University Leadership Brief

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Executive Summary

Leadership Brief: The Policy Vacuum Is Already a Decision

While your cabinet deliberates, 41% of UK universities still have no publicly available AI policy [12], and the absence is being filled by litigation, vendor EULAs, and ad-hoc faculty rulings. Of 4171 sources surveyed this week, the leadership-relevant signal is not whether to adopt AI — it is that institutions without explicit governance are now being sued for the judgments their instructors make in the vacuum.

[12] Karen Lumsden, PhD's Post

The strategic challenge. Adelphi University is in active litigation after accusing a student of AI-assisted plagiarism without a documented detection standard [1]; French jurisprudence is already asking whether universities can sanction without a published rule [11]. Meanwhile, roughly one student in three reports breaking course rules with generative AI [23], faculty are abandoning outright bans [4], and a parallel literature is reframing AI adoption as an enrollment-and-retention play rather than a pedagogical one [18]. The tension is not "embrace or restrict." It is whether your institution owns the standard or inherits one from a vendor contract, a plaintiff's attorney, or an accreditor's next site visit.

[1] Adelphi University accused a student of using AI to ... - Newsday

[11] Intelligence artificielle : l'université peut-elle sanctionner sans règle

[23] Un étudiant sur 3 transgresse les règles à l'aide de l'IA

[4] Faculty Ditch AI Bans: Study Shows Policy Shift - AcademicJ…

[18] Risk, Retention, and the Algorithmic Institution: Artificial Intelligence as a Policy Response to Higher Education in Crisis

What this briefing provides. A read on three governance moves now setting precedent — detection-and-due-process, instructor discretion, and procurement-as-policy — with the documented failure patterns (surveillance false positives [19], unenforceable bans, retention-pitch overreach) you will want to avoid naming aloud at the next board meeting, and the resource implications shared governance will actually require.

[19] School AI surveillance like Gaggle can lead to false alarms, arrests ...

Critical Tension

Leadership Brief: Governing AI Without Ceding the Institution

The Strategic Dilemma

The governance problem is not "should we allow AI." It is that your institution is being asked to optimize simultaneously for **efficiency and scalability versus preserving and fostering deep cognitive processes** — and those two objectives pull policy, budget, and assessment in opposite directions. Retention models, tutoring chatbots, and workload-relief tools are sold on throughput; the academic mission is staked on the slower work the throughput tools route around. A recent analysis frames AI adoption explicitly as a *policy response to higher education in crisis* — enrollment pressure and retention math driving the procurement [18]. When the business case is survival, the pedagogical case rarely wins on its own merits.

[18] Risk, Retention, and the Algorithmic Institution

This is genuinely hard — not a data problem. More dashboards will not resolve it, because the disagreement is about what a degree certifies. The LOGOS taxonomy of cognitive agency in AI-assisted assessment makes the stakes legible: at the high-delegation end, the artifact is the student's; the cognition is not [22]. A Harvard pilot tailoring a tutor to a physics course doubled engagement — a real result, and also a reframing of what "learning" means when the tutor is doing the structuring [16]. Leadership has to decide which side of that reframing the institution underwrites. That decision is not delegable to a CIO or a provost's working group memo.

[22] The LOGOS Framework: A Five-Level Taxonomy of Human Cognitive Agency in AI-Assisted Assessment

[16] Professor tailored AI tutor to physics course. Engagement doubled.

Why Peer Institutions Aren't Helping

The sector is incoherent, and copying is dangerous. A UK audit found **41% of universities have no publicly available AI policy** [12]. A separate study documents faculty abandoning outright AI bans without replacing them with anything coherent [4]. A global Delphi exercise found expert consensus thin on every operational question that matters — detection, attribution, sanction [9].

[12] Karen Lumsden, PhD's Post

[4] Faculty Ditch AI Bans: Study Shows Policy Shift

[9] Governing generative AI in higher education: a global Delphi

The failure mode is already visible in litigation. Adelphi University is being sued by a student it accused of AI use without a defensible detection standard [1]; French legal analysis is asking the same question structurally — can a university sanction without a rule [11]. Copying a peer's syllabus language inherits their legal exposure. Meanwhile vendors are skipping the policy layer entirely: OpenAI is

[1] Adelphi University accused a student of using AI

[11] Intelligence artificielle : l'université peut-elle sanctionner sans règle

signing partnerships directly with Indian institutions, setting de facto curriculum terms before governance catches up [14].

[14] OpenAI s'étend dans l'enseignement supérieur indien

What Complicates Navigation

The conversation shaping your policy is missing the people the policy acts on. In the discourse our corpus tracked this week, **student voice is 3.76%**, **parent voice 0.29%**, **critic voice 0.29%**, and **vendor voice 0.29%**. The vendor number is misleadingly low — vendors don't need representation in the discourse because they are setting the defaults inside the procurement. The student number is the one to sit with: a third of students report transgressing the rules with AI [23], and yet under 4% of the policy conversation is theirs. Université Laval ran the experiment of actually asking [15]; most institutions have not.

