and maintain standards for academic integrity.**

Student Opinions around Generative AI

- **Students want explicit AI policies in syllabi and examples of permitted and not permitted use.**
  - Faculty vary greatly in permitted or recommended AI use, sometimes between sections of same course, causing confusion and leading students to perceive policies as inconsistent or unfair
- **Students want policy to differentiate between AI use for legitimate educational support vs cheating.**
  - Some students perceive ChatGPT and other LLMs as a means to seek academic help rather than as an avenue for cheating, a “24-7 TA”
  - Because some instructors encourage use of AI for brainstorming, viewing examples of problem-solving, etc., students are frustrated when others ban use without an explanation
  - Many students feel that so long as the user’s personal understanding is represented in the final work, AI is a helpful learning tool.
- **Students want help building capacity for Ethical AI Use and better AI literacy.**
  - They are looking for in-class activities, discussion, or examples that develop AI literacy skills for future careers

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Current AI Policy statement from BCA

Guidance adopted on February 16, 2023

Absent a clear statement from a course instructor, ***use of or consultation with generative AI shall be treated analogously to assistance from another person****.* ***In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted.*** *Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.*

Individual course instructors are free to set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. ***Course instructors should set such policies in their course syllabi and clearly communicate such policies to students.*** *Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification.*

Key Actions Departments can consider

1	Create and clearly communicate consistent policies and expectations on academic integrity and generative AI across similar courses and departments
2	Engage students in a dialogue on learning goals and use (or non-use) of AI within your discipline
3	Support faculty in development of pedagogical innovations that support student learning and career preparation in light of AI applications
4	Move more high-stakes assessments (or portions of large assignments) to in-person formats, where feasible or beneficial

1) Create and clearly communicate policies

1. **Communicate and discuss academic integrity policies for their course with students, including details on AI**

2. **Increase coordination and consistency across multiple offerings of a course (i.e. Multiple sections within a single type of course, courses offered in multiple quarters)**
   - Example of Department Policy From Math **-** launched this summer across all courses

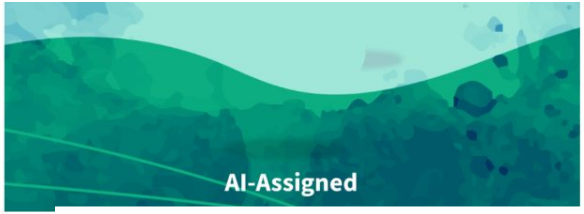
3. **Schedule a School or Department Consultation with CTL**
   - Customized workshops and facilitated discussions on AI: e.g., 15 minute intro during a faculty meeting, 60-90 minute workshop on its own or during a retreat
   - Individual teaching consultations for specific courses/instructors

4. **Resources for developing policies**

   AIMES (AI Meets Education at Stanford) - CTL & VPUE:

   - AIMES Library of Examples: find example course and department AI policies, assignments, etc.
   - Critical AI Literacy for Instructors: self-paced Canvas resource for instructors
   - AI Teaching Strategies: generalized patterns - what is working
   - AI at Stanford Advisory Committee (AISAC) Report *(January 2025)*

Find Examples at AIMES:
AI Meets Education at Stanford



Strategies When Assigning AI Use

Strategies When Limiting AI Use

Strategies When Prohibiting AI Use

Example from CS145: Narayanan Shivakumar

AI Policy: Learn Like You'll Work

Build skills for the AI-augmented future of engineering

The New Reality

Modern engineering requires mastering both AI tools AND fundamentals. Here's why:

- **Your future job:** You'll ship fast with every AI tool available. But you'll need fundamentals to verify correctness, ensure the right semantics, optimize performance, and ask the right design questions.
- **CS145 paper tests & whiteboard interviews:** No AI mode. We test if you can design solutions and debug problems using pure understanding. This is what separates engineers from copy-pasters.

Use these projects to prepare for both: leverage AI to accelerate your learning, but bring your brain to every problem. Jobs don't need highly trained copy-pasters.

Experiment Freely

Use your favorite LLMs—GPT, Claude, Gemini. Try different prompting strategies. Compare their approaches. This is how modern engineers work at startups and big tech alike. Just credit the AI tools you use in your submissions.

