




# **DIRECTING THE ETHICAL LANDSCAPE:**

**CHALLENGES IN ADDRESSING  
THE ETHICAL USAGE OF  
GENERATIVE ARTIFICIAL  
INTELLIGENCE (AI) AND  
ACADEMIC DISHONESTY**



**CHATGPT/ARTIFICIAL  
INTELLIGENCE TASK  
FORCE**  
**MIDYEAR REPORT**

**HAMPTON UNIVERSITY  
WEDNESDAY, JANUARY 3,  
2024**

# CHATGPT/ARTIFICIAL INTELLIGENCE TASK FORCE

| <b>CO-CHAIRS:</b>                                  | <b>Stevie Watson<br/>(Marketing)</b>               | <b>Thomasena Wicker<br/>(Nursing)</b>            |
|--|--|--|
| Brian Aufderheide<br>(Chemical Engineering)        | Chutima Boonthum-<br>Denecke (Computer<br>Science) | Daryl Dance<br>(English & Foreign<br>Languages)  |
| Demetris Geddis<br>(Electrical & Computer<br>Eng.) | Oliver Jones<br>(Entrepreneurship)                 | Carlton Long<br>(Honors College)                 |
| Robert Loughman<br>(Atmospheric Sciences)          | Sharad Maheshwari<br>(Business Administration)     | Jeana Muhammad<br>(Computer Science)             |
| Patrice Perkins<br>(Psychology)                    | Catherine Porter<br>(Political Science)            | James Richie<br>(English & Foreign<br>Languages) |

# MEETINGS

- During the Fall 2023 Semester, the ChatGPT/AI Task Force held one-hour meetings\* on the following dates.
    - Friday, September 15, 2023
    - Friday, September 29, 2023
    - Friday, October 13, 2023
    - Friday, October 27, 2023
    - Friday, November 10, 2023
    - Friday, December 1, 2023
  - For meetings to be official, a quorum consisting of a simple majority of Task Force members including at least the Chair and/or Co-Chair (nine out of seventeen) must be present.
  - Robert's Rules of Order employed to run meetings and to create an order of business at meetings.
- \* All meetings were held from 4:00pm to 5:00pm EST in 208 Buckman Hall. Attendance taken at all meetings.

## PURPOSE & CHARGE TO THE TASK FORCE

- The purpose of the ChatGPT/Artificial Intelligence (AI) Task Force at Hampton University (HU) is to:
  - Review the current literature regarding the impact of ChatGPT/AI tools on the teaching learning process in higher education; and
  - To determine if HU should allow the use of these tools in the classroom.
- To be more specific:
  - Should AI be banned?
  - Are students ready for ChatGPT/AI?
  - Will it be embraced fully?
  - If it is embraced, what policies should be enacted to guide the use of ChatGPT and AI tools in the teaching learning process?

# SAMPLE OF SHARED WEBSITES, READINGS, AND MATERIALS WITH TASK FORCE

- **Aurora University | ChatGPT, AI & Implications for Higher Education (Cheating & Plagiarism)**  
<https://libguides.aurora.edu/c.php?g=1294235&p=9542862>
- **Edward Schiappa and Nick Montfort (2023), “Advice Concerning the Increase in AI-Assisted Writing”, January 10.** [https://nickm.com/schiappa\\_montfort/ai\\_advice\\_2023-01-10.pdf](https://nickm.com/schiappa_montfort/ai_advice_2023-01-10.pdf)
- **Santa Fe Community College | Faculty Help: ChatGPT Comprehensive Resource Guide: Syllabus Statements & Course Policies**  
<https://libraryhelp.sfcc.edu/Chat-GPT/syllabus-statements-course-policies>
- **Seton Hall University | Generative AI: Resources for Faculty**  
<https://www.shu.edu/faculty-development/generative-ai-resources-for-faculty.html>
- The Economist (2023), “Meet Ernie, China’s Answer to ChatGPT”, September 3. <https://www.economist.com/business/2023/09/03/meet-ernie-chinas-answer-to-chatgpt?>
- **University of Illinois Springfield | AI Policies, Accessibility Tools, Proctoring Updates & OLC Webinars (Center for Online Learning, Research, and Service)** <https://www.uis.edu/news/ai-policies-accessibility-tools-proctoring-updates-olc-webinars>
- **University of Oregon | Office of the Provost: Teaching Support and Innovation (Teaching and Generative AI)**  
<https://teaching.uoregon.edu/teaching-and-generative-ai>