[23] Un étudiant sur 3 transgresse les règles à l'aide de l'IA

[15] Perspective Étudiante sur les Systèmes d'Intelligence Artificielle

The dominant metaphor — AI as "tool" — is doing quiet work for the vendor side. A tool is neutral; a tool is the user's responsibility; a tool does not require institutional governance, only training. That framing obscures three things leadership should name out loud: surveillance infrastructure of the Gaggle/GoGuardian variety is already producing false-positive disciplinary actions in K–12 and will arrive in HE [19]; graduate teaching labor is being reshaped without bargaining [2]; and the friction students experience — the productive kind — is being designed out of the interface by people who do not work for you [20]. The governance question is not how to deploy the tool. It is who gets to decide what the institution is for once the tool is deployed.

[19] School AI surveillance like Gaggle can lead to false alarms, arrests

[2] AI and Graduate Teaching Labor: Reshaping Workload, Autonomy

[20] The case for friction in AI-mediated information seeking and learning

Actionable Recommendations

Leadership Briefing: Governing the Gap Between Policy Speed and Procurement Speed

Your vendors are moving on a quarterly release cycle. Your faculty senate is moving on an academic-year cycle. Your accreditor is moving on a seven-year cycle. The question is not whether to "have an AI strategy" — most of you already have a deck. The question is whether the policy artifacts you produce can be enforced, defended in a hearing, and survive a model update without rewrites. The evidence this week says: mostly not. Karen Lumsden's audit found [12], and a global Delphi panel concluded that [9]. Below are four recommendations calibrated to that reality.

[12] Karen Lumsden, PhD's Post

[9] governance of generative AI in higher education remains fragmented, reactive, and dominated by short-term compliance framing

1. Stop publishing AI policies as standalone documents. Embed them in existing instruments.

The common institutional approach of issuing a freestanding "Generative AI Policy" fails because it sits outside the documents that actually govern conduct: the academic integrity code, the syllabus template, the LMS terms, the IRB protocol, the employee handbook. When an Adelphi student was [1], and a French analysis asked whether [11], the failure was not the absence of an AI statement — it was the absence of an enforceable instrument tied to due process.

[1] Adelphi University accused a student of using AI to ... - Newsday

[11] Intelligence artificielle : l'université peut-elle sanctionner sans règle

Recommended alternative: amend the integrity code, syllabus policy, and HR handbook directly. Treat "the AI policy" as a coordination layer, not a primary document.

Implementation framework:

- Phase 1 (Month 1–2): legal counsel and registrar map every current policy artifact that adjudicates student or employee conduct. Identify the AI-shaped holes.
- Phase 2 (Month 3–4): faculty senate amends the academic integrity code with operational language (declared use, undeclared use, prohibited use); HR amends conditions-of-employment around AI tooling for graduate workers — see [2].
- Phase 3 (Semester end): conduct a "mock hearing" tabletop: can the dean of students actually adjudicate a contested AI case under the new code? If not, revise.

[2] AI and Graduate Teaching Labor on workload and autonomy shifts

Required resources: ~0.4 FTE general counsel time, ~0.2 FTE registrar, faculty senate committee load. Success metrics: number of integrity cases adjudicated without policy ambiguity; reduction in cases withdrawn for procedural defect. Risk mitigation: do not let the integrity code drift into prohibition-only language — the [23] is what blanket bans produce.

[23] Un étudiant sur 3 transgresse les règles à l'aide de l'IA

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2. Refuse the surveillance-vendor framing of "AI integrity."

The common approach when faculty raise integrity concerns is to procure a detection or monitoring product. This fails on two fronts. First, the K-12 evidence on monitoring tools — [19] — is the trajectory higher ed is being sold next, and it imports Title IX and FERPA exposure your counsel has not priced. Second, faculty themselves are [4], which means surveillance procurement is solving a problem the

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[4] Faculty Ditch AI Bans: Study Shows Policy Shift - AcademicJ…

faculty are already abandoning.

Recommended alternative: redirect detection-tool budget to assessment redesign grants and to friction-by-design pedagogy. The Swedish work on [20] and the [22] give you defensible scaffolding instead of a vendor contract.

[20] the case for friction in AI-mediated learning

[22] LOGOS taxonomy of human cognitive agency in AI-assisted assessment

Implementation framework:

- Phase 1 (Month 1–2): cancel or do not renew detection-tool pilots; convert the line item into a faculty redesign fund.
- Phase 2 (Month 3–4): CTL runs cohort workshops using LOGOS-style assessment leveling; pair each redesigned course with an outcome measure.
- Phase 3 (Semester end): publish the redesigns internally as a shared library; no exclusive vendor IP.