Understand Deeply

Build real understanding of:

- Query semantics – what the SQL actually does
- Performance debugging – why queries are slow
- Index strategies – when they help or hurt
- Join algorithms – which one fits your data
- System tradeoffs – memory vs. disk, latency vs. throughput

Whiteboard interviews and paper tests assess full-stack understanding. Jobs require shipping with AI. Master both modes here.

The Why: https://cs145-bigdata.web.app/Section1-SQL/learning-outcomes.html

The What - for Projects: https://cs145-bigdata.web.app/projects/projects.html

Fundamentals of AI policy

Aspects to consider

1	Level of Use	• AI Free zone • Restricted/specific use cases • Open AI use
2	Pedagogical reasoning	• What are your learning goals for the course? In what ways does AI help or hurt student learning? • Why should students follow your proposed path? • How will they know if they are using AI effectively? Or too much?
3	Example use cases	• Use AI to provide feedback, coach a process, run simulations, provide example practice problems, … • Create guided activities or prompts for students to use that promote AI literacy
4	Directions for citation	• How should students acknowledge the use of AI? • Citation of primary sources • Statement of AI use and prompts

2) Engage students in discussion of policies

1. **Host listening sessions or surveys to hear concerns, create buy-in on policies**
   - Engage students in developing a shared understanding of reasonable standards for academic work and appropriate levels of collaboration across different assignment types
   - Courses might consider offering participation credit to avoid selection bias in students
2. **Attend upcoming AIWG listening sessions and encourage your faculty to do so**
   - Faculty AI policy
   - Joint Faculty-Student
3. **Participate in Instructor Student Pedagogy Partnership Program through CTL**
   - Partners instructors with undergraduate students to gain direct feedback on the student experience in introductory undergraduate courses
4. **Encourage students to educate themselves and take advantage of resources**
   - AI and Your Learning: A Guide for Students
   - Consider creating workshops or short learning modules for students on ethical AI use, tailored to your discipline (e.g., ChatGPT in humanities vs. coding assistance in CS).

3) Support Faculty in Pedagogical development

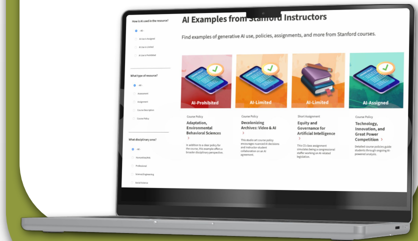
1. **Faculty will need support in adapting to evolving student needs**
    - Develop policies, pedagogical strategies and expectations with students in class
    - Incorporate effective AI use and literacy development into course assignments
    - Bring **process and development of ideas into class**
    - Create out of class work that provides learning opportunities for students to prepare for in-person assessments
2. **Share your policies and teaching strategies that are working! (CTL - AIMES is collecting a growing body of examples.)**
3. **Resources for developing teaching innovations in the AI-evolving landscape**
    - Stanford Accelerator For Learning - AI
    - Human Centered Artificial Intelligence - involved research and grants
    - CTL consultations and custom workshops: CTL General Consultation Request Form
    - AIMES, AI Meets Education at Stanford

AIMES
AI MEETS EDUCATION AT STANFORD

AI and Your Learning:
A Guide for Students

Critical AI Literacy For Instructors
Canvas Resource

AIMES Library of Examples



AI Teaching Strategies

Stanford | VPUE
Vice Provost for Undergraduate Education

4) Move towards In-Person assessments

→ In-person assessments have higher adherence to the Honor Code than at-home work
→ Proctored in-person assessments have become more vital given increase in phone/AI use

1. Reflect broadly on graded work
   - Distribute weight of assignments to encourage students to demonstrate mastery of independent skills in a way they can be fully accountable: AIMES Library Example
   - Reframe home assignments as learning opportunities, less for the grade
   - Move high-stakes assessments to in-person formats where helpful: AIMES Library Example
   - Consider alternate formats of assessment including (Examples in AIMES):
     - The Oxford style tutorial system (small group discussion and feedback)
     - Oral Presentations or in-person discussions
     - Segment writing process into multiple in-person activities
2. AIWG Resources for In-Person Assessments
   - Logistics to Consider when Transitioning to In-Person Assessments
   - Exam Integrity Best Practices
   - IF approved to participate in the proctoring pilot: Proctoring Guidelines