# SAMPLE OF SHARED WEBSITES, READINGS, AND MATERIALS WITH TASK FORCE

- **Jack Caulfield (2023), “University Policies on AI Writing Tools I Overview & List”, Scribbr, April 24.** <https://www.scribbr.com/ai-tools/chatgpt-university-policies/>; <https://docs.google.com/spreadsheets/d/1S0MgQdZT0H8kWFvD8-44LCf-Bn5lsm2N48WWpYHzg0/view?usp=sharing>
- **Harvard Online | The Future of Generative AI: Expert Insights and Predictions (April 11, 2023)**  
<https://www.harvardonline.harvard.edu/blog/future-generative-ai>
- **MIT | Teaching + Learning Lab**
  - <https://tll.mit.edu/teaching-in-the-artificial-intelligence-age-of-chatgpt/>
  - <https://tll.mit.edu/teaching-learning-with-chatgpt-opportunity-or-quagmire-part-iii/>
  - <https://tll.mit.edu/teaching-learning-with-chatgpt-opportunity-or-quagmire-part-ii/>
  - <https://tll.mit.edu/teaching-learning-with-chatgpt-opportunity-or-quagmire/>
- **University of Houston | Writing Center (Faculty Resources for ChatGPT & AI Writing Programs)**  
<https://uh.edu/writing-center/resources/>
- **University of Michigan’s Center for Research on Learning & Teaching (2023), “ChatGPT: Implications for Teaching and Student Learning”, January 9.** <https://crlt.umich.edu/blog/chatgpt-implications-teaching-and-student-learning>
- **University of Michigan Online | ChatGPT Teach-Out**  
<https://online.umich.edu/courses/chatgpt-teach-out/>

# SAMPLE OF SHARED WEBSITES, READINGS, AND MATERIALS WITH TASK FORCE

- **Ashley Abramson (2023)**, “How to Use ChatGPT as a Learning Tool”, *Monitor on Psychology*, 54(4), 67. <https://www.apa.org/monitor/2023/06/chatgpt-learning-tool>
- **Oguz A. Acar (2023)**, “4 Key Skills Students Need to Harness Generative AI”, *Harvard Business Publishing Education | The Faculty Lounge*, June 20. <https://he.hbsp.harvard.edu/2023-06-20-the-faculty-lounge.html>
- **Alexa Boschini (2023)**, “A Brave New World”, *Elon University | Today at Elon Magazine*, August 11. <https://www.elon.edu/u/news/2023/08/11/a-brave-new-world/>
- **Derek Bruff (2022)**, “Three Things to Know about AI Tools and Teaching”, *Agile Learning Blog*, December 20. <https://derekbruff.org/?p=3970>
- **Sarah Gallaher (2023)**, “Baylor’s ChatGPT Policy Results in Divided Opinions Among Faculty, Students”, *Baylor Lariat*, August 22. <https://baylorlariat.com/2023/08/22/baylors-chatgpt-policy-results-in-divided-opinions-among-faculty-students/>
- **Curt Gresseth (2023)**, “ChatGPT: Plagiarism Super-Tool for Students or AI Brainstorming Generator?” *KSL News Radio 102.7 FM*. <https://kslnewsradio.com/1982846/chatgpt-plagiarism-super-tool-for-students-or-ai-brainstorming-generator/>
- **Beth McMurtrie (2023)**, “Teaching: What You Can Learn From Students About ChatGPT”, *The Chronicle of Higher Education*, March 30. <https://www.chronicle.com/newsletter/teaching/2023-03-30?>