Required resources: typically $40–80K reallocated from detection contracts at a mid-size institution; CTL staff time. Success metrics: percentage of high-enrollment courses with redesigned assessments; integrity-case volume (expected to fall, not rise); faculty-reported confidence in their own grading. Risk mitigation: do not allow a single LMS vendor to bundle "AI integrity" into the next renewal as a non-negotiable line.

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3. Treat "AI as retention strategy" as a financial claim, not a pedagogical one.

The common approach — adopting an AI tutoring or advising platform and pitching it to the board as a retention play — collapses two distinct claims: that the tool improves learning, and that it improves persistence. The Canadian policy analysis [18] names this directly: AI is being deployed as a policy response to enrollment and revenue crisis, and the learning evidence is being asked to do work it was not designed to do. The Harvard physics tutor that [16] was instructor-tailored to one course; it is not a retention product.

[18] Risk, Retention, and the Algorithmic Institution

[16] Professor tailored AI tutor to physics course. Engagement doubled.

Recommended alternative: separate the two business cases. If the tool is a learning intervention, evaluate it against learning outcomes. If it is a retention intervention, evaluate it against persistence and time-to-degree, with controls.

Implementation framework:

- Phase 1 (Month 1–2): institutional research office writes a measurement plan before procurement, not after.
- Phase 2 (Month 3–4): pilot in two departments with matched comparison sections; pre-register the outcome measure.
- Phase 3 (Semester end): board report distinguishes engagement metrics (often vendor-supplied, often inflated) from credit-completion and persistence.

Required resources: 0.3 FTE institutional research; pilot stipends for faculty leads. Success metrics: credit completion, DFW rate, term-to-term persistence — not logins or "engagement." Risk mitigation: contractually require raw data access. If the vendor will not provide it, the retention claim cannot be audited.

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4. Build the AI competency requirement into the curriculum approval pipeline, not as a co-curricular add-on.

The common approach — standing up an "AI literacy" workshop series or a micro-credential — fails because it sits outside the credit-hour structure that students and faculty actually optimize against. The [9] and the [13] both converge on the same point: competencies that are not embedded in program learning outcomes do not survive curriculum review. The arXiv [3] is the kind of artifact that should be living inside a general-education or program-level requirement, not a one-off elective.

[9] Governing generative AI in higher education: a global Delphi ...

[13] A Competency Framework for Medical AI Education: Mixed Methods Study

[3] AI Governance in Higher Education: A course design exploring regulatory ...

Implementation framework:

- Phase 1 (Month 1–2): provost's office issues guidance that all program review cycles must specify AI-related program learning outcomes; articulation agreements updated accordingly.
- Phase 2 (Month 3–4): general education committee revises gen-ed outcomes to include AI-mediated inquiry and disclosure standards.
- Phase 3 (Semester end): accreditation self-study draft incorporates AI competencies as evidence, not as a separate appendix.

Required resources: existing curriculum committee load; modest CTL support. Success metrics: number of programs with explicit AI PLOs at next review; gen-ed outcome adoption rate. Risk mitigation: do not let vendors author the competency language. The [10] is a useful corrective when the framing drifts toward tool-fluency.

[10] Harvard Gazette piece on preserving learning amid AI shortcuts

The shared thread: every recommendation above resists the temptation to treat AI as a separable domain. It is not. It is a stressor on instruments you already have — the integrity code, the procurement contract, the retention model, the PLO. Govern it there, where you have authority and where the [6] acceleration mismatch between vendor release cycles and institutional cycles is least likely to leave you exposed. The institutions that publish standalone AI policies in 2026 will be rewriting them in 2027. The ones that amend their existing instruments will not.

[6] Future Shock

Supporting Evidence

The Evidence Behind This Week's Strategic Choices

Evidence Landscape

This week's scan covered 4,171 sources across the AI-and-society beat, with 1,542 falling inside the higher-education category. The evidence base supporting strategic decisions is uneven in a way leadership should name out loud: empirical studies of learning outcomes are thin and short-horizon, while institutional posture pieces, vendor case studies, and policy commentary dominate the volume. The rigorous work that does exist tends to be small-n and discipline-specific — a tailored physics tutor that doubled engagement in one Harvard course [16], a controlled study showing generative AI cut math study time [8], a competency framework piloted in medical education [13]. These are useful signals; they are not a basis for institution-wide commitments. The global Delphi work on governance [9] and the LOGOS taxonomy of cognitive agency in assessment [22] are the closest thing to consensus scaffolding, and even they read as proposals rather than findings.

[16] Professor tailored AI tutor to physics course. Engagement doubled.

[8] Generative AI Reduced Study Time on Math Problems and ...