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Participating Courses: Autumn

Science & Econ

- CHEM 31A & 31B
- CHEM 121
- ECON 1
- ECON 102A
- ECON 50
- ECON 51
- HUMBIO 2A
- HUMBIO 2B
- PHYS 41
- PHYS 41E
- PHYS 45
- STATS 110
- STATS 118

GSB

- FINANCE 205

Math

- MATH 18, 19, 20, & 21
- MATH 51 & 53
- MATH 61CM & 61 DM
- MATH 104
- MATH 110
- MATH 113
- MATH 115
- MATH 120
- MATH 136
- MATH 143
- MATH 145
- MATH 155
- MATH 171
- MATH 193X
- MATH 215A
- MATH 220A/CME 303

Humanities/Social Science

- COLLEGE 101
- COMPLIT 121
- COMPLIT 147P
- FRENLANG 1
- HIST 40A/ 140A
- PHIL 49
- PSYCH 1

Enrollments total over 7,500

Engineering

- AA100
- BIOE 101/210
- CHEMENG 110A
- CS 103
- CS 106B
- CS 161
- CS 229
- ENGR 14
- ME 70
- ME 80

- Inclusion of COLLEGE & introductory sequences in Chemistry, HumBio, Math, Physics & Psych mean that almost all frosh will have opportunities to participate in proctored courses

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Critical Campus Partnerships

Careful expansion of pilot still required to plan for specialty situations

Office of Accessible Education (OAE)
(15% of UG students)

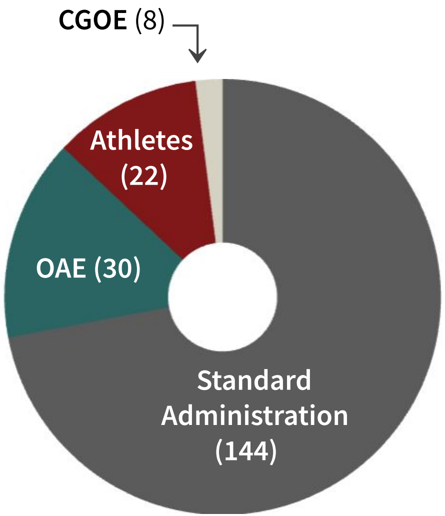
- Build out Centralized Testing Center and create data-management system to enable equitable proctoring of accommodated exams

Student-Athletes
(11% of UG students)

- Training for coaches and staff who proctor exams for traveling athletes
- Creation of documented process to coordinate exam requirements and materials between coach & course staff

Center for Global & Online Education (CGOE), formerly SCPD
(4% *for classes with CGOE students*)

- Study of and adaptation of pilot for off-campus students.



Example breakdown in 200 person class

➔ **Proctoring CANNOT expand without thoughtful planning and resources.**

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Building Infrastructure & Processes for Scale

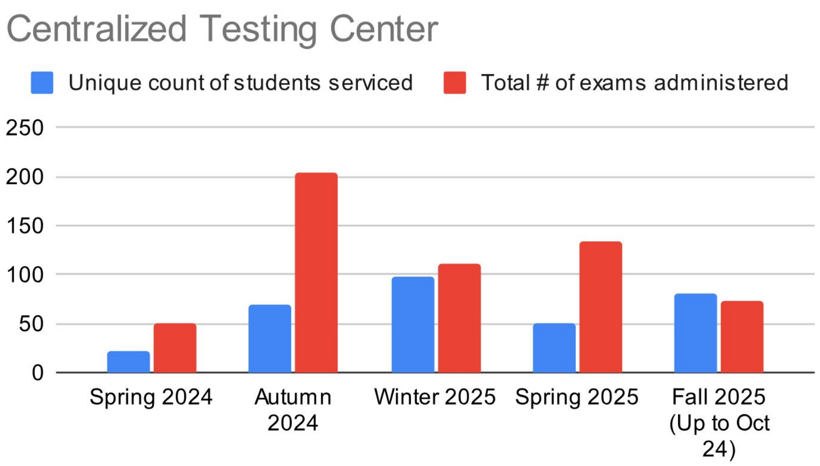
Meeting Accommodation Challenges

Centralized Testing Center (CTC) concurrently created and launched to provide a subset of **exam accommodations** such as:

- Approved for a "private room" *OR*
- Scrubbed device (not internet enabled) *OR*
- Furniture accommodations *OR*
- Special lighting *OR*
- *100%* extended time (distraction reduced) OR
- Other complex cases

Accommodations managed by faculty:

- 50% extended time
- 50% extended time and distraction reduced



➔ **Increased space and staffing of the CTC is required before we expand proctoring.**

Major contributions from Proctoring Pilot

1. Partnerships with OAE, Athletics, and CGOE to create clear policies and coordination of exam proctoring for these students

2. AIWG Proctoring Guidelines to create consistent student experience

3. Determined and shared Best Practices/Tips for bolstering Academic Integrity

4. Coordinated expansion of Centralized Testing Center (CTC) in partnership with OAE - now seating up to 72 students, will add additional 7 private rooms by winter

- ➔ Focus groups and surveys revealed the importance of consistency in proctoring experience for students.
- ➔ Proctor Training and application of guidelines across all courses provides clear expectations for students.

Current AY 25-26 Goals for Pilot

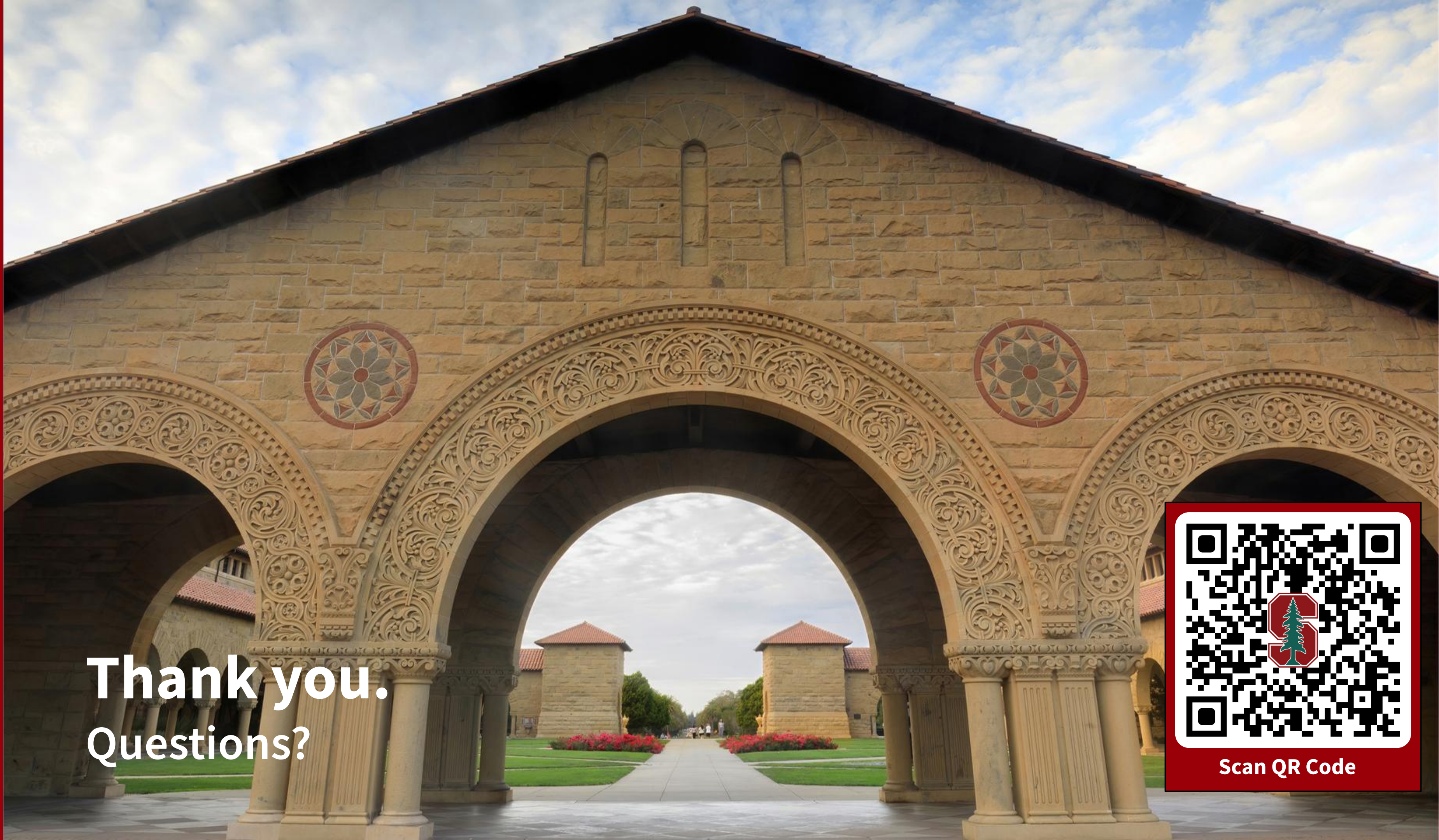
1. **Systematically expand capacity of Proctoring Pilot**
2. **Identify and create processes for other special cases**
   - Humanities/writing courses
   - World languages, Digital Language Lab
   - Make-up exams or time conflicts
   - Short "in-class" quizzes (time sensitive material)
   - Incoming UG Placement exams
   - Graduate courses and Graduate Qualifying Exams
3. **Share findings and vote on: Does Stanford move to full scale proctoring across the University?**
4. **Support faculty-student conversations around & assessment of Academic Integrity on campus, including intersection with Generative AI**