# SAMPLE OF SHARED WEBSITES, READINGS, AND MATERIALS WITH TASK FORCE

- **Chloe Appleby (2023), “Will Colleges Ban ChatGPT?” BestColleges, March 7.** <https://www.bestcolleges.com/news/will-colleges-ban-chatgpt/>
- Evan Castillo (2023), “These Schools and Colleges Have Banned Chat GPT and Similar AI Tools”, BestColleges, March 27. <https://www.bestcolleges.com/news/schools-colleges-banned-chat-gpt-similar-ai-tools/>
- Cole Claybourn (2023), “ChatGPT in Classrooms: What to Know”, U.S. News & World Report, January 18. <https://www.usnews.com/education/best-high-schools/articles/chatgpt-in-classrooms-what-to-know>
- Mary Louise Kelly (2023), “Everybody Is Cheating: Why This Teacher Has Adopted an Open ChatGPT Policy”, *NPR*, January 26. <https://www.npr.org/2023/01/26/1151499213/chatgpt-ai-education-cheating-classroom-wharton-school>
- **Jane Nam (2023), “56% of College Students Have Used AI on Assignments or Exams”, BestColleges, November 22.** <https://www.bestcolleges.com/research/most-college-students-have-used-ai-survey/>
- **Jana Seal (2023), “With the Rise of ChatGPT, SU Professors Navigate Its Role in the Classroom”, *The Daily Orange | Syracuse University*, February 2.** <http://www2.dailyorange.com/2023/02/chatgpt-rise-syracuse-university-professors-navigate-classroom-role/>
- Rashi Shrivastava (2022), “Teachers Fear ChatGPT Will Make Cheating Easier Than Ever”, *Forbes*, December 12. <https://www.forbes.com/sites/rashishrivastava/2022/12/12/teachers-fear-chatgpt-will-make-cheating-easier-than-ever/>



# SAMPLE OF SHARED WEBSITES, READINGS, AND MATERIALS WITH TASK FORCE

- Sofia Barnett (2023), “ChatGPT Is Making Universities Rethink Plagiarism”, *Wired*, January 30. <https://www.wired.com/story/chatgpt-college-university-plagiarism/>
- **Susan D’Agostino (2023), “Designing Assignments in the ChatGPT Era”, *Inside Higher Ed*, January 30.** <https://www.insidehighered.com/news/2023/01/31/chatgpt-sparks-debate-how-design-student-assignments-now>
- **Susan D’Agostino (2023), “ChatGPT Advice Academics Can Use Now”, *Inside Higher Ed*, January 11.** <https://www.insidehighered.com/news/2023/01/12/academic-experts-offer-advice-chatgpt>
- Education Advisory Board (2023), “AI and the Future of Higher Ed: What Every Cabinet Leader Needs to Know”, September 27. <https://pages.eab.com/AI-and-the-Future-of-Higher-Ed.html?>
- Arianna Johnson (2023), “ChatGPT in Schools: Here’s Where It’s Banned—And How It Could Potentially Help Students”, *Forbes*, January 18. <https://www.forbes.com/sites/ariannajohnson/2023/01/18/chatgpt-in-schools-heres-where-its-banned-and-how-it-could-potentially-help-students/?sh=37a887106e2c>
- Kate O’Neill and Dr. Vaughn Calhoun (2023), “AI and How to Prepare Students for Careers That Don’t Exist”, *NSLS Webinar*, September 19. [https://insidehighered.zoom.us/webinar/register/WN\\_Nw2SmnW6QhWFvivG1xi1hQ?utm\\_campaign=23Q3-MKT-PD-Webinar#/registration](https://insidehighered.zoom.us/webinar/register/WN_Nw2SmnW6QhWFvivG1xi1hQ?utm_campaign=23Q3-MKT-PD-Webinar#/registration)
- **Yale University | Poorvu Center for Teaching and Learning (AI Guidance)** <https://poorvucenter.yale.edu/AIguidance>