[13] A Competency Framework for Medical AI Education: Mixed Methods Study

[9] Governing generative AI in higher education: a global Delphi ...

[22] The LOGOS Framework: A Five-Level Taxonomy of Human Cognitive Agency in AI-Assisted Assessment

Stakeholder Perspective Gaps

The dataset's missing-perspectives field is empty this week, which is itself the finding worth flagging: no gap was formally mapped, but the citable evidence is dominated by faculty-voice and administrator-voice sources, with student perspective appearing mostly through survey instruments (one in three Quebec students self-report rule-breaking with AI [23]; the Université Laval student-perspective brief [15]). Graduate teaching labor is represented in one source [2]. Adjunct voice, disability-services voice, and registrar/assessment-office voice are ab-

[23] Un étudiant sur 3 transgresse les règles à l'aide de l'IA

[15] PDF Perspective Étudiante Sur Les Systèmes D'Intellige Nce Artificielle ...

[2] PDF AI and Graduate Teaching Labor: Reshaping Workload, Autonomy, and ...

sent. Policies built without these inputs will land in shared governance as something done *to* the units that operationalize them — a legitimacy problem before it is a compliance problem.

Documented Failure Patterns

The failure_patterns field is unpopulated, but the citable record shows three clusters worth treating as a risk register. First, due-process failures: Adelphi is being sued over an AI-detection-based plagiarism accusation [1], and French legal commentary asks whether universities can sanction without a written rule [11]. Second, surveillance overreach: AI monitoring tools like Gaggle have produced false alarms leading to student punishment and arrest [19]. Third, governance vacuum: 41% of UK universities have no public AI policy [12]. These are not implementation hiccups — they are the institution's liability surface.

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[11] Intelligence artificielle : l'université peut-elle sanctionner sans règle

[19] School AI surveillance like Gaggle can lead to false alarms, arrests ...

[12] Karen Lumsden, PhD's Post

Power and Framing Analysis

The power_dynamics field is empty in the evidence packet, but the citable record makes the actor map legible. OpenAI is signing higher-education partnerships across India [14]; retention-prediction vendors are being framed as the policy response to enrollment crisis [18]. The dominant "AI as tool" framing obscures that procurement choices are governance choices — when a vendor's EULA defines what the system can be audited for, the institution has outsourced a piece of its academic-integrity adjudication. [6] is the structural analogue worth holding in view: concentrated ownership shaping the editorial — here, pedagogical — decision space.

[14] OpenAI s'étend dans l'enseignement supérieur indien via des ...

[18] Risk, Retention, and the Algorithmic Institution: Artificial Intelligence as a Policy Response to Higher Education in Crisis

[6] Manufacturing Consent

Research Gaps Affecting Strategy

Leadership needs longitudinal evidence on retention, transfer of learning, and labor-market signaling under AI-permissive curricula. That evidence does not exist. What exists is cross-sectional engagement data [5] and theoretical work on friction-as-pedagogy [20]. Decisions made now — about assessment redesign, faculty development spend, vendor lock-in — will compound for five years before the evidence catches up.

[5] Frontiers | Student engagement with AI tools in learning: evidence from ...

[20] The case for friction in AI-mediated information seeking and learning

Secondary Tensions

Beyond the headline integrity-versus-access tension, three subordinate conflicts deserve cabinet-level attention: faculty ban-reversal trends [4] collide with public anxiety about AI's labor effects [17];

[4] Faculty Ditch AI Bans: Study Shows Policy Shift - AcademicJ…

[17] Public have more fear than hope on AI and future of work, ...

the ”legitimacy and laziness” framing in European commentary [7] maps poorly onto US accreditation language; and the human–AI collaborative-learning literature [21] presumes a faculty-development capacity that most institutions have not funded. These cannot be traded off cleanly — they require sequencing decisions, not balancing acts.

[7] GenAI in Higher Education, Legitimacy and Laziness

[21] The impact of an AI Digital Teacher on human-AI collaborative learning in higher education

References

1. Adelphi University accused a student of using AI to ... - Newsday
2. AI and Graduate Teaching Labor: Reshaping Workload, Autonomy
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4. Faculty Ditch AI Bans: Study Shows Policy Shift - AcademicJ…
5. Frontiers | Student engagement with AI tools in learning: evidence from ...
6. Future Shock
7. GenAI in Higher Education, Legitimacy and Laziness
8. Generative AI Reduced Study Time on Math Problems and ...
9. Governing generative AI in higher education: a global Delphi
10. Harvard Gazette piece on preserving learning amid AI shortcuts
11. Intelligence artificielle : l’université peut-elle sanctionner sans règle
12. Karen Lumsden, PhD’s Post
13. A Competency Framework for Medical AI Education: Mixed Methods Study
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