Engagement Opportunities

- **Faculty Listening Sessions:** aiwg.stanford.edu/FacultySessions
  - Nov. 3 & Nov. 4
- AIWG representative can visit faculty meetings
  - Discuss department specific Academic Integrity concerns
  - Answer questions on participating in the proctoring pilot
  - You may also send any feedback, concerns, etc through the form
- CTL General Consultation Request Form for CTL consultations and custom workshops
- **AY 25-26 Course Pilot Volunteer Form:** aiwg.stanford.edu/signup
  - Taking submissions for Winter and Spring
  - CTC capacity is expanding to allow for more course participation

Scan QR code to access faculty listening sessions

Scan QR code to access pilot volunteer form



Thank you.

Questions?

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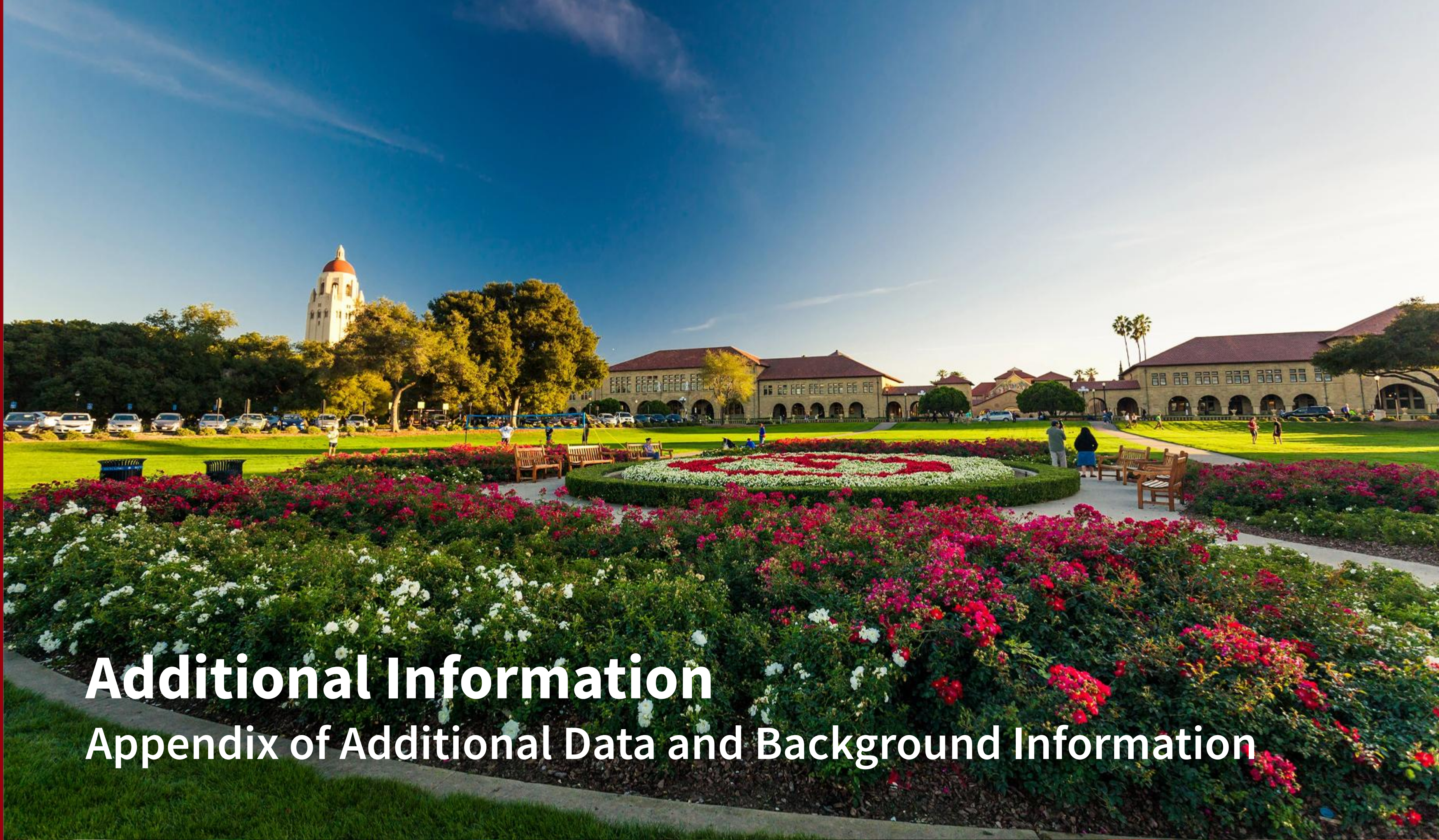