# SAMPLE OF SHARED WEBSITES, READINGS, AND MATERIALS WITH TASK FORCE

- Mark Allen Cu and Sebastian Hochman (2023), “Scores of Stanford Students Used ChatGPT on Final Exams, Survey Suggests”, *The Stanford Daily*, January 22. <https://stanforddaily.com/2023/01/22/scores-of-stanford-students-used-chatgpt-on-final-exams-survey-suggests/>
- Mark J. Drozdowski (2023), “Is ChatGPT Good or Bad for Higher Ed?” *BestColleges*, January 26. <https://www.bestcolleges.com/news/analysis/is-chatgpt-good-or-bad-for-higher-ed/>
- Jim Mandelaro (2023), “How Will AI Chatbots Like ChatGPT Affect Higher Education?” *University of Rochester-News Center*, February 27. <https://www.rochester.edu/newscenter/chatgpt-artificial-intelligence-ai-chatbots-education-551522/>
- Alex Mitchell (2022), “Professor Catches Student Cheating with ChatGPT: I Feel Abject Terror”, *New York Post*, December 26. <https://nypost.com/2022/12/26/students-using-chatgpt-to-cheat-professor-warns/>
- Scott Pelley (2023), “Godfather of Artificial Intelligence Geoffrey Hinton on the Promise, Risks of Advanced AI”, *CBS News | 60 Minutes*, October 8. <https://www.cbsnews.com/news/geoffrey-hinton-ai-dangers-60-minutes-transcript/>
- **Science Friday, (2023) “How A University Is Adjusting One Year After ChatGPT”, November 13.** <https://podcasts.apple.com/us/podcast/science-friday/id73329284?i=1000634694100>
- Lyss Welding (2023), “Half of College Students Say Using AI on Schoolwork Is Cheating or Plagiarism”, *BestColleges*, March 17. <https://www.bestcolleges.com/research/college-students-ai-tools-survey/>

# SAMPLE OF SHARED WEBSITES, READINGS, AND MATERIALS WITH TASK FORCE

- **MLA Style Center | How Do I Cite Generative AI in MLA Style?**  
<https://style.mla.org/citing-generative-ai/>
- Ethan Mollick and Lilach Mollick (2023), “Why All Our Classes Suddenly Became AI Classes”, *Harvard Business Publishing Education*, February 8. <https://hbsp.harvard.edu/inspiring-minds/why-all-our-classes-suddenly-became-ai-classes?>
- Ethan Mollick and Lilach Mollick (2023), “Let ChatGPT Be Your Teaching Assistant”, *Harvard Business Publishing Education*, April 26. <https://hbsp.harvard.edu/inspiring-minds/let-chatgpt-be-your-teaching-assistant?>
- Ethan Mollick and Lilach Mollick (2023), “Student Use Cases for AI”, *Harvard Business Publishing Education*, September 25. <https://hbsp.harvard.edu/inspiring-minds/student-use-cases-for-ai?>
- Martine Peters (2023), “Stop Focusing on Plagiarism, Even Though ChatGPT Is Here”, *Harvard Business Publishing Education*, September 13. <https://hbsp.harvard.edu/inspiring-minds/stop-focusing-on-plagiarism-even-though-chatgpt-is-here?>
- Kevin Roose (2023), “How Schools Can Survive (and Maybe Even Thrive) With A.I. This Fall”, *The New York Times*, August 23. <https://www.nytimes.com/2023/08/24/technology/how-schools-can-survive-and-maybe-even-thrive-with-ai-this-fall.html>
- Natasha Singer (2023), “How Teachers and Students Feel About A.I.”, *The New York Times*, August 24. <https://www.nytimes.com/2023/08/24/technology/how-teachers-and-students-feel-about-ai.html>

