

Academic Affairs Report on Generative AI September 2023

by

Mary Gwin

Lisa Burgert

Das Odasso

Introduction

Generative artificial intelligence (AI) is technology that uses deep learning models to generate content that is like the content previously only created by humans (Lim, et al., 2023). For example, generative AI can produce images as well as cohesive paragraphs that mirror human outputs. This is done by use of large language models, which are complex statistical representations of language that can be used, among other things, to predict sentence structure to generate content (Luitse, 2021). Generative AI is distinguished from other kinds of AI, like conversational AI (e.g., chatbots) and other forms of generic AI (Lim, op.cit.). Typically, generative AI can produce content that goes beyond explicit programming (Lim, op.cit.). ChatGPT and others (e.g., BARD, DALL-E, etc.) are examples of applications that use generative AI.

In education, some concerns about generative AI use include privacy, academic integrity, accuracy, and intellectual property. Our focus in this report is to survey the current academic integrity and use policies for generative AI in three areas: institutions, courses, and research journals. This survey does not claim to be an exhaustive list of policies, but rather, a first pass at understanding the scope of policies as of September 2023. In the following, we provide a brief survey of policies for institutions, courses, and journals.

Institutional Policies

We surveyed several colleges and university policies and found that rather than banning it, most universities across the country have developed policy guidelines for generative AI use. Locally, the University of California San Diego, for example, offers a library guide¹ explaining what generative AI is and how to use it and cite it and offering guidelines for how to use it and avoid violating academic integrity. The University of San Diego's Center for Educational Excellence offers a similar page². Across the state, similar resource pages are available. The University of California Berkeley's Center for Teaching and Learning³ and the University of California Los Angeles's Center for the Advancement of Teaching⁴ have a resources page for faculty and

¹ Available at <https://ucsd.libguides.com/c.php?g=1322935&p=9734121>

² <https://www.sandiego.edu/cee/pedagogical-resource-bank/generative-ai.php>

³ <https://teaching.berkeley.edu/understanding-ai-writing-tools-and-their-uses-teaching-and-learning-uc-berkeley>

⁴ https://teaching.ucla.edu/resources/ai_guidance/#:~:text=The%20UCLA%20Student%20Conduct%20Code,work%2C%20or%20must%20clearly%20acknowledge

students with guidelines like the aforementioned. This kind of resource for student and faculty usage of generative AI tools is available in much the same way at universities nationally.⁵

Similarly, community colleges are offering support for faculty and students.⁶ Tacoma Community College offers robust resources for faculty and students including training in prompt writing and course policies.⁷ Miami Dade College is offering professional development for faculty and aims to integrate generative AI across disciplines.⁸ San Diego Community College District's Office of Innovation and Institutional Effectiveness offers a page with links to news articles and other resources.⁹

Course Policies

Lance Eaton at College Unbound maintains a Google doc of syllabus policies across colleges and disciplines.¹⁰ While these policies vary by individual, there are typically four ways to approach the use of generative AI in the classroom. These approaches are prohibiting use, limiting use with prior permission, using with acknowledgment, and using with no acknowledgment. The University of Delaware Center for Teaching and Learning Development recommends the following course policies:

Prohibiting Use- "... explicitly tell students [not to use generative AI on assignments, and] explain to them why they are not allowed to collaborate or use tools. An honest, respectful discussion about why it is important for students to work independently in this particular class can help students understand that critical context and broader (academic, professional, or disciplinary) norms and expectations."¹¹

Limiting Use with Prior Permission-"... clearly communicate with students when and how they can and cannot use these tools...make clear the rationale for allowing these tools in some situations but not allowing them in others; this could be an open discussion and exploration of (academic, professional, or disciplinary) norms and expectations or it could be a brief explanation of your thinking and expectations."¹²

⁵ For example, the University of Wisconsin Madison's Center for Teaching, Learning, and Mentoring's policy is available at <https://ctlm.wisc.edu/self-serve-resources/artificial-intelligence-and-chatgpt/#:~:text=ChatGPT%20and%20other%20AI%2Dgenerated,area%20of%20teaching%20and%20learning>

⁶ For example, Normandale Community College in MN offers this [https://ctlm.wisc.edu/self-serve-resources/artificial-intelligence-and-](https://ctlm.wisc.edu/self-serve-resources/artificial-intelligence-and-chatgpt/#:~:text=ChatGPT%20and%20other%20AI%2Dgenerated,area%20of%20teaching%20and%20learning)

[chatgpt/#:~:text=ChatGPT%20and%20other%20AI%2Dgenerated,area%20of%20teaching%20and%20learning](https://ctlm.wisc.edu/self-serve-resources/artificial-intelligence-and-chatgpt/#:~:text=ChatGPT%20and%20other%20AI%2Dgenerated,area%20of%20teaching%20and%20learning)

⁷ <https://tacomacc.libguides.com/generativeAI/home>

⁸ <https://www.insidehighered.com/opinion/views/2023/07/07/how-one-college-responding-rise-ai-opinion>

⁹ <https://www.sdccd.edu/about/departments-and-offices/institutional-innovation-effectiveness/innovation-educational-technology/innovation-technology-news.aspx>

¹⁰ See https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit?pli=1#heading=h.1cykjin2vg2wx for a variety of examples.