Additional Information

Appendix of Additional Data and Background Information

Advance Reference | Interim Report from the AIWG (page 1 of 3)

Executive Summary

The AIWG is charged with addressing a variety of issues related to academic integrity at Stanford University. It aims to study and understand the causes of academic dishonesty in contemporary settings and to assess the interplay of academic integrity and pedagogical practices both here and elsewhere. It will ultimately recommend policies and other measures to address these issues.

Acronym Key, Arranged by Organization

- **AIWG:** Academic Integrity Working Group
- **VPSA:** Vice Provost for Student Affairs
    - **DoS:** Dean of Students
    - **OAE:** Office of Accessible Education
        - **CTC:** Centralized Testing Center
    - **OCS:** Office of Community Standards
- **BCA:** Board on Conduct Affairs
- **Committee of 12 (C-12)** rewrote the Honor Code, Judicial Charter, and Interpretations of the Fundamental Standard
- **OGC:** Office of General Counsel
- **CTL:** Center for Teaching and Learning
- **VPUE:** Vice Provost for Undergraduate Education
- **ASSU:** Associated Students of Stanford University

Advance Reference | Interim Report from the AIWG (page 2 of 3)

Proctoring Pilot Overview

Timeline

Launched Spring 2024 with seven initial courses, expanded to nineteen by Fall 2024. Courses spanned various departments, levels, and enrollment sizes. The proctoring pilot will take place for 2-4 years.

Objective

To assess the feasibility, challenges, and impact of in-person proctoring as a tool to support academic integrity during assessments.

Data Collection

Faculty and student surveys, OAE feedback, course implementation reports, student listening sessions, and data on proctored exam logistics.

Advance Reference | Interim Report from the AIWG (page 3 of 3)

Key Findings from the Proctoring Pilot

Larger Courses Present Unique Challenges

Courses with 100+ students increase logistical complexity, requiring scalable proctoring infrastructure and staffing models.

Rising Accommodation Needs Require Greater Flexibility

Increasing numbers of students with approved accommodations require enhanced coordination with the OAE and the Centralized Testing Center.

Consistency in Proctoring Improves Student Experience

Clear and uniform guidelines reduce confusion and create a more equitable and supportive exam environment for students.

Faculty Involvement Is Critical to Success

Continued pilot participation, listening sessions, and conversations will shape effective and sustainable academic integrity strategies.