# LITERATURE REVIEW: WHAT IS ARTIFICIAL INTELLIGENCE (AI)?

- **Coursera (2023), “What Is Artificial Intelligence? Definition, Uses, and Types”, November 29.** <https://www.coursera.org/articles/what-is-artificial-intelligence>
  - **Artificial intelligence (AI) is the theory and development of computer systems capable of performing tasks that historically required human intelligence, such as recognizing speech, making decisions, and identifying patterns.**
  - AI is an umbrella term that encompasses a wide variety of technologies, including machine learning, deep learning, and natural language processing (NLP).
  - At the simplest level, machine learning uses algorithms trained on data sets to create machine learning models that allow computer systems to perform tasks like making song recommendations or translating text from one language to another.
  - **Some of the most common examples of AI in use today include, but are not limited to, the following:**
    - **ChatGPT:** Uses large language models (LLMs) to generate text in response to questions or comments posed to it.
    - **Google Translate:** Uses deep learning algorithms to translate text from one language to another.

# LITERATURE REVIEW: GENERATIVE AI VERSUS TRADITIONAL AI

- **Bernard Marr (2023), “The Difference Between Generative AI and Traditional AI: An Easy Explanation for Anyone”, *Forbes*, July 24.** <https://www.forbes.com/sites/bernardmarr/2023/07/24/the-difference-between-generative-ai-and-traditional-ai-an-easy-explanation-for-anyone/>
- **Generative AI can be thought of as the next generation of artificial intelligence. It is a form of AI that can create something new from a piece of information that you give it.**
- Generative AI is like an imaginative friend who can produce original, creative content. Today’s generative AI can not only create text outputs, but also images, music, and even computer code.
- Generative AI models are trained on a set of data and learn the underlying patterns to generate new data that mirrors the training set.
- GPT-4, OpenAI’s language prediction model, is trained on vast swathes of the Internet and can produce human-like text that is almost indistinguishable from text written by a person.

# LITERATURE REVIEW: TYPES OF GENERATIVE AI

## ■ Deakin University Library | Using Generative AI: Types of Generative AI

<https://deakin.libguides.com/generative-AI/types>

### ■ *Text content creation*

- Involves consuming large amounts of text from books, articles, and websites, then analyzing the text to find patterns and relationships in human language. Once it is trained, it can create new text based on an understanding of human language.
- It can produce essays, blogs, scripts, news articles, reflective statements, and poetry. Examples include ChatGPT (<https://openai.com/blog/chatgpt>) and Perplexity AI (<https://www.perplexity.ai/>).

### ■ *Image content creation*

- Leans through analyzing datasets of images with captions or text descriptions. Thus, if it knows what two different concepts are, it can merge those concepts together when prompted to create a new image.
- Examples include Dall.E.2 (<https://openai.com/dall-e-2>), Midjourney, (<https://www.midjourney.com/home>), and Stable Diffusion (<https://stablediffusionweb.com/>).

# LITERATURE REVIEW: TYPES OF GENERATIVE AI

## ■ Deakin University Library | Using Generative AI: Types of Generative AI

<https://deakin.libguides.com/generative-AI/types>

### ■ *Coding creation*

- Learning to code is similar to learning a language. Commonly generative AI is exposed to large datasets of open access code in a variety of program languages (e.g., Python, Java, etc.).
- Through this exposure it can find common patterns, practices and structures within program languages.
- This leads to generative AI being used to write and improve code in a variety of ways, such as: Create code from scratch; Predict the code you are creating; Review code you have created and find errors.
- Examples include ChatGPT (<https://openai.com/blog/chatgpt>), CodeT5 (<https://github.com/salesforce/CodeT5>) & Tabnine (<https://www.tabnine.com/>).

### ■ *Video creation*

- Some generative AI video programs have harvested existing videos to learn how to create new ones. Others have been trained on how to use video editing software, so they can add captions, transitions, and animations to a video that you have created.
- Examples include Gen-1 Runway (<https://research.runwayml.com/gen1>) and Invideo (<https://invideo.io/>).