¹¹ Available at <https://ctal.udel.edu/advanced-automated-tools/#course-policies>

¹² Ibid.

Using with Acknowledgment- "... explicitly (a) note how students should cite or otherwise acknowledge these tools, with one or more examples, and (b) help students understand the limits and appropriate uses of these tools."¹³

Using with No Acknowledgment-Students should be made aware of the limitations of and appropriate uses of these tools.

An example of language for syllabi and individual assignments is offered by Oregon State University's Center for Teaching and Learning.¹⁴ We offer sample syllabus language from the University of Delaware in our conclusions section.

Journal Policies

We surveyed six representative journal publishers for policies¹⁵ and found minimal disagreement regarding the use of generative AI. No publisher allows generative AI to be cited or listed as an author. All authors of publications are responsible for the accuracy of the content. While all publishers allowed for the use of AI to aid in developing a manuscript, only one required permission for use from the editors (*Science Journals*)¹⁶. All the publishers who allow the use of AI require disclosure of some sort, either in the methods section¹⁷ of the paper, in the cover letter, or in a section of the paper after the text and before the reference list¹⁸.

Conclusions

Generative AI is currently being embraced as a learning tool at all levels of higher education, though the impacts of the recent technology are unclear. The California Community Colleges Chancellor's Office has included it in the 2030 Vision as a Strategic Direction by citing it as a tool that holds "...great promise...to eliminate equity gaps..."¹⁹ and promising to explore "...opportunities to lead in adapting and building the promise of advances in AI in higher education."²⁰ Consequently, we think that it is in our best interest to stay apprised of developments and advocate for professional development opportunities like the ones offered through Miami Dade College²¹ and Los Rios Community College District.²² Potential areas for

¹³ Ibid.

¹⁴ Available at <https://ctl.oregonstate.edu/guidance-syllabus-statements-about-ai-use>

¹⁵ These journal publishers are Nature Portfolio, Science Journals, Sage, Elsevier, Oxford, and Cambridge.

¹⁶ Available at <https://www.science.org/content/page/science-journals-editorial-policies>

¹⁷ For example, <https://www.nature.com/nature-portfolio/editorial-policies/ai>, <https://us.sagepub.com/en-us/nam/chatgpt-and-generative-ai>

https://academic.oup.com/pages/authoring/journals/preparing_your_manuscript/ethics,

<https://www.cambridge.org/core/services/authors/publishing-ethics/research-publishing-ethics-guidelines-for-journals/authorship-and-contributorship#:~:text=AI%20Contributions%20to%20Research%20Content&text=Authors%20are%20accountabl>

[e%20for%20the,not%20breach%20Cambridge's%20plagiarism%20policy](https://www.cambridge.org/core/services/authors/publishing-ethics/research-publishing-ethics-guidelines-for-journals/authorship-and-contributorship#:~:text=AI%20Contributions%20to%20Research%20Content&text=Authors%20are%20accountabl)

¹⁸ <https://www.elsevier.com/journals/information-and-management/0378-7206/guide-for-authors>

¹⁹ <https://www.cccco.edu/About-Us/Vision-2030/strategic-directions>

²⁰ Ibid.

²¹ Op. cit.

²² <https://losrios.edu/campus-life/calendar-and-events/event?id=x87494&date=20230925&time=1200>

professional development for faculty include ethical use for students and faculty, preparing students for AI use after transfer and in the workplace, and teaching with (and without) AI tools.

One area of immediate concern among faculty at San Diego Mesa College is developing syllabus language to address the use of generative AI in the classroom. Here are some examples from the University of Delaware²³:

Prohibiting Use- “Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.”²⁴

Limiting Use with Prior Permission- “Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.”²⁵

In cases where students are required to document explicitly, here is sample language:

“If permission is granted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2), they must be properly documented and credited. Text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.”²⁶

In cases where students are required to explain use, here is sample language:

“If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool.”²⁷

Using with Acknowledgment- “Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.”²⁸

²³<https://ctal.udel.edu/advanced-automated-tools/#syllabus-language>

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

In cases where students are required to explain use, here is sample language:

“If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool.”²⁹

Using with No Acknowledgment- A statement regarding the acceptability of free use is appropriate.

Finally, it is worth noting that the MLA, APA, and Chicago Manual have developed citation policies for generative AI. The MLA does not recommend citing generative AI as an author, but does offer guidance on how to cite generative AI uses for paraphrasing, quoting, editing, translating, etc.³⁰ The policies for APA and Chicago styles are similar.³¹

References

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Luitse, D. and Denkena, W. (2021). The great Transformer: Examining the role of large language models in the political economy of AI. *Big Data & Society*, 8(2). <https://doi.org/10.1177/205395172111047734>

²⁹ Ibid.

³⁰ <https://style.mla.org/citing-generative-ai/>

³¹ <https://apastyle.apa.org/blog/how-to-cite-chatgpt> and <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>