Generative AI in Education

Task Force – Report June 19, 2023

Charge

This Task Force was charged on 2/20/2023 by the Senior Vice Provost for Academic Operations, Dr. John Georgas with:

- Assessing and documenting the potential impacts of generative artificial intelligence (AI) technologies on our ability to deliver high-quality learning opportunities,
- Articulating pedagogical best practices that are resilient to and inclusive of generative AI,
- Outlining course and program modifications to best prepare students for professional practice leveraging generative AI and
- Presenting associated recommendations to the Office of the Provost.

Task Force

Core Team

Blue Brazelton [Co-chair], Assistant Professor • COE, Department of Educational Leadership
John Tingerthal [Co-chair], Professor & Associate Chair • CEIAS, Department of Civil Engineering, Construction Mgt, & Environmental Eng
Chrissina Burke, Associate Teaching Professor & Assistant Dean for Student Success • SBS, Department of Anthropology
Pamela Buzzard, Associate Librarian • Cline Library, Research and Instruction Services
Marco Gerosa, Professor • CEIAS, School of Informatics, Computing, & Cyber Systems
Jamie Axelrod, Director EO & Affirmative Action • Disability Resources

Support

Lisa Hoshor, Executive Assistant, Senior • Office of the Provost
John Georgas, Senior Vice Provost for Academic Operations • Office of the Provost

Activities of the Task Force

The task force convened on roughly a bi-weekly basis throughout the Spring 2023 semester and engaged in the following activities:

- Extensive research on resources in higher education literature and published responses, policies, and information from other institutions.
- Experimentation with various Generative AI tools, including:
  - ChatGPT. Bing and Bard
  - DALL-E 2
  - Various AI detection tools such as SafeAssign, Originality.AI, etc.
- Collection of faculty concerns, use-case examples, recommendations and suggestions
  - March 21 open forum via virtual conference call (5 Attendees)
  - Online Survey (66 responses)
- Collection of student concerns, observations, and suggestions for use
  - April 5 open forum via virtual conference call (5 attendees)
  - Online Survey (371 responses)
- Discussion at ACADA (Associate Deans Group) March 31
- Discussion at ACDC (Academic Chairs and Director's Council) May 10

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Executive Summary

Based upon review of multiple resources including informal town hall meetings, survey responses from both faculty and students at NAU, and meetings with administrators, **we recommend that NAU embrace, engage with, and support faculty and student access to information highlighting the important value of generative AI into our world.**

We also recommend caution, as this technology can be misused, misunderstood, and produce inaccurate and biased results. It is critical that everyone in our community takes the time to learn about the benefits and flaws of this technology.

Whether we are prepared or not, generative AI tools are unavoidable, useful, and will potentially dominate our students' future careers. Instead of trying to prevent its use by building policies that penalize students for engaging with it, **we should lead with a multi-pronged approach to addressing generative AI tools** at NAU.

First, we should **support faculty** and staff and **encourage awareness** of generative AI through webinars, workshops, and by providing centralized resources. We should **educate our students** through the Student Code of Conduct, Syllabus Policy Statements, and course-specific content of appropriate uses for generative AI, including what uses would constitute academic dishonesty.

Second, we should **encourage a culture** of engagement and **sharing of practices** that acknowledges and leverages the benefits of generative AI or obviates concerns associated with it.

Third, NAU should **establish baseline policies** that define acceptable use for Generative AI in the university community, acknowledge the faculty effort required to respond to this disruption, and **review academic integrity policies** for necessary updates.

Fourth, we need to look to the future to **keep up with the evolution** of this technology and designate a continuing taskforce to monitor and provide additional recommendations.

Finally, we recommend the **establishment of a continuing task force to monitor the developments** in Generative AI. In keeping with NAU's goal of 100% career readiness, we also recommend that **individuals engaged in career development at NAU study how generative AI will be used in our student's future careers** and develop resources so that NAU is at the forefront of meeting these readiness goals.

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What is Generative AI?

Generative Artificial Intelligence (AI) refers to a subset of AI that involves creating or generating new content or data, such as text, images, or music, based on a set of patterns or rules. Unlike traditional AI, which relies on pre-existing data to make decisions or predictions, generative AI can create entirely new content that is unique and original.

Potential Impacts

Generative AI has arrived, and there is much speculation on how it will impact society. It is important to recognize that in March of 2023, more than a thousand people working in and around the field of artificial intelligence signed an open letter[1] calling for a pause on development of AI, citing 'profound risks to society'. Since then, over thirty thousand more people have signed the letter. The general risks identified in this letter include promulgation of disinformation, job loss and total loss of control of the systems.

Generative AI is impacting higher education, regardless of whether we act or not. Generative AI is a significant evolutionary step in assistive technologies that are already part of our daily lives (e.g., facial recognition, spell check, auto-complete predication). This technology is already available via web search engines (Microsoft Bing), chatbots (ChatGPT), and image generators (Dall-E 2) and impacts the way students search for information, organize materials, check their work, and sadly, falsify their work. It also impacts the way faculty prepare coursework, assess learning, conduct research, and complete mundane tasks.

The impacts are both beneficial and detrimental, and it is up to the institution and individual faculty to understand the technology to balance these impacts so they can take proactive steps to establish boundaries for acceptable use and leverage the benefits. The task force has identified the following broad potential effects:

Potential Positive Effects

- Improves efficiency and saves time for mundane tasks.
- Assists and boosts productivity on scholarly, professional and creative tasks.
- Improves assistance for students with disabilities.

Potential Negative Effects

- Amplifies the divide between those with and those without access to costly resources.
- Blurs lines between proper and improper use.
- Provides another tool for those looking to take shortcuts, cheat or defraud.
- Leads to accusations of integrity violations based on false positive detections.

Other Effects

- Obliges review of academic integrity policies.
- Challenges faculty to creatively adapt curriculum and assessments.

[1] https://futureoflife.org/open-letter/pause-giant-ai-experiments/

Resources

There is a rapidly growing inventory of resources available online to assist in the understanding and use of Generative AI tools. We have created a Library Guide[2] to assist NAU instructors and students with navigating this emerging technology. The guide can be incorporated into Canvas. It:

- Explains Generative AI,
- Provides some curricular guidance,
- Provides sample syllabus statements,
- Describes detection tools, and
- Offers some information for students.

We have found this particular website[3], compiled by Anna Mills for the Writing Across the Curriculum Clearinghouse, to be a comprehensive resource that is continually being updated. In addition, we provide a sample of other resources the task force consulted in Appendix D .

Recommendations

Generative AI tools present unique opportunities and challenges for all levels of the academic mission and administration at NAU. As such, we offer the following recommendations for consideration by the Provost office as we continue to define and describe our response to this disruptive and evolving technology.

Support and Awareness

- Keep faculty informed on the most current evolution of the tools, policies and issues surrounding Generative AI.
- Encourage faculty to learn how to use generative AI tools for teaching by providing training and workshops on:
  - Fundamentals of Generative AI.
  - How to educate students, especially on ethical use.
  - Best practices in teaching.
  - How to leverage to streamline mundane tasks.
- Update the Information literacy tutorial[4] to include topics on Generative AI
- Provide centralized resources that include:
  - Ways to evaluate questionable student-submitted work.
  - Guidelines on modifying assessments that are not amenable to AI solutions.
  - Sample assessments.
  - Presentation template on AI for classroom use.
- Educate our students on appropriate and acceptable use for AI tools.

Culture and Practice

- Encourage incorporating specific Dean, Chair, Director (Appendix B) and Instructor (Appendix C) recommendations into practice at leadership meetings and initial fall college assemblies
- Encourage community engagement in addressing the evolution of Generative AI

[2] https://libraryguides.nau.edu/AI
[3] https://bit.ly/AITextEdu
[4] https://nau.edu/library/information-literacy-for-general-studies/

- Convene symposia to share faculty examples, usage cases and practices that leverage, obviate and/or address AI issues.
- Establish collaborative teaching community focused on AI.

Policy

- Establish baseline policies for what is and is not acceptable in the university community at all levels, including administrators, faculty, staff, students, and vendors.
- Formally acknowledge that faculty effort to learn about and prepare for AI in their teaching shall be recognized as part of the workload definition in the SOE and acknowledged in the annual review process.
- Continue to review our existing academic integrity policies and procedures for any necessary updates without specifically naming Generative AI tools in a way that would limit or require consistent revisions of the policies:
  - Explain when use of generative AI tools will be considered a violation of academic integrity and when it is considered an acceptable learning and productivity technology. For example, "Using generative AI tools to write an essay for an exam or a research paper for a class is considered a violation of academic integrity, while researching the question 'what are the different methods used to excavate an archaeology site?' is useful for studying."
  - Engage with Associate Deans to ensure they are prepared for the questions faculty will ask them tied to academic integrity violations.
  - Adopt or create new language for faculty on what evidence must be included when filing an academic integrity violation regarding suspected violations.
  - Raise awareness that AI detection tools are not 100% reliable. The results of these tools can be included as evidence, but not confirmation of, an academic integrity violation.

Next steps

This Task force has just touched the surface of a rapidly evolving and disruptive technology. Much will have changed even by the time that this report is read by concerned stakeholders.

We recommend that a continuing taskforce be established to monitor the developments in Generative AI so that NAU can stay well-positioned to best serve our students and community.

We also recommend that a focused group of individuals who are engaged with career development at NAU study how generative AI is changing the careers that our students are entering. It is especially important that we anticipate these changes so that we can meet our goals of 100% career readiness in our graduates.

Appendix A Stakeholder Perspectives

This appendix provides perspectives from various groups that were engaged by the taskforce.

Educational Access for People with Disabilities

Natural language processing which is used by generative AI can help make assistive technology more user-friendly and intuitive for people with disabilities. For example, generative AI can be used to develop voice-controlled assistive devices that are easier for individuals with disabilities to use and understand. It can be customized to meet the specific needs of different individuals with disabilities such as being trained to understand and respond to their unique language patterns and communication styles.

Generative AI can also be integrated with other assistive technologies, such as text-to-speech or speech-to-text systems, to provide a more complete access solution for individuals with disabilities. Similarly, generative AI's predictive capabilities can be used to make assistive technology more efficient and effective for individuals with disabilities by predicting the language preferences of individuals with disabilities, allowing assistive technology to provide more personalized and relevant support.

Administration

Task Force members attended the Academic Associate Deans meeting (ACADA) on March 31 and the Academic Chairs and Director's Council (ACDC) on May 10 to brief these administrators on the work of the task force, answer questions, and gather perspectives.

Associate Deans shared the following comments and observations:

- Students are already using Generative AI on assignments and are learning pitfalls.
- SBS has been discussing this since last fall.
- Need clarity on whether existing academic integrity policy covers this technology.
- Approach to addressing these sorts of tools is often unit-driven.

The Chairs and Directors shared the following comments and observations:

- Concern shared about academic integrity issues and how to integrate results of this technology into existing systems.
- Students have already failed courses due to inappropriate use of Generative AI technology.
- SICCS students know that they will be expected to work with Generative AI in their careers, so we have to find a way to teach it.
- Students have already engaged with it to understand philosophical contexts.
- It is important to teaching English and pedagogical methods.
- Needs to be part of ongoing TLC Faculty Development Programming.

Faculty

A brief survey was distributed to faculty through the faculty senate and the NAU Teaching Academy to gather thoughts on the use of AI tools in education. We received 66 responses to this survey. We also convened a virtual town-hall meeting on March 21 and March 22 that were attended by six faculty members.

Usage

When asked whether faculty are using Generative AI, some respondents do not use AI technology in their teaching, and others are uncertain about what to do about it. A few respondents are concerned about the ethical and practical ramifications of AI technology.

About half respond that they are not using it and/or have not made changes because of the technology.

Some faculty are currently using it to simplify daily administrative tasks, for curriculum planning and lesson preparation and are integrating the tools into student assessments. (See below for more details).

Overall, there are mixed opinions on how best to utilize and teach with generative AI technology while maintaining academic integrity and ensuring that students continue to develop critical thinking and creative skills.

Concerns

There are a variety of concerns expressed about generative AI technology at NAU:

- Increased potential for cheating and plagiarism.
- Could result in decreased students' creativity, literacy, and critical thinking skills.
- Issues related to accuracy and reliability of AI-generated content.
- Tempting for students to use it as a short-cut.
- Students without access could be left behind.

Recommendations

We also gathered a list of recommendations and suggestions from faculty members who have made adjustments to respond to the emergence of these tools. These include:

- Learn about Generative AI and accept the reality that it is here and evolving.
- Develop authentic assessments that require logical reasoning, personal reflection and use of course-specific references.
- Adjust grading so that less weight is placed on assignments that could be fabricated and more on in-class/proctored assessments (especially in for writing assignments).
- Experiment with the tools and have them complete your assignments so you can see the type of responses that are generated.
- Discuss it with students, in terms of ethics and appropriate use.
- Develop clear syllabus policies that are appropriate to the discipline and specific course.
- Do not rely on AI detection tools to determine academic integrity violations.

Students

The task force held a listening session for students on April 5 and distributed a survey to students through the president of ASNAU, members of the Faculty Senate, and members of the Teaching Academy. While only five students attended the listening session, we had 371 students complete the survey, with approximately 13% Freshmen, 21% Sophomore, 33% Juniors and 28% seniors responding (see Figure 1).

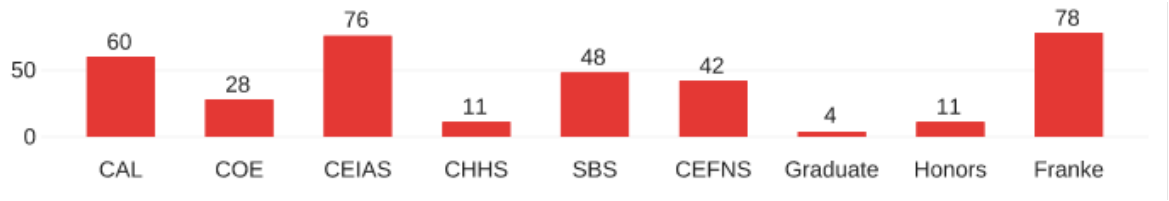

Figure 1: College affiliation of students completing survey

Usage

Many students responded that they have never used Generative AI tools, while a greater percentage of students in Business, Engineering, and Informatics reported use than students in other colleges. Note that only 4 students identified with the graduate college, so the results shown in Figure 2 for graduate students may not be a good representation.

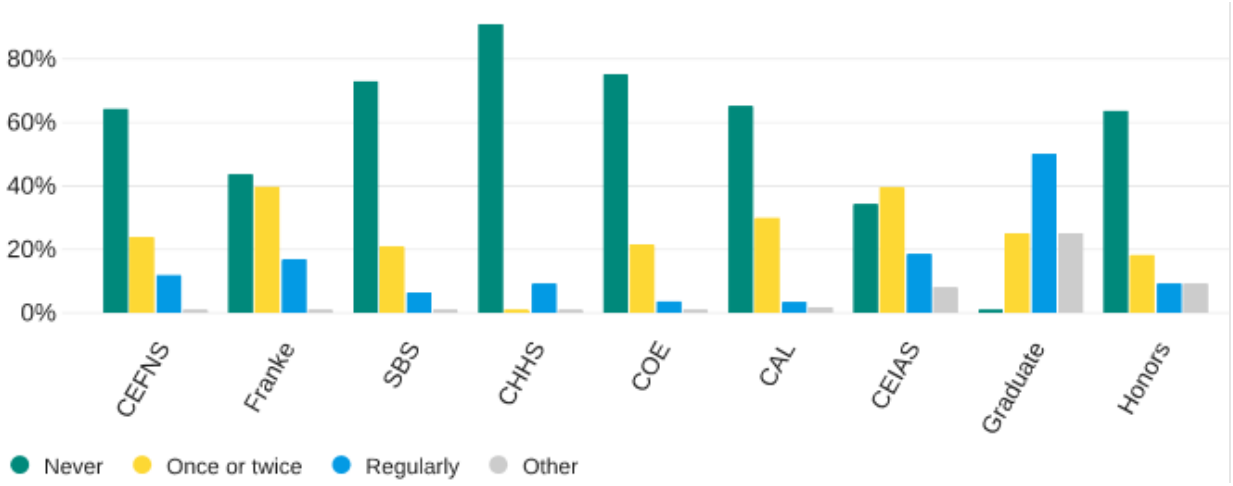

Figure 2: Student usage of Generative AI tools

Reaction

Students' reaction to these Generative AI tools was mixed, with 34% responding that the tools aren't really on their radar. 22% indicated that they are anxious and scared, while 29% are excited about the possibilities (Figure 3).

Students in Education and Liberal arts seem to be the most anxious, while Business, Engineering, and Informatics students seem to be the most excited about possibilities. Some students responding 'other' showed both anxiety and excitement, others were mildly interested, while others were annoyed or disappointed.

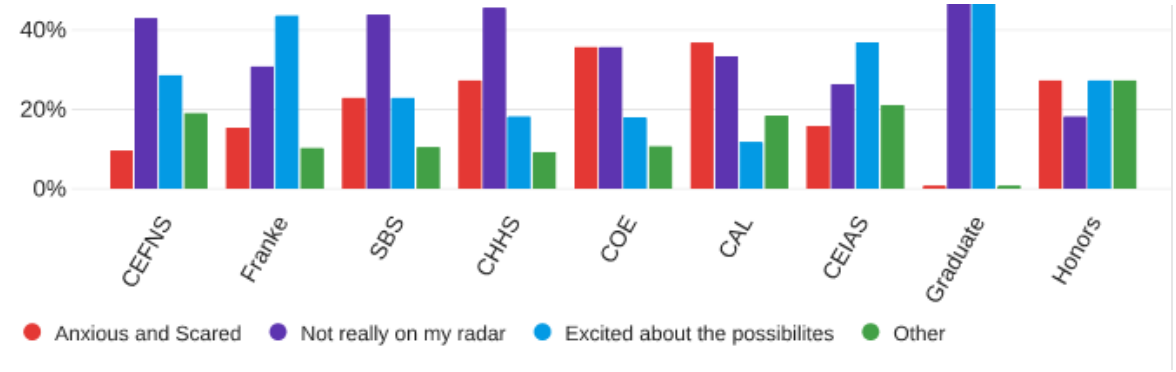

Figure 3: Student reaction to Generative AI

How is it being used?

When asked what they are hearing their peers use it for, a plurality (40%) have been experimenting, 21% responded that they are using it to cheat, and an even number (21%) are using it to stimulate critical thinking. The others have either not heard of its use, seen a mix of these things, are using it for entertainment, or are using it to assist with work and as a general search engine.

Should it be allowed?

On a scale from 'definitely not' to 'definitely yes', students were asked whether they thought generative AI should be allowed in courses and/or assignments. Thirty-six percent responded no, while 20% responded yes (Figure 4).

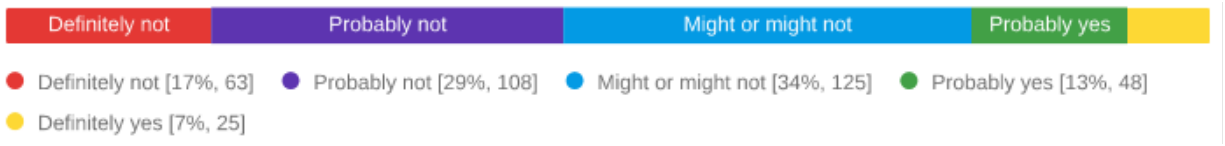

Figure 4: Student opinion on whether AI should be allowed

Other Thoughts

An open-ended question asking students for more thoughts on the earlier questions generated a large volume of responses. A few themes stood out in these responses, including some strong positive reactions supporting its use and some strong negative reactions recommending that it be banned. Many students recognized that it is here to stay and should be embraced.

There were a few worrying responses that indicate students may be expecting to use these AI tools in ways that are either misguided or inappropriate. For instance:

> *CHAT GPT. Super nice and saves tons of time looking up regular information. Everyone is excited about this tool instead of having to search for information and scroll or read through text taking up 30 minutes or so when we can use AI and it takes seconds.*
>
> *I think it's equivalent to working with another peer on an assignment – a super smart, all-knowing peer.*
>
> *I think I should be used because of the fact that in college it can be hard to write papers or come up with ideas without being flagged for plagiarism*
>
> *I feel the AI could be used as a textbook.*

One troubling thought has to do with our potential incoming students:

> *I am a student teacher for 8th grade English at MEMS and have caught students using it on multiple occasions. They see no problem with it, and this concerns me. It has no place in academic writing or work of any kind.*

Below, we provide a few insightful responses that students provided. These responses indicate that students expect faculty to embrace the inevitability of AI and to work it into the curriculum.

> *AI generated art is something that is so unique, and I have been using that as well. My peers are excited about its possibilities as well and see it coming into university coursework very soon. I think there should be designated classes or modules of certain classes based on AI because once we can all use it to its full potential it can just grow and grow.*
>
> *As the tool is being integrated into the mainstream media in mass, I feel it should be a required topic to be well developed… If you produce horrible results, AI or not, it's horrible. But I overall think that it's a skill people need to develop in the modern world.*
>
> *I believe that with those who are using Generative AI constantly and as a replacement, their critical-thinking skills or more specifically their ability to "think outside the box" is being negatively impacted. Since it is very new technology, I would go on the safe side and have it not be allowed for use by students or faculty until we fully understand its capabilities and impacts.*
>
> *I feel like if we continue to promote AI without restrictions, we'll kill creativity.*
>
> *I can see generative AI being used in workplaces very soon, so I think that universities should start incorporating it into their curriculum to best prepare their students for the workplace. Resisting new technology has never helped students be innovative job candidates*
>
> *I feel like the controversies with AI starts speaks with AI as a whole. Art is being stolen from artists while people are oblivious to how harmful AI can be.*
>
> *I know when I get stuck I'm more comfortable going to an AI than a person, because I can take up as much time as I need to learn it.*

I think it's silly to think educators can stop students from using Generative AI for school assignments. As such, I think it's important to try to find ways to highlight the benefits of AI while also warning them of the problems with the software.

And this one looks like it was generated by AI

Generative AI is being used at NAU for various applications and should continue to be explored for its potential to enhance learning and research.
Other AI tools being used at NAU include natural language processing, predictive analytics, and machine learning algorithms.
These tools are generally well-received and viewed as valuable assets for improving decision-making and efficiency.
Peers at NAU have expressed interest in using AI to facilitate personalized learning, improve student engagement, and optimize administrative processes.
Uses of AI should be ethical, transparent, and aligned with NAU's values and mission, with careful consideration given to privacy and security concerns.
AI can be leveraged by students and faculty for data analysis, research, and creative expression, but caution must be exercised to prevent misuse or bias.
In my career, I anticipate using AI to drive innovation, solve complex problems, and unlock new opportunities for growth and impact.

Appendix B Recommendations for Deans, Chairs and Directors

Generative AI tools, such as ChatGPT, Bard, and DALL-E 2, present unique challenges and opportunities for all levels of NAU's academic mission and administration. As such, we offer the following recommendations for consideration by the College and Unit Leadership. This disruptive technology is evolving; therefore, these recommendations will require continual review and update.

Support and Awareness

- It is imperative that everyone becomes aware of the value, use, and influence that Generative AI tools have on education and society as a whole.
    - Deans, Chairs, and Directors must start with a heightened awareness of the state and continued progress of the technology.
    - Faculty members must acknowledge the existence of these tools and evaluate the potential value, use, and influence on their and their student's work.
    - Students should be informed that syllabi will incorporate policies that define acceptable use of these tools. In the absence of such policies, or where there is ambiguity, students should consult with their instructor prior to using AI tools.
- Do not fear. It is already here, unavoidable, and integrated into tools that we currently use (web search, text completion in Word and messaging apps, Siri, google photo, etc.)
- We need to prepare students to navigate practical and ethical situations related to this technology, especially as relates to their careers, since these issues are also at play outside academia and impact social interactions and professional work.
- It is important to identify what constitutes inappropriate and unacceptable use of the tools, understanding that proper use will be context dependent. This applies to administration, faculty, staff, and students.
- You can promote discussion and exchange of ideas and experiences in faculty meetings to increase awareness and learn from each other.
- Consistent with Universal Design, AI can help make classes more accessible, not only to students with special needs, but for everyone.

Policy Guidance

- Preparing to actively engage with, or respond to, this disruptive technology is considered part of course preparation and faculty professional development. As such, workload allocation in SOEs and performance review criteria should recognize efforts related to addressing the technology.
- College- and unit-specific guidance is necessary to define ranges of appropriate syllabus policy statements regarding using Generative AI tools for coursework. Such guidance must be consistent across courses, but flexible enough to allow individual faculty to allow or restrict its use in their courses.
- Guidance on acceptable evidence to support allegations of violation of the Academic Integrity policy is merited. For instance, AI detection tools are not 100% reliable and continue to flag false positives, so results of these tools alone should not be sufficient to convict.
- Guidance on acceptable uses for faculty and staff is also warranted: Is it ok to use AI text generation tools for Report writing? Lesson planning? Organizing? Grant writing? Manuscript preparation? Grading?

Resources:

- Make sure that faculty are aware of the myriad of resources (see Appendix D and LibGuide[5]) that are available to assist with:
    - Learning about Generative AI
    - Leveraging Generative AI in the classroom
    - Using Generative AI in creating lesson plans
    - Creating authentic assessments that
        - are less susceptible to Generative AI subversion,
        - incorporate the use of Generative AI tools.
    - Informing Students

[5] https://libraryguides.nau.edu/AI

Appendix C Recommendations for Instructors

Generative AI is now unavoidable for instructors, as the popularity and ease of access of tools like ChatGPT will likely grow. We offer the following recommendations to continue to prepare for this change:

Awareness

- Start or continue to explore what these AI tools can and can't do, how it presents information related to your course content, and reflect on how students might use this in their learning process. The more aware you are of the tool itself, the better you can understand the products it produces (and the style of language that may indicate a potentially dishonest use of AI).
- Share your plan to use AI with your students, whether you plan on using it to write recommendation letter drafts, initial lesson plans, or other productive uses, as well as if you plan on using AI detection tools to check for any AI-generated writing.
- Encourage students to explore these AI tools and to consider appropriate and inappropriate uses.
- Learn about the tools' strengths and limitations, including how they can be integrated with other technology systems to improve accessibility for individuals with disabilities.
- Log on to a generative AI Chatbot and ask how it works.

Classroom Policies and Syllabi Statements

- Address the intended usage of generative AI tools in your course by including a statement in your syllabus, writing it into your course/classroom policies, and discussing it whenever classroom norms and community guidelines are being set in the beginning of a course. Discuss policies with your unit colleagues to develop a consistent message across courses.
- Consider including a module on AI tools into your Canvas shell. We have recommended updating the information literacy module to include AI tools, although the existing module is generally applicable and highly recommended for consideration in your course.
- Identify for students the types of Ai that is already commonly integrated into software and is generally acceptable to use.

Use During Teaching

- There is no shortage of resources regarding incorporating AI into your teaching, and we have prepared an introductory guide available at LIBGUIDE LINK. Start or continue to explore what these AI tools can and can't do, how it presents information related to your course content, and reflect on how students might use this in their learning process. The more aware you are of the tool itself, the better you can understand the products it produces (and the style of language that may indicate a potentially dishonest use of AI). {duplicative of 'exposure' - maybe modify and make more concise}
- ChatGPT can currently write adequate lesson plans, find resources, offer outlines for essays, give students "peer" feedback, check for passive voice in writing, improve voice recognition accuracy and a lot more. Consider sharing the utility of these tools, both to show students you are aware of the capability of such tools and that you will be checking for AI generated writing, and to encourage responsible use of AI.
- Differentiate between "chatbots" (like the one with Cline Library which is rules-based) and generative AI like ChatGPT which is large language modeling.

Assessing Learning

- You may realize that some of the ways with which you assess learning, as some assignments may allow students to avoid engaging with the learning process. This can be exacerbated by the availability of AI tools. Please review some of the resources provided for Consider reflecting on how your assessments are designed and adapting your learning assessments to promote more authentic engagement with the learning process like activities that require reflection.
- Explicitly incorporate the use of AI in class assignments and activities. You can use this as an opportunity to teach about information literacy, using writing/research tools in ways that are not plagiarism, and other lessons regarding responsible use of AI tools.
    - Encourage Critical Thinking by asking students to evaluate AI produced text and images.
    - Have students craft successively narrowing prompts to focus in on a response that they are looking for.
    - For instructors teaching writing or using longer written assignments, consider Ask students to use ChatGPT or the like to find initial resources, get an initial summary of their topic, etc.
- Continue to review resources like Times Higher Education's "How can we teach and assess with ChatGPT?"

Using AI Detection Tools

- Currently, there are no AI detection tools that are 100% reliable when it comes to checking a student's work for AI generated writing, so consider using these tools as only one part of your investigation into potential academic integrity violations. False positives are common for these tools and could lead to false accusations. Other AI tools commonly used by individuals with disabilities that check for spelling and grammar errors, provide word prediction functions or use voice input, might trigger a false positive.
- Consider sharing in your course which AI detection tools you are using when you suspect a student may be using generative AI to bypass the intended learning activity.

Resources:

- Explore the myriad of resources (see Appendix D and LibGuide[6]) that are available to assist with:
    - Learning about Generative AI
    - Leveraging Generative AI in the classroom
    - Using Generative AI in creating lesson plans
    - Creating authentic assessments that
        - are less susceptible to Generative AI subversion,
        - incorporate the use of Generative AI tools.
- Informing Students

[6] https://libraryguides.nau.edu/AI

Appendix D Sample Resource List

The following list of web links is an incomplete list of resources that the task force identified as part of this work. This list is not intended to be comprehensive, but to rather to provide a sample of references consulted by the team.

Common Resources Provided by Universities	Generative AI & the College Classroom Barnard College	https://cep.barnard.edu/generative-ai-college-classroom
	Generative AI tools and the Impact on Teaching and Learning Northwestern University	https://www.northwestern.edu/provost/faculty-resources/student-and-teaching-resources/generative-ai-tools-and-the-impact-on-teaching-and-learning.html
	What Does Generative Artificial Intelligence Mean for Higher Education? University of Nebraska - Lincoln	https://teaching.unl.edu/resources/strategies-techniques/teaching-technology/ai-higher-ed/
	AI Generative Tools The University of Utah	https://cte.utah.edu/instructor-education/ai-generative-tools.php
	Generative AI: Artificial Intelligence - Large Language Models University of Maine Augusta	https://umalibguides.uma.edu/c.php?g=1292431&p=9490679
	Responding to Generative Artificial Intelligence (AI) Tools George Washington University	https://libguides.gwu.edu/c.php?g=1294883
	Generative Artificial Intelligence in the Classroom University of Toronto	https://teaching.utoronto.ca/resources/generative-artificial-intelligence-in-the-classroom/
	Using generative AI Deakin University	https://deakin.libguides.com/generative-AI
	Generative AI in Higher Ed College of Saint Benedict / Saint John's University	https://guides.csbsju.edu/AI
	Generative AI and ChatGPT Texas A&M University - Texarkana	https://libguides.tamut.edu/AI
General Teaching Advice	ChatGPT Resources for Faculty University of Pittsburgh	https://teaching.pitt.edu/resources/chatgpt-resources-for-faculty/
	What is Chat GPT and GPT-4? Georgetown University	https://cndls.georgetown.edu/ai-composition-tools/
	Artificial Intelligence (AI) and Student Learning University of Wisconsin, Eau Claire	https://libguides.uwec.edu/ai

Syllabi Statements	Course Policies on Using AI Tools Autumn Caines	https://docs.google.com/document/d/1W2t5rFKRDdhdLSFL4xE5ZWljKOP6fF27eksSpbDQ7go/edit
	Syllabus Statement Academic Integrity and Artificial Intelligence Jill Hogan	https://www.depts.ttu.edu/tlpdc/JillHogan_AISyllabusStatement.pdf
	Guidance on AI/ChatGPT Princeton University	https://mcgraw.princeton.edu/guidance-aichatgpt
	Sample syllabus statements regarding AI and Chat GPT Bryant University	https://cte.bryant.edu/sample-syllabus-statements-regarding-ai-and-chat-gpt%EF%BF%BC/
	AI in Coursework Southern Connecticut State University	https://inside.southernct.edu/faculty-development/syllabus-statements/ai-in-coursework
Using Generative AI to teach about mis/disinformation	If ChatGPT doesn't get a better grasp of facts, nothing else matters Harry McCracken, Fast Company	https://www.fastcompany.com/90833017/openai-chatgpt-accuracy-gpt-4
	Understanding AI Writing Tools and their Uses for Teaching and Learning at UC Berkeley	https://teaching.berkeley.edu/understanding-ai-writing-tools-and-their-uses-teaching-and-learning-uc-berkeley#openberkeley-collapsible-container-3-target
	CFP for TextGenEd: Teaching with Text Generation Technologies Vee, Laquintano & Schnitzler	https://wac.colostate.edu/repository/collections/cfp-textgened/
Classroom Policies	Classroom Policies for AI Generative Tools Lance Eaton	https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit
AI Plagiarism Detection Tool Implementations	Detect GPT: Zero-Shot Machine-Generated Text Detection using Probability Curvature Mitchell, Lee, Khazatski, Manning and Finn	https://arxiv.org/pdf/2301.11305v1.pdf
	Human Writer or AI? Scholars Build a Detection Tool Katherine Miller	https://hai.stanford.edu/news/human-writer-or-ai-scholars-build-detection-tool
	AI Detection Tools University of Wisconsin at Eau Claire	https://libguides.uwec.edu/c.php?g=1293898&p=9520773
	CTL's Evolving Guidelines for Dealing with ChatGPT Brandeis University	https://www.brandeis.edu/teaching/chatgpt-ai/chatgpt.html#:~:text=5.%20Regarding%20AI%20detection%20tools%3A
Generative AI for Students	Survey: Over Half of US College Students Say Using ChatGPT for Schoolwork is Plagiarism Eurdera News	https://erudera.com/news/survey-over-half-of-us-college-students-say-using-chatgpt-for-schoolwork-is-plagiarism/