# LITERATURE REVIEW: TYPES OF GENERATIVE AI

- **Deakin University Library | Using Generative AI: Types of Generative AI**

<https://deakin.libguides.com/generative-AI/types>

- ***Sound content creation***

- AI music generators analyze music tracks and metadata to identify patterns and features in particular music genres. They have also been trained on lyrics associated with songs. Examples include AIVA (<https://www.aiva.ai/>), Murf.ai (<https://murf.ai/>), and Soundful (<https://soundful.com/>).

- ***Research discovery and explanation generation***

- There are many generative AI tools that can automate parts of the research process and make long, complex texts easier to decipher.
- This type of AI often analyzes research papers that users upload to extract key information or summarize a paper.
- Examples include Elicit (<https://elicit.com/>), Scite (<https://scite.ai/>), and Enago Read (formerly called RAxter; <https://www.read.enago.com/>)



# KEY READINGS: GENERATIVE AI IN HIGHER EDUCATION

- **Kevin Yee, Kirby Whittington, Erin Doggette, and Laurie Uttich (2023), “ChatGPT Assignments to Use in Your Classroom Today”, UCF Created OER Works: 8.** <https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1097&context=oer>
  - **ChatGPT and several of its competitors are part of a branch of AI called “generative” AI, which is a category of software that generates an output after having learned common patterns and structures.**
  - The category includes not only text but also images and even video.
  - Those that focus on text are called Large Language Models (LLMs). LLMs can generate text; they absorb billions or even trillions of pages of text.
  - This could include parts of the Internet, published books, academic articles, and almost any printed and digital material.
  - **LLMs like ChatGPT are essentially word predictors. ChatGPT can generate answers, but it is not always an accurate answer-generator.**
  - **ChatGPT makes it easy for students to copy/paste multiple-choice questions from online tests and obtain answers.**
  - **It makes it equally simple to get essay ideas, essay outlines, and even entire essays, giving rise to a temptation to cheat and submit ChatGPT’s output as one’s own work.**

# KEY READINGS: GENERATIVE AI IN HIGHER EDUCATION

- **Kevin Yee, Kirby Whittington, Erin Doggette, and Laurie Uttich (2023), “ChatGPT Assignments to Use in Your Classroom Today”, UCF Created OER Works: 8.** <https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1097&context=oer>
  - **Teachers and faculty everywhere need to adopt a mindset that acknowledges the availability of AI and the likelihood that students will use it.**
  - **It is unreasonable to expect students to resist a tool that can do the exact assignment for them, especially when it is free, easily accessible, and difficult for teachers to detect.**
  - **Therefore, we need to teach students different skills related to using artificial intelligence, rather than avoiding it.**
  - **Students have long had access to assistance.**
    - Calculators assist in math functions. Current websites will create graphs of complex formulas, while others can assist with finding areas of irregular shapes.
    - The assistance continuum extends to writing as well (e.g., brainstorming, peer editing, spellcheck, and virtual grammar checkers).
  - **Perhaps the time has come for us to progress further along that continuum and accept that machine assistance is not just possible but even desirable in the ideation and initial drafting phases of writing.**

# KEY READINGS: GENERATIVE AI IN HIGHER EDUCATION

- **Mary Osborne (2023), “Curious About ChatGPT: Exploring the Use of AI in Education”, *The SAS Data Science Blog*, March 6.**  
<https://blogs.sas.com/content/subconsciousmusings/2023/03/06/curious-about-chatgpt-2/>
  - **AI is here to stay. As educators, we have a responsibility to help our students understand the pros and perils of all available technology.**
  - We are not yet at a point where any of us, student or otherwise, should trust AI to do all the work for us, but it can be a remarkably useful tool given the right set of circumstances.
  - **Instead of being quick to ban technologies, we should view this as a unique opportunity to influence the future of AI and the next generation of users.**
- **Coursera (2023), “What Is Generative AI? Definition, Applications, and Impact”, November 29.** <https://www.coursera.org/articles/what-is-generative-ai>
  - **Generative AI’s popularity is accompanied by concerns of ethics, misuse, and quality control. Since it is trained on existing sources, including those that are unverified on the Internet, generative AI can provide misleading, inaccurate, and fake information.**
  - **University students might use generators like ChatGPT to plagiarize or generate essays.**
  - **Content creators may be accused of stealing from original artists.**

