

AI & Academic Integrity

OAI'S GUIDANCE FOR FALL 2024

Alison Thomas

Assistant Dean for Academic Integrity

athomas@american.edu



AMERICAN UNIVERSITY

OFFICE *of*
ACADEMIC
INTEGRITY

CONTENTS

- AI and University policy
- Developing course policies about AI - a rationale
- OAI's 5 Things: Advice for Developing Course AI Policy
- Guidance for crafting syllabus and assignment language
- Examples
- Citation and attribution of generative AI tools
- AI detection, misuse, and academic integrity concerns
- Resources
- CTRL AI Fellow advice & guidance

Does the university have an AI policy?

A number of AU policies inform decision-making about responsible use and guidance for generative AI tools, including those linked here, but there is currently no AI policy that applies to the entire university system. Faculty should give students transparent guidelines that do not conflict with these policies.

- [The Academic Integrity Code](#) outlines standards for academic work - work done for credit by students. It defines what might constitute a violation, and articulates requirements for faculty when a concern arises.
- [Information Technology Policies](#) list covers issues involving data, security, and responsible use of technology.
- [Research policies](#) list covers issues involving faculty research, grants, and proposals.
- [Intellectual property policy](#), offers guidance on copyright, patent, and intellectual property ownership.

Relevant portions of the Academic Integrity Code:

I. STANDARDS OF ACADEMIC CONDUCT

Academic integrity stands at the heart of intellectual life. The academic community is bound by a fundamental trust that professors and students alike undertake and present their work honestly. As a community of the mind, we respect the work of others, paying our intellectual debts as we craft our own work.

The Academic Integrity Code ("Code") for American University defines honorable conduct, outlines attendant rights and responsibilities, and describes procedures for handling allegations of academic misconduct. American University views academic integrity as integral to its mission, treating it as far more than a disciplinary matter: All members of the university must join in educating students about the value of integrity and the ways in which intellectuals acknowledge their debts. In each course, faculty should remind students of the standards of integrity, and faculty may ask students to include with their submissions a signed statement pledging adherence to the Code in completing the assignment.

By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic

“All members of the university must join in educating students about the value of integrity and the ways in which intellectuals acknowledge their debts. In each course, faculty should remind students of the standards of integrity...”

AI use and potential Code violations

It can be useful to refer to these excerpts from the Code in teaching materials and to remind students of the actions and behaviors that might constitute a violation.

3. *Dishonesty in Examinations (In Class or Take Home)*: Dishonesty or cheating in examinations is the use of inappropriate or unauthorized materials, information, or study aids in a test. Unless the instructor directs otherwise, an examination is assumed to be solely a student's own work. No communication is allowed among students either through voice, written, electronic, or any other form of transmission, nor are students permitted to consult books, papers, study aids or notes without explicit permission. Dishonesty in examination includes but is not confined to copying from another's paper, giving or receiving unauthorized assistance, obtaining unauthorized advance knowledge of questions on an examination, and using mechanical or marking devices or procedures to achieve false scores on machine-graded examinations. Specific policies regarding examinations may vary with individual professors.

Students are not permitted to use unauthorized materials on an exam - this includes the use of generative AI tools for any purpose without explicit permission.

4. *Dishonesty in Papers:* Dishonesty in papers covers but is not limited to submitting material obtained from another person or company or purchased from either. All papers and materials submitted for a course must be the student's original work unless the sources are cited.

Students are expected to submit original work representing their own abilities in response to a given assignment. Any work generated using AI tools should be attributed.

Any submitted work referring to sources, information, or material that is fabricated or invented may constitute a violation. This includes material resulting from generative AI “hallucinations.” Students are responsible for reviewing work they submit, and vetting all resources referenced.

6. *Fabrication of Data:* Fabrication is the falsification, distortion, or invention of any information or citation in academic work. Examples include, but are not limited to, inventing a source, deliberately misquoting, or falsifying numbers or other data. 7. *Interference with Other Students' or Scholars' Work:* Interference with the work of others covers but is not limited to acts that deny others access to scholarly resources, or deliberately impede the progress of another student or scholar. Examples include sabotaging laboratory experiments or research, giving misleading information, knowingly deceiving other members of a project team or group, disrupting class work, making library material unavailable to others, or altering the computer files of another.

Important Code highlight for faculty

When convinced that a possible violation was an honest mistake rather than purposeful dishonesty, a faculty member may use the occasion to educate the student about acceptable standards for academic work. In such cases, the faculty member could, for example, require the student to rewrite or correct the original assignment, or to submit a substitute assignment. A faculty member may not, however, fail or level other grading penalties against the student for the assignment or for the course, but must send the case to the dean when seeking these sanctions. Referring the case to the dean's office ensures that the student receives due process for potential disciplinary action and allows the university to check for repeat offenses.

(III.B.1: Faculty jurisdiction)

This means that faculty **cannot** impose any kind of grade penalty based on the suspicion that a student violated the Code. All of those concerns must be investigated by OAI if any penalty is to be imposed.

If, for example, a faculty member believes a student has used AI inappropriately or without permission, they may **not** deduct points or otherwise penalize a grade, since misuse or use without permission may constitute a Code violation. Faculty should contact OAI (academicintegrity@american.edu) for guidance.

Why do I need a generative AI policy in my class?

- Students will be seeing different guidelines and policies in every course; be clear about yours so students don't have to guess (or mistakenly apply a policy from another course)
- Students and faculty may not be on the same page about what responsible use of generative AI looks like
- Students often have different ideas about what constitutes “help” and need explicit guidance about what reliable sources of help are appropriate on a given assessment



OAI's Advice - 5 Things

**What guidance does the
Office of Academic Integrity have about
generative AI?**

Faculty are responsible for determining what use of generative AI tools, if any, is appropriate in their courses. Here are five things to help with that work:



Identify generative AI values and norms in your field.

- Discuss and collaborate with colleagues to identify AI-related values, learning outcomes, and practices in your discipline and in your courses.
- Consider developing shared syllabus language that is specific to the discipline or course.
- Examine and review scholarly and professional statements about generative AI in your field's publications.
- Review learning outcomes to determine if it's necessary to revise given generative AI impact
- Share with others!



Articulate generative AI expectations using learning outcomes.

- Connect assignments to learning outcomes and identify the purpose of each assignment.
- Connect your expectations for resource-use (including the use of generative AI) with your learning outcomes.
- Identify for students what you expect them to do fully on their own and why.
- Identify what kinds of resources, help, and support tools (including generative AI) can help further learning (and why), and which might get in the way of learning (and why).



Prioritize transparency & clarity.

- Identify ways you'd like students to acknowledge their use of AI. More guidance on citation and attribution of generative AI tools can be found in this document and on the academic integrity Sharepoint site.
- Encourage students to ask questions and share information about the kinds of tools they use or plan to use to execute a particular course project.
- Consider incorporating conversation, presentation, or other types of assessments that ask students to reflect on and discuss their process.
- Methods used in disciplinary journals or publications may be useful models for inviting students to share how they're using generative AI tools (for example, some journals require a "methods" section in a proposed article to identify use of generative AI in data analysis).



Give guidance for every assignment.

- Use the syllabus to describe high order values and expectations when it comes to generative AI.
- On every assignment, identify the specific skills required and indicate which skills require HUMAN attention, versus which might be okay to use machine-assistance to complete (for example: "in this assignment, it's okay to use generative AI tools to help you design the layout of your slides, since that's not part of the basis of my evaluation of your work").
- Be specific - zero in on the action or function it's ok to use AI to perform rather than a brand name of the tool. For example, "use of generative AI to brainstorm is permitted on this assignment" may be more effective than "it's ok to use Grammarly on this assignment," since Grammarly can perform a wide range of tasks beyond grammar correction. Given the technology is changing every day, a tool may be able to do much much more than you might anticipate; identify the skills or tasks instead.



Engage in conversation & practice with students.

- Talk to students about generative AI technology and how it relates to the work of your discipline and your course.
- Ask students to consider the ethical questions raised by continued mainstream use of these tools.
- Discuss the implications of generative AI use, including the “hallucinations,” bias in outputs, labor, environmental, privacy, copyright, and IP issues.
- Consider with students what it means to fact-check and verify outputs.
- Spend class time practicing thinking critically about generative AI tools, outputs, and prompts. Many students do not know how to exercise skepticism about outputs.

Additional resources for engaging in conversation with students about generative AI available on academic integrity Sharepoint.

Questions to consider with colleagues

1. Given the course learning outcomes and purpose of the assessments, what constitutes appropriate and ethical use of generative AI tools in your class?
2. What constitutes “work” in this assessment? What work do you assume students are doing without machine assistance?
3. What does “do your own work” mean in this course and on these assessments?
4. Is it okay to use generative AI for certain tasks or activities? (Which ones, and why or why not?)
5. What is the difference between AI-assistance (spell check, reference formatting) and AI-generated language in the framework of your course?

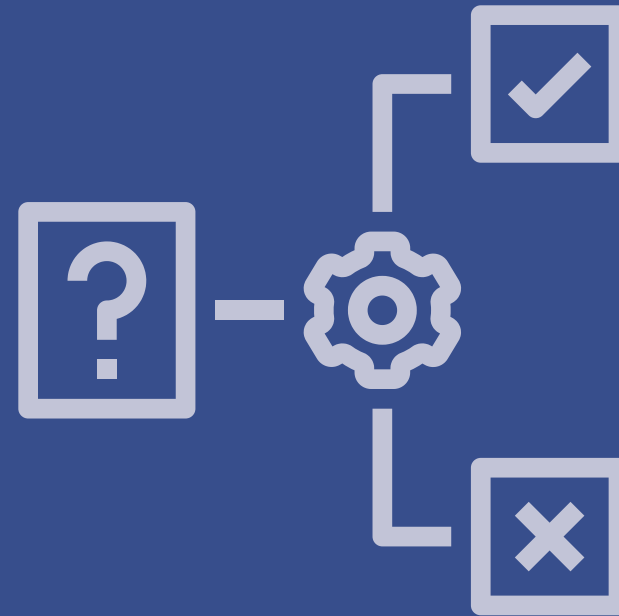
Guidance for crafting syllabus and assignment language

ARTICULATING GENERATIVE AI VALUES



Strict / No-use

All work students submit should be their own. Students should generate their own ideas, words, and all elements of their work, unless appropriately acknowledged. Professors expect that student can discuss the contents of their work and the process of creating it. In some classes, the use of generative AI tools will be appropriate. However, in this course, such tools are not permitted at any stage of your work because they interfere with our learning goals. Use of these tools may constitute a violation of the University's Academic Integrity Code.



Limited / Conditional

The use of generative AI tools in this course is limited to specific assignments and for specific purposes. Students will be given explicit permission and guidance for using particular tools on each assignment; all use of such tools should be appropriately acknowledged. Students are responsible for recognizing the limitations of these tools, and are accountable for AI-generated work that produces invented data or sources. Such concerns may constitute violations of the University's Academic Integrity Code.



Encouraging/ Open

Students are permitted to use generative AI tools on all assignments and assessments. Using these tools responsibly may mean acknowledging what tools have been used and how they've been used. Students are responsible for assessing the value of the output of any generative AI tools, and are accountable for all work they submit. Students are responsible for recognizing the limitations of these tools, and are accountable for AI generated work that produces invented data or sources. Such concerns may constitute violations of the University's Academic Integrity Code.

Developing a strict/ no-use course policy



- Be clear about the reasons generative AI use is not permitted
 - “Generative AI output is not your work, even if your prompts led to the output. If you submit this output as if it is yours, that’s misrepresenting your knowledge and abilities.”
 - “The knowledge we’re teaching in this course is fundamental - you need to know it to be able to accomplish more complex tasks later.”
 - “Generative AI tools hallucinate and aren’t trained to be truthful. So, in order to use generative AI output, you need this fundamental knowledge to know when the output is incorrect.”



- Be specific about what tools and/ or for what purposes the use of generative AI use is inappropriate
 - “It is not appropriate to use any tool that creates content for you.”
 - “You may not use any generative AI tool to help you brainstorm.”
 - “AI tools that create outlines or research plans are not appropriate for this assignment.”

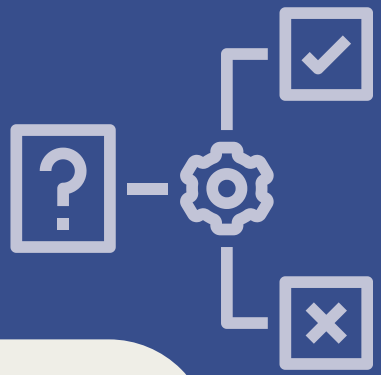
- Let students know that they should be able to discuss the contents of work they submit and the process for creating it
 - “I may ask you to talk with me about your submission, and I may expect you to answer questions about your work.”
 - “Students should keep research and notes organized; students may be asked to re-produce their research and process (share research articles, notes taken, and strategies used for locating sources).”

Disclaimers about strict/ no-use course policies

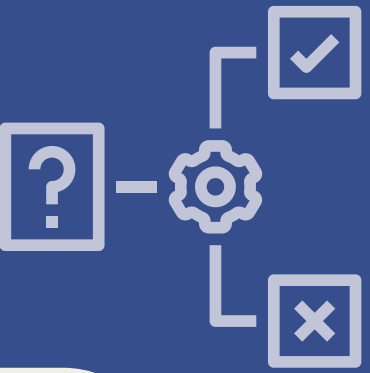
- Use of generative AI tools is difficult to detect
- Detectors promising to identify AI-generated material can be wrong and are easily manipulated
- Questions about detectors' propensity to flag multi-lingual students' work
- OAI does not use detection / "originality scores" as evidence in academic integrity investigations
- Investigating academic integrity cases of potential AI misuse focus on criteria outside of detection tools



Developing a limited/conditional course policy



- Examine course learning outcomes and determine which can be served by generative AI use vs. which may be undermined by generative AI use
- Identify when generative AI use offers acceptable opportunities for efficiency and time-saving in positive ways, and when such use would undermine learning outcomes
- Require students disclose what tools they're using, for what purposes, and how they're using them
- See OAI's resources on citation and acknowledgement of generative AI tools



- Identify when generative AI use would cross a line from acceptable to a potential Code violation
 - “Using generative AI to help you cite sources on this assignment is acceptable, but the rest of the work should be your own, including reading, summarizing, and drafting. Using generative AI to create summaries of sources could be an academic integrity violation.”
 - “You may use generative AI tools to help you brainstorm, outline, and check grammar errors. Using it to do anything else might be considered a Code violation, as this is work that’s expected to be your own.”

Additional disclaimers about limited/conditional use course policies

- Digital tools and technologies are changing rapidly; tools that seemed generative-AI-free may have begun incorporated use of that technology. Stay up-to-date on the technologies you're recommending to students
- Consider identifying the tasks a tool can be used for rather than a brand name



Developing an encouraging/ open course policy



- Describe to students how the use of generative AI enhances learning experience
- Explain how and why students are allowed to use generative AI tools
- Create at least one assignment designed to prepare students to use generative AI tool(s)
- Remind students that they're responsible for work they submit and are accountable for any inaccuracies, errors, and hallucinations
- Highlight AI literacy
- Encourage or require students to share information about their use of generative AI tools: records of chat history, version changes, what tool was used and how, how it helped them learn, how it hindered their learning, how they'd use it differently next time or in other situations

Additional disclaimers about open/encouraging use course policies

It's important to address concerns about generative AI tools and implications, especially in terms of

- Ethics
- Privacy
- Security
- Bias
- Environmental impact
- Disinformation
- Equity
- Intellectual property
- Copyright



Examples

Note: The following examples are from Lance Eaton's Google Doc repository (link on slides) and are from other institutions. They do not necessarily represent the policy or views of AU or OAI and are not meant to be copy-pasted as they are. Individual academic integrity policies vary across higher ed - **keep AU's specific policy in mind as you take inspiration from examples.** Be sure any borrowed language does not conflict with AU's requirement that faculty report concerns to OAI and may not penalize grades for perceived integrity violations.



Strict / no-use

For this course, AI is not permitted at all: I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other Large Language Model (LLM) or image generation tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values. Acceptable "AI" programs include only the spelling and grammar checking features in the Microsoft Office products. This means you are also not allowed to use Grammarly.

Although many courses are beginning to embrace generative AI, I have decided not to allow it in my courses at this time for the following reasons:

- LLMs (e.g., ChatGPT) do not know, remember, or reason: they are "fancy autocorrect." They predict which words tend to be near other words.
- AI is circular: its training data are being corrupted by AI products themselves.
- AI usage has a large environmental impact.
- AI usage involves hidden human costs.
- AI image generation steals from artists.

University of Texas at Tyler / Course: Cognitive Psychology, Lauren Kirby



Strict / no-use

“All assignments in this course are individual assignments. In this class, you will often be discussing course concepts with your classmates and with me, but when you sit down to complete a quiz, write a discussion post, or work on a project, I expect you to do the actual work independently. This is the only way that I will be able to tell what you have learned.

You may not use non-TWU “tutoring services” such as Chegg or Course Hero for this course. Paying someone else to do your classwork is the opposite of learning.

You may not use artificial intelligence tools to complete your assignments in this course.

Your major projects in this course are open-book and open-note. However, plagiarism from any source is prohibited, both by university policy and by federal law. Any written assignments, including quizzes, projects, and discussion posts, must be your own, original work. You cannot directly copy word-for-word from any source, including a textbook, even if you provide a citation. Copying someone else’s words denies credit to the original author, and it also robs you of the opportunity to deepen your understanding by putting things in your own words. We will be using the Turnitin tool on many assignments in this course as a way to teach you to identify and avoid plagiarism. You will be able to see your similarity report as soon as you submit an assignment. If you notice that you have accidentally committed plagiarism, you should rewrite your assignment and resubmit it. If I notice that you have accidentally plagiarized, I will contact you and ask you to rewrite and resubmit, and I will not grade your assignment until I receive your new submission.”

Texas Woman’s University /Course: Scientific Communication, Ann Davis



Strict / no-use

Course Policy on Artificial Intelligence Platforms

A large component of the assessments in this course requires critical thinking and synthesis of ideas in writing. Artificial Intelligence (AI) platforms such as ChatGPT could easily be used as a “student proxy” for this work. The danger in letting an AI platform do the synthesis and writing is that the student will not develop these important skills as part of the course learning objectives. Additionally, AI platforms such as ChatGPT are notorious for making things up, and it is difficult to ascertain if the information is correct or not. Therefore, the course policy is for students not to use AI platforms at all in this course. It is critical for students to develop core research and writing skills first before adding AI and other technological tools to their research toolbox. For additional details on the misuse of AI assistive technology, please go to the Academic Integrity section of the course syllabus.

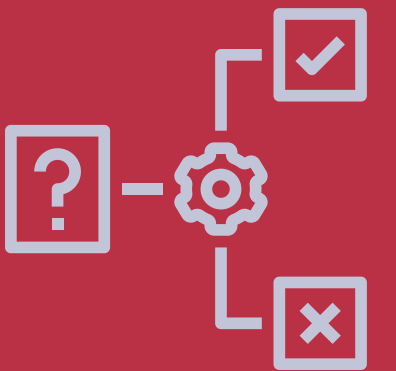
Ontario Tech University / Course: Introduction to Research Methods, Andrea Kirkwood

In this course, you may use AI tools (such as Bard or ChatGPT) to help you generate ideas and to brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that overuse of AI may stifle your own independent thinking and creativity, and use any tools (for generating text, code, video, audio, images, or translation) wisely and carefully.

You may not submit any work generated by an AI program as your own. If you include material—including both *ideas* and *language*—generated by an AI program, it should be cited like any other reference material, both in this course and at Macalester College in general. If you have any questions, please feel free to contact me.

From Macalester College / Various courses, Britt Abel

https://docs.google.com/document/d/1bfDSI8Wmbbr2_49kg7_51GWA96WACOAx_6KhmpZTzZ8/edit#heading=h.jhtvxaf7alxd



Limited / Conditional

A Word About Integrity

Integrity – other people’s perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic of the public trust from which you will benefit in your future occupation and activism after you graduate. A good rule to live by: if you haven’t done the work, you’re always better off just being honest about it and taking the hit. You can take a course again but it's much harder to repair ruptured trust.

AI Policy

In this class, I ask that you complete your work without using AI-generated sources to augment, think through, or write your assignments.

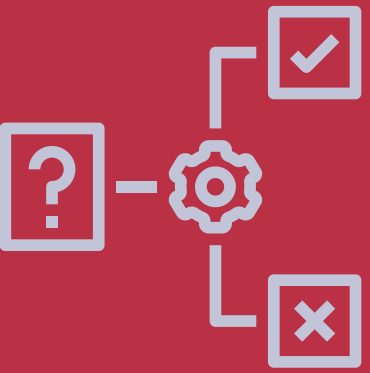
There is one exception: you are welcome to use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting.

On rare occasions, I may create an assignment in which I ask you to critique content generated by AI; if this occurs, I will provide clear assignment-specific AI-use guidelines within the prompt.

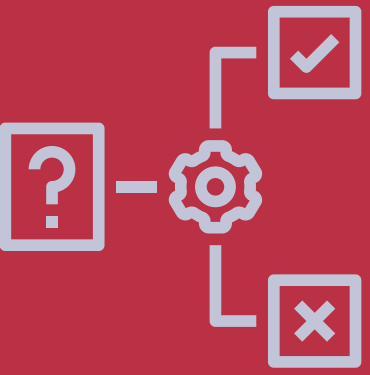
If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it’s more likely than not that you did not personally complete an assignment you submitted under your name, I will refer you to your college provost for further conversation.

If you have questions about AI use and/or proper attribution of other people’s work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn the rules for intellectual attribution.

UC Santa Cruz/ Course: Sociology, Megan McNamara



Limited / Conditional



Limited / Conditional

The English Department's statement on the usage of Generative Artificial Intelligence (GenAI) reflects the importance of writing as our field's primary method of formative assessment of student knowledge. As a result, writing should be an individual endeavor of crafting words, sentences, paragraphs, and essays that demonstrate your own critical thinking, analysis, and judgment. The department emphasizes that writing tools, such as ChatGPT and Bard, are not a replacement for crafting your own writing.

My general stance as an instructor is that writing has always been impacted by available technologies, so our current technological moment is no different in that basic sense. Nonetheless, students now have access to increasingly powerful writing tools in this modern technological landscape. As a result, writing teachers must teach efficient and ethical use of such tools as a requisite component of digital information literacy. Thus, our class policy on GenAI follows:

GenAI tools, such as ChatGPT, Bard, Dall-E, and others, are allowed (even welcomed) in this course with proper attribution. I will provide specific guidance throughout the course for constructing efficient prompts, how to employ them within the writing process, and how to attend to the ethics of proper GenAI use. Though I encourage GenAI tool use, you must understand that such generative tools can both facilitate and complicate the writing process. Even when used properly, they can introduce biased, offensive, untrue, and/or inappropriate content. Additionally, if not cited properly, you can be charged with forms of academic misconduct, such as plagiarism and/or fabrication, so use GenAI tools cautiously, wisely, and appropriately with guidance from me. Just as you will benefit from the clarity AI tools can bring to the writing process and the polish achievable in final drafts, you will be held accountable for any negative consequences that result from their use. Ignorance of the issue will not be an acceptable excuse for any misuse; always reach out to me with any questions.

Texas A&M / Course: Technical and professional writing, Gwendolyn Inocencio

Generative AI systems (like ChatGPT), if used correctly, can serve as powerful tools for learning and idea refinement. In this course, you can use generative AI systems to learn about concepts iteratively through a conversation (much like you would have a conversation with a peer, TA or an instructor). However, you cannot ask these systems to directly give you answers or write code for you. One reason for this is because the answers that the system generates can be inaccurate (no matter how confident the system might sound). But more importantly, I believe the intellectual growth you can get from working through a difficult problem and discovering the answer for yourself cannot be replicated by just reading a pre-generated answer. Here are some concrete rules that exemplify this (but are not intended to be comprehensive):

Do NOT:

- Give the model a problem description and ask it to sketch an algorithm for you or write you pseudo code.
- Give the model the homework description and ask it to organize the code for you (e.g., generate the necessary function headers, write the main functions etc).
- Give the model a function description and ask it to generate code for you.
- Have your conversation with the model and your assignment open at the same time. Use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

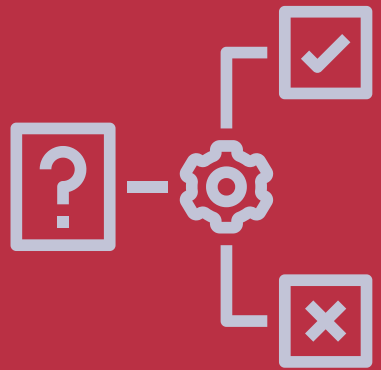
Using the AI system in ways as described above will count as cheating even if you cite the AI system as a source.

You CAN:

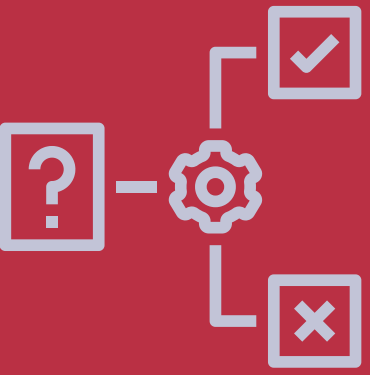
- Ask clarification questions about the fundamentals of programming (e.g., “When should I use a public vs. private method in Java?”)
- Ask for conceptual clarifications (e.g., “What is the difference between average case and best case run times?”)
- Try to work through the logic of something you don’t understand (e.g., “Why is the run time of this algorithm [describe] n^2 ?”)
- Given a problem description and your proposed algorithm and “talk” through the potential fallacies.

Note, for any of these models having the correct “prompt” is necessary. So you may have varying levels of success using these models to gain conceptual understanding, and in many cases just talking to your instructors/ TA/ peers or even doing straight up googling is likely to yield better results. If you do decide to use these models, it is your responsibility to also fact check the insights that you gain

Colgate University/ Course: data structure and algorithms, Grusha Prasad



Limited / Conditional



Limited / Conditional

Policy on the use of generative artificial intelligence tools:

Using an AI-content generator such as ChatGPT to complete assignment without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master “prompt engineering” by refining your prompts in order to get good outcomes.
- Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The currently AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies. If you merely use the instructional AI embedded within Packback, no disclosure is needed. That is a pre-authorized tool.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/> Enter a draft research question. The tool can help you find related, open-ended questions
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts
- Check grammar, rigor, and style; help you find an expression

GWU/ Course: Intro to critical theory, Alexa Alice Joubin

I expect you to use AI (ChatGPT and image generation tools, at a minimum), in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I provide tutorials in Canvas about how to use them. I am happy to meet and help with these tools during office hours or after class.

Be aware of the limits of ChatGPT:

If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.

Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of the academic honesty policies.

Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

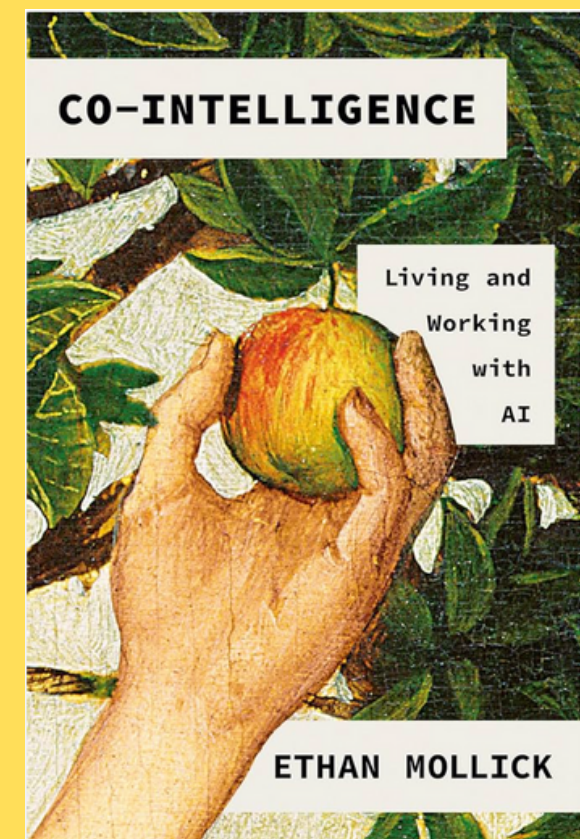
University of Pennsylvania / Ethan Mollick



Open / Encouraging

Note:

Ethan Mollick has written extensively about generative AI. His book:



As a guest on the Ezra Klein Show:

April 2, 2024

How Should I Be Using A.I. Right Now?

Give your A.I. a personality, spend 10 hours experimenting, and other practical tips from Ethan Mollick.

<https://www.nytimes.com/2024/04/02/opinion/ezra-klein-podcast-ethan-mollick.html>

During this course, you may use generative AI (e.g. ChatGPT, Bard, Copilot) to assist with assignments providing that you also do the following:

1. Include a disclaimer statement at the start of your submission that states which AI tool was used, and for what purpose. Examples: Grammarly was used to assist with proofreading. ChatGPT was used to develop an outline for this section.
2. Validate the output and reflect on why this non-peer reviewed source is a useful addition to your assignment. Submit the AI Use Statement and Reflection (available on Brightspace) along with your assignment. Attach or paste in the contents the file to your discussion board post or hyperlink it in your disclaimer statement.



Open / Encouraging

SUNY Albany /
Course: Research
methods, Logan
Rath

AI Use Statement & Reflection

Fill out this form and attach it to your assignment uploads. If this is a discussion board post, you may copy and paste the contents to the end of your posting. You will not be graded on the contents of this document, but rather this document will be used to demonstrate that you used AI with academic integrity. If you have questions about what it means to use AI with academic integrity, please contact Dr. Rath at lrath@albany.edu.

1. Name of AI used:

ChatGPT/Bard/Copilot/Grammarly

2. How was the AI used:

Brief description of how you used AI.

3. Initial Prompt Submitted:

Paste prompt here.

4. Initial Output from AI:

Paste response here.

5. How did you modify the output?

Describe the changes you made to the original output. You do not need to use complete sentences here (bullet points are okay). For each change, explain your thought process. Specifically:

- If you kept part of the output, validate the output of the AI. Explain why you know that that the output was good. You may need to include citations to connect to course readings or external sources.
- If you changed part of the output, describe both how you changed it and why. Again, connect to readings where appropriate.

Citation & Attribution

OAI's Guidance for Citation & Attribution

Rethinking the citation machine

Practical strategies & conceptual problem-areas for acknowledging generative AI

Alison Thomas
athomas@american.edu
Assistant Dean for Academic Integrity / Hurst
Senior Professorial Lecturer



CTRL May Faculty Workshop - Rethinking the Citation Machine: Practical Strategies & Conceptual Problem-Solving Areas for Acknowledging Generative AI

- Resources for citing generative AI tools
- Ideas for other ways of accounting for use of generative AI (memos, methods sections, etc)
- Questions to consider when giving instructions for attributing generative AI use

Slides on Sharepoint

Detection

Are detection tools useful?

- We don't use detection tools in OAI investigations; detection scores are not used as evidence in cases
- OAI has consulted with experts on our campus about the value of detection tools
- There are a lot of detection tools in the marketplace; while some are very advanced, there's a wide variety of abilities in identifying material produced by generative AI
- Even the most effective tools still produce false positives
- We want to avoid making false accusations and initiating processes based on potential false positives
- Students express concern and anxiety about detection tools and being asked to "prove" that a high originality score is incorrect
- We will continue to monitor detection tools

Without detection tools, how do we know if students are using generative AI?

- Language patterns or irregularities
 - Odd, repetitive, or inconsistent words or phrases
 - Language patterns or sophistication levels different from student work
- Inaccurate or unusual sources and citations
 - Fake citations / citations for sources that do not exist
 - Inaccessible sources
 - Irrelevant sources
- Lack of originality or nuance, bland voice and tone, generic
- Factual errors
- Off-topic

Important notes:

- Faculty are not permitted to issue grade penalties for inappropriate use of AI
- OAI investigates if faculty are concerned about potential integrity issues
- One of these issues *alone* may not be enough to initiate an academic integrity investigation or to find a student responsible a violation.

I think a student may have used generative AI inappropriately



Get in touch for a consultation
academicintegrity@american.edu

Teaching moment

OAI case

I'm not sure the student had enough information or guidance to avoid this

I think the student could use more practice at executing this responsibly

I think I need to give more transparent and/or specific guidance

I'd like to talk to the student about this

I would be prepared to offer this opportunity to other students in the class if necessary

No grade penalty; student may resubmit all or a portion of the work

I am inclined to penalize the work based on what I believe to be inappropriate use of generative AI

I think the student had enough guidance about generative AI to avoid this

OAI investigates and determines appropriate outcome, if any

Having a conversation with a student when you're concerned about generative AI use...

To try:

- Tell me a bit about your process in working on this project.
- Can you share the notes you took on your research, your process for searching, and/or some of the sources you used?
- Tell me about some of the decisions you made in this project.
- Why did you decide to look at {X} or {Y}?
- What other resources did you use in doing your work?

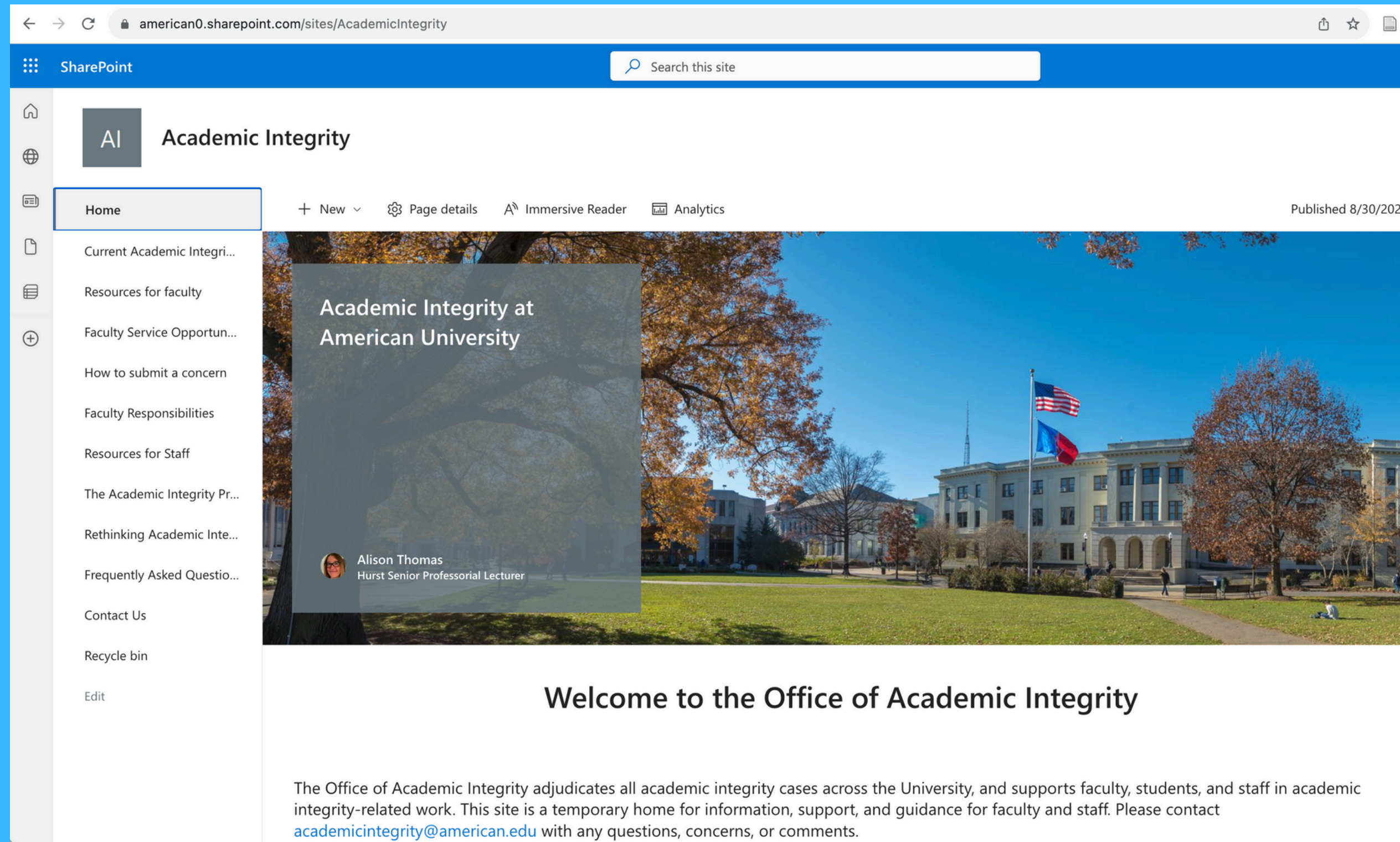


To avoid:

- Making accusations (“I don’t think you wrote this”)
- Conversations that are really “gotcha” moments
- “I’m going to take points off because you used generative AI”
- Asking students to come forward to confess
- Creating syllabus policy once the class has begun
- Giving opportunities to some students that you wouldn’t offer to others

Resources

Academic Integrity Sharepoint site



american0.sharepoint.com/sites/AcademicIntegrity

SharePoint Search this site

AI Academic Integrity

Home + New Page details Immersive Reader Analytics Published 8/30/202

Current Academic Integri...

Resources for faculty

Faculty Service Opportun...

How to submit a concern

Faculty Responsibilities

Resources for Staff

The Academic Integrity Pr...

Rethinking Academic Inte...

Frequently Asked Questio...

Contact Us

Recycle bin

Edit

Academic Integrity at American University

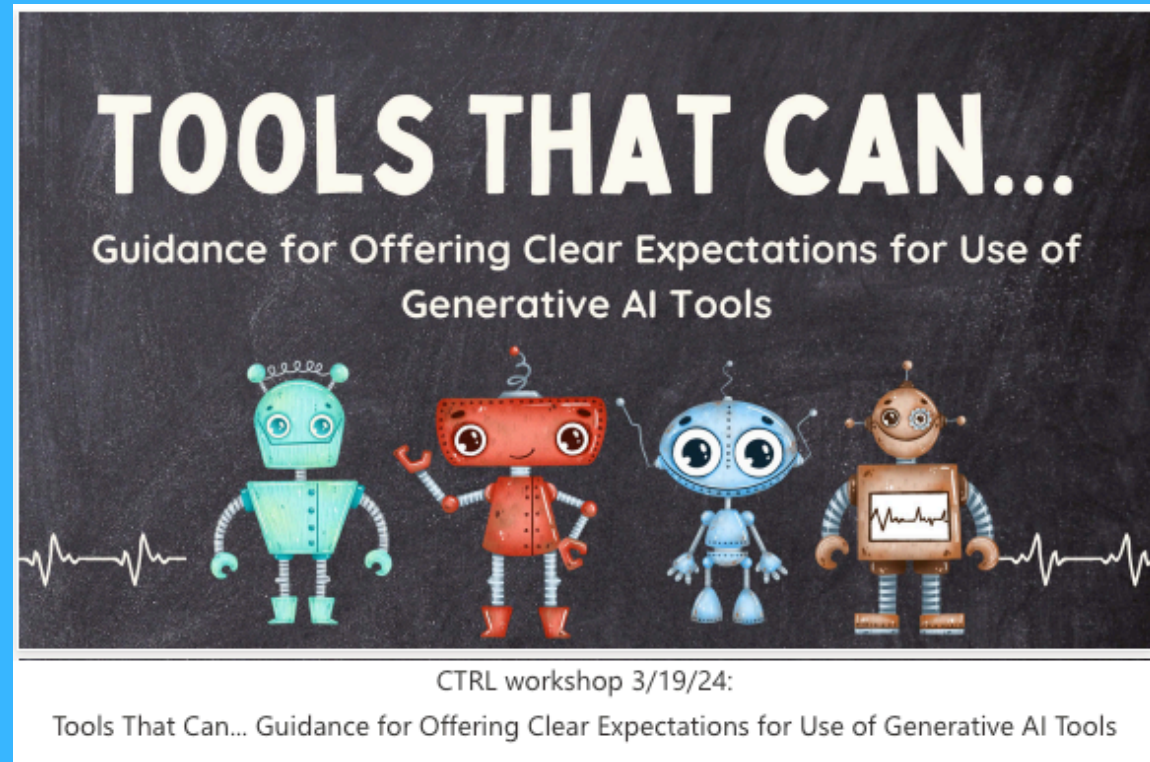
Alison Thomas
Hurst Senior Professorial Lecturer

Welcome to the Office of Academic Integrity

The Office of Academic Integrity adjudicates all academic integrity cases across the University, and supports faculty, students, and staff in academic integrity-related work. This site is a temporary home for information, support, and guidance for faculty and staff. Please contact academicintegrity@american.edu with any questions, concerns, or comments.

<https://tinyurl.com/aicresources>

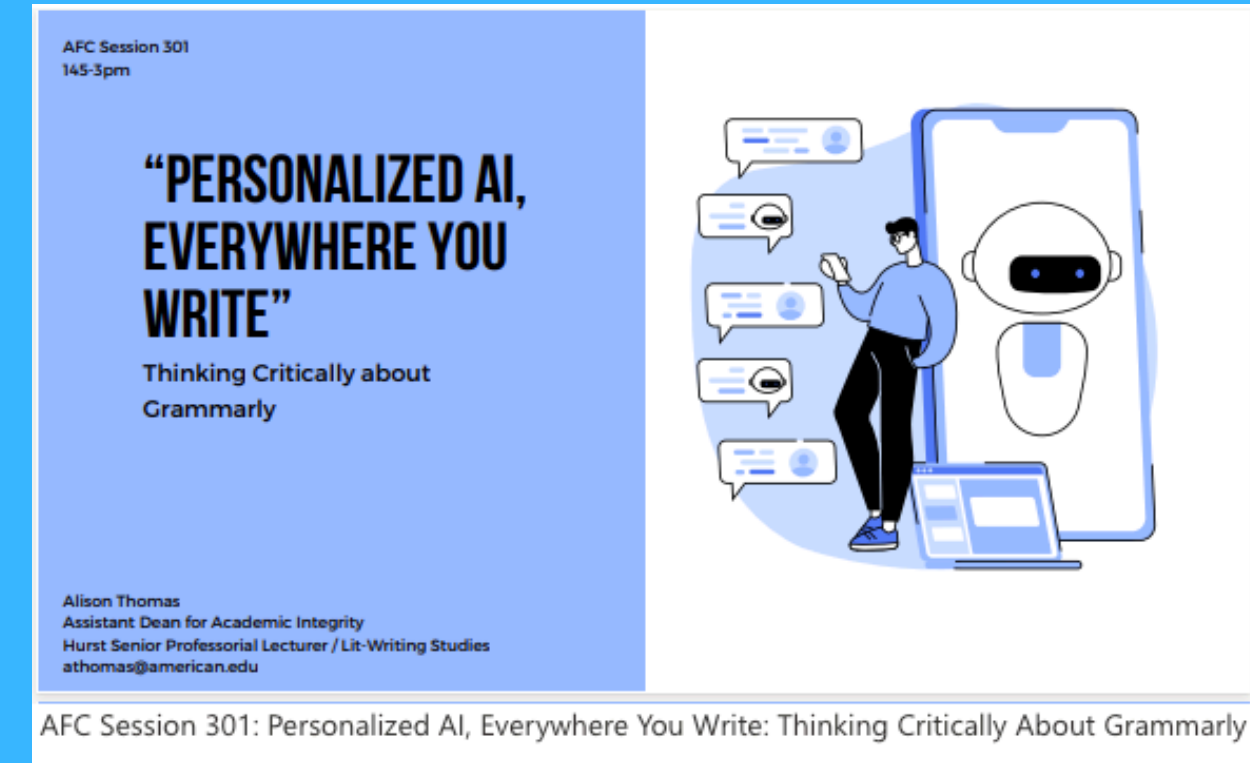
A few Sharepoint resources...



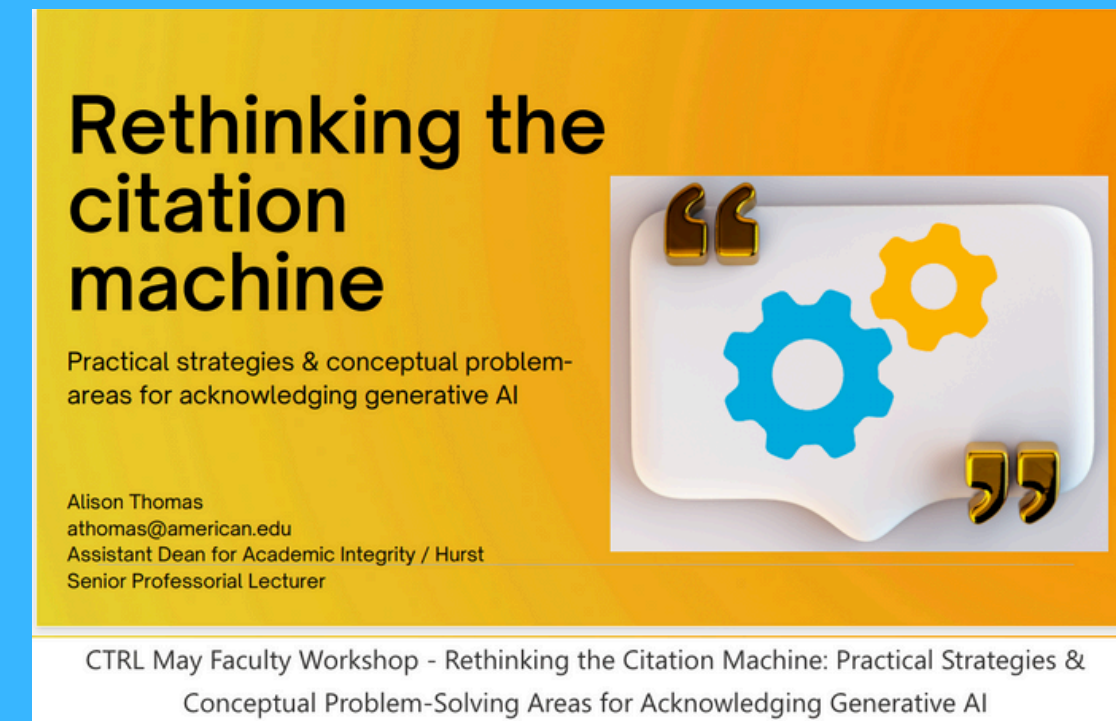
Tools that can... Guidance for offering clear expectations for use of generative AI tools (slides)



End of semester guidance for faculty (infographics)

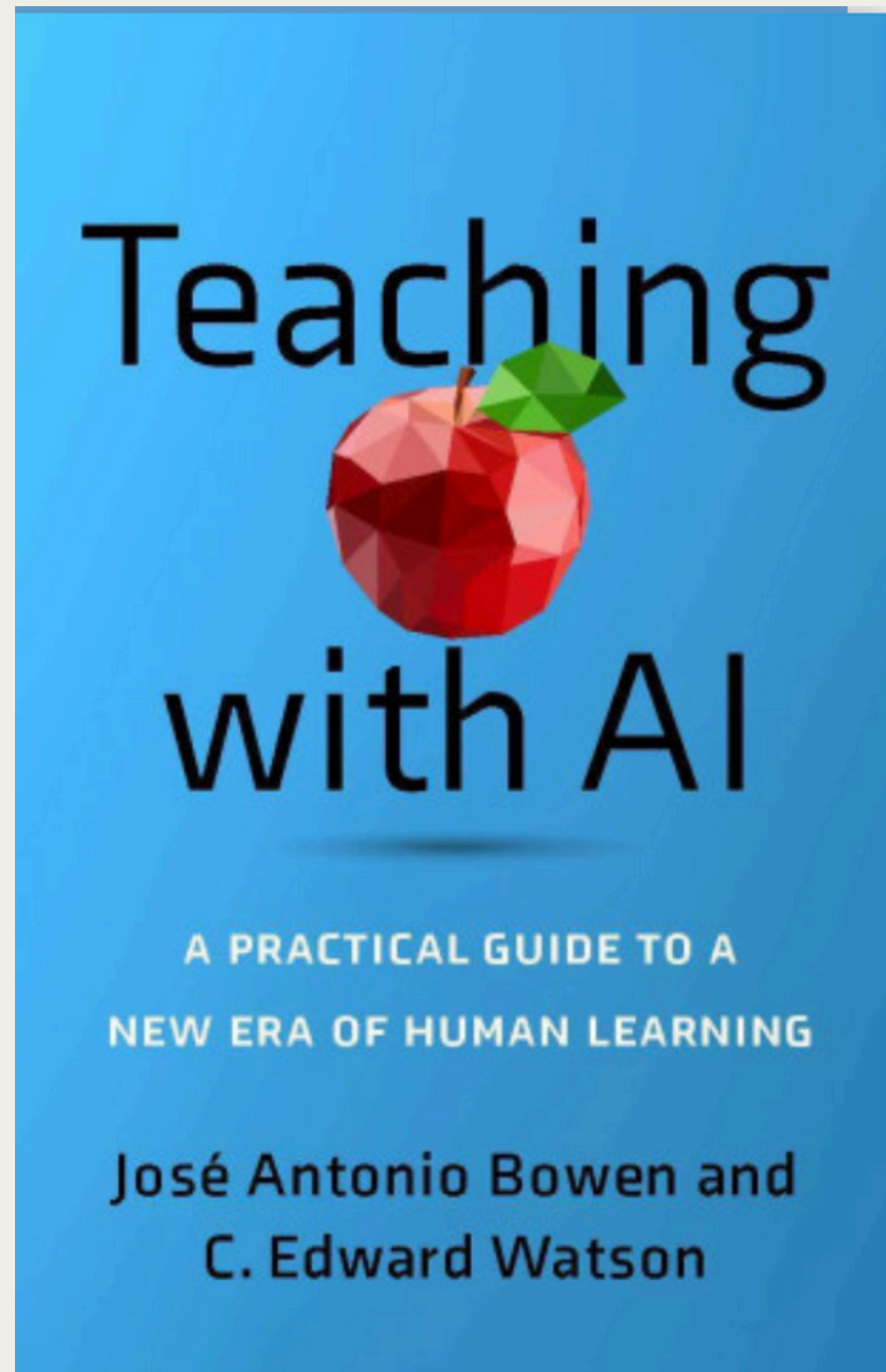


Personalized AI, everywhere you write: Thinking critically about Grammarly (slides)



Rethinking the citation machine: Practical strategies & conceptual problem-areas for acknowledging generative AI (slides)

Other recommended resources



Teaching with AI (book)

<https://www.press.jhu.edu/books/title/53869/teaching-ai>



Vox: AI can do your homework. Now what? (video)

<https://www.vox.com/videos/2023/12/12/23998858/ai-chatgpt-education-cheating>



The Ezra Klein Show with guest Ethan Mollick (podcast)

<https://www.nytimes.com/2024/04/02/opinion/ezra-klein-podcast-ethan-mollick.html>

CTRL AI Fellow Advice & Guidance

Krisztina Domjan

One way to make AI tool usage transparent in courses is to use color-coded banners and rubrics on Canvas. There should be no doubt in the students' minds about what level of AI use is allowed, so this is a discussion no teacher should ignore. Using explicit visuals is essential. As we are in the midst of a transitional period and discovery mode, we need to discuss when it is inappropriate to use AI, as well as why it should be used.

CTRL AI Fellow Advice & Guidance

Can I Use AI on this Assignment? Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc). This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Gemini, etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
[Link to Original Work](#)



Creative Commons Licensed BY (attribution) NC (Non Commercial) SA (Share Alike)
To remix this for your use case, you may make an editable copy, using this [TEMPLATE LINK](#).
Please maintain CC licensing and all attributions in all duplications, references, or remixing.

Image Source: [AI Assessment Scale Poster by Vera Cubero](#)

Student AI Integration: 0 to Infinity Student AI Usage Continuum for Empowered Learning

To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI, and have opportunities to learn WITH AI in increasingly interactive and complex ways.

0
1
2

AI Free

- Work must be completed entirely without any AI assistance.
- Students must rely entirely on their own knowledge, understanding, and skills.
- Any AI use is a violation of student academic integrity policy.
- An academic honesty pledge that AI was not used may be required.

AI Assisted

- AI is used for tasks as specified such as brainstorming, planning, feedback etc.
- No AI content is allowed in the final submission.
- Usage beyond specified tasks is a violation of academic integrity.
- Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats

AI Enhanced

- AI is used interactively throughout to enhance your knowledge, efficiency, & creativity.
- Student must provide human oversight and evaluation of all AI generated content.
- Interactivity with AI and critical engagement with AI-generated content is required.
- Student is responsible for the accuracy and fairness of all AI-generated content.
- Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats

AI Empowered

- The full integration of AI allows for the creation of things that were previously impossible, empowering students as critical thinkers, creatives, and problem solvers.
- Student must provide human oversight and evaluation of all AI-generated content.
- Student is responsible for the accuracy, fairness, & originality of all AI-generated content.
- All AI tools used and how they were used should be cited in a disclosure statement.

Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
[Link to Original Work](#)



Creative Commons Licensed BY (attribution) NC (Non Commercial) SA (Share Alike)
To remix this for your use case, you may make an editable copy, using this [TEMPLATE LINK](#).
Please maintain CC licensing and all attributions in all duplications, references, or remixing.

CTRL AI Fellow Advice & Guidance

1. **No AI:** The assessment is completed under supervision, and/or handwritten, and/or under exam conditions. This level is suitable for testing knowledge and comprehension. For example, a traditional multiple-choice exam or an in-class essay written without the use of AI tools.
2. **Brainstorming and ideas:** AI can be used in the initial stages of the assessment for brainstorming and idea generation, checking ideas, etc. This level is suitable for assessments where students need to demonstrate their writing skills, such as constructing their own essays. For instance, students might use AI tools to help generate ideas for a persuasive essay or research paper.
3. **Outlining and notes:** AI can be used to outline entire responses or convert notes (or audio transcriptions) into organised ideas. This level is suitable for assessments where the focus is on the final quality of the writing, word choice, and expression. For example, students might use AI tools to turn their handwritten notes into a cohesive essay outline or restructure their notes to create a more logical flow of ideas.
4. **Feedback and editing:** AI can be used to provide feedback, self-assessment, or editing and revision. This level is ideal when the assessment focuses on the quality of the ideas and understanding, independent of the quality of language and expression. Students might use AI tools to receive instant feedback on their draft essays or identify areas of improvement in their writing.
5. **Full AI:** AI can be used to generate the entire output. This level is suitable when the outcome of the assessment is judged on the earlier organisation, idea generation, discussion, orals, and other methods. For example, students might use AI to create a comprehensive summary of a group discussion or synthesise research findings into a cohesive report.

CTRL AI Fellow Advice & Guidance

See other resources from
Krisztina's work on our
Sharepoint site