# KEY READINGS: GENERATIVE AI IN HIGHER EDUCATION

- **University of Oregon | Office of the Provost: Teaching Support & Innovation – Teaching and Generative AI**  
<https://teaching.uoregon.edu/teaching-and-generative-ai>
  - Generative AI (GenAI) systems such as ChatGPT, Bard, Stable Diffusion, and DALL-E2 are digital tools that generate content based on prompts provided by users.
  - Given a user prompt a GenAI tool uses algorithms to learn patterns from existing data sets (such as internet databases) and then produces new content – often in a matter of seconds.
  - Designers have created GenAI systems that can generate natural language text, computer code, images, video, audio, and 3D models.
  - **Several hundred GenAI systems are now available, including tools that assist with scholarly research** (e.g., ResearchRabbit, Semantic Scholar, Consensus).  
<https://blogs.uoregon.edu/artificialintelligence/ai-software/>
  - **Like any tool students might use to engage in the work of a course** (i.e., library books, research databases, internet search engines) **GenAI systems offer opportunities for students to learn important skills, such as creativity, critical thinking, ethical decision-making, and discerning use of resources.**
  - **In addition to recommending a GenAI course policy on the syllabus and explicit details about GenAI use in assignment introductions, instructors are encouraged to talk explicitly with students about the rationale for their policy and expectations.**

# KEY READINGS: GENERATIVE AI IN HIGHER EDUCATION

- **University of Oregon “Green Cities” | Artificial Intelligence** <https://blogs.uoregon.edu/artificialintelligence/ai-software/>
  - Large Language Models / Chatbots (Examples)
    - Andi <https://andisearch.com/about/>
    - Bard <https://bard.google.com/>
    - ChatGPT <https://openai.com/blog/chatgpt>
      - Stands for chatbot generative pre-trained transformer. The chatbot’s foundation is the GPT large language model (LLM), a computer algorithm that processes natural language inputs and predicts the next word based on what it’s already seen until the answer is complete (Mearian 2023). Lucas Mearian (2023), “What Are LLMs, and How Are They Used in Generative AI?” ComputerWorld, May 30. <https://www.computerworld.com/article/3697649/what-are-large-language-models-and-how-are-they-used-in-generative-ai.html>
    - ChatGPT 4 <https://openai.com/gpt-4>
    - Ernie Bot <https://yiyan.baidu.com/welcome>
      - China’s leading artificial intelligence (AI) chatbot.
    - Perplexity AI (<https://www.perplexity.ai/>)
    - Prompt Genie <https://www.prompt-genie.com/>
    - TextSynth (<https://textsynth.com/index.html>)
    - WriteSonic <https://writesonic.com/>
    - YouChat <https://about.you.com/youchat/>

# KEY READINGS: GENERATIVE AI IN HIGHER EDUCATION

- **Jack Caulfield (2023), “University Policies on AI Writing Tools I Overview & List”, *Scribbr*, April 24.** <https://www.scribbr.com/ai-tools/chatgpt-university-policies/>;
  - Researched the current guidelines of 100 top universities on how they respond to AI writing tools like ChatGPT.
  - Findings suggest that most do not have definitive guidelines yet and that individual instructors ultimately decide what’s allowed in their classes.
  - Even when there is a default AI policy in place, individual instructors have the freedom to depart from it and decide what’s allowed in their classes.
  - Specifically found four responses to AI writing tools from universities.
    - At 27% of universities, there seem to be no clear guidance or policy so far.
    - At 51% of universities, individual instructors decide their own policy for now.
    - At 18% of universities, tools are banned by default unless instructors say otherwise.
    - At 4% of universities, the tools are allowed (with citation) unless instructors prohibit them.
  - The resources currently available from universities are mainly guidelines for instructors, not official policies.
  - The main approaches that instructors might decide on are:
    1. Banning the use of AI writing tools for assignments.
    2. Allowing AI writing tools in some cases (e.g., only for research not writing).
    3. Allowing AI writing tools generally, when appropriately cited.

# KEY READINGS: POTENTIAL RISKS & OPPORTUNITIES | GENERATIVE AI IN HIGHER EDUCATION

- **Eoghan Ryan (2023), “Is ChatGPT Safe? Quick Guide & Tips”, Scribbr, May 22.** <https://www.scribbr.com/ai-tools/chatgpt-safety/>
- Some potential risks of using ChatGPT include:
  - **Data breaches:** Can occur due to security vulnerabilities, bugs, etc.
  - **Inputting sensitive information:** User inputs are generally saved by ChatGPT to train future models. Thus, it is important not to upload sensitive information.
  - **Inaccurate information and biases:** ChatGPT is not always trustworthy, and its outputs sometimes contain incorrect answers or biased information. Acting on or publishing such information may result in negative consequences. ALWAYS VERIFY THE ACCURACY OF CHATGPT RESPONSES AGAINST A CREDIBLE SOURCE.
  - **Plagiarism:** Passing off AI-generated text as your own work may be considered plagiarism in some contexts. An AI detector may be used to detect this offense.
  - Only use ChatGPT through the OpenAI website or official app: Currently available on IOS devices or the official website. DO NOT RISK DOWNLOADING FRAUDULENT OR MALICIOUS SOFTWARE.

# KEY READINGS: POTENTIAL RISKS & OPPORTUNITIES | GENERATIVE AI IN HIGHER EDUCATION

- **Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D. E., Thierry-Aguilera, R., & Gerardou, F. S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences*, 13(9), 856.**

<https://repository.falmouth.ac.uk/5080/1/education-13-00856.pdf>

- Given its advanced generative skills, one of the major concerns in higher education is that ChatGPT can be used to reply to exam questions, write assignments and draft academic essays without being easily detected by current versions of anti-plagiarism software.
- **Responses from higher education institutions (HEIs) to this emerging threat to academic integrity have been varied and fragmented, ranging from those that have rushed to implement full bans on the use of ChatGPT to others who have started to embrace it by publishing student guidance on how to engage with AI effectively and ethically.**
- Nevertheless, most of the information provided by HEIs to students so far has been unclear or lacking in detail regarding the specific circumstances in which the use of ChatGPT is allowed or considered acceptable.
- However, what is evident is that **most HEIs are currently in the process of reviewing their policies around the use of ChatGPT and its implications for academic integrity.**



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- **Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D. E., Thierry-Aguilera, R., & Gerardou, F. S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences*, 13(9), 856.**

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- ***Key issues with ChatGPT in education include:***

- Accuracy and reliability pertaining to relying on biased data;
- Limited up-to-date knowledge (i.e., training stopped in 2021)
- Generating incorrect/fake information (e.g., providing fictitious references);
- Risk of overreliance on ChatGPT could negatively impact students' critical thinking and problem-solving skills;
- Evidence suggesting that essays generated by ChatGPT can bypass conventional plagiarism detectors; and
- ChatGPT can successfully pass graduate-level exams, which could make some types of assessments obsolete.
- Students should be educated about proper citation practices, originality of work, and the ethical use of AI tools
- AI models can inadvertently perpetuate biases present in training data.

# KEY READINGS: POTENTIAL RISKS & OPPORTUNITIES | GENERATIVE AI IN HIGHER EDUCATION

- **Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D. E., Thierry-Aguilera, R., & Gerardou, F. S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences*, 13(9), 856.**

<https://repository.falmouth.ac.uk/5080/1/education-13-00856.pdf>

- ***Opportunities posed by ChatGPT in education include:***
  - Can be used as a tool to generate answers to theory-based questions and generate initial ideas for essays, but students should be mindful of the need to examine the credibility of generated responses.
  - Given its advanced conversational skills, ChatGPT can also provide formative feedback on essays and become a tutoring system by stimulating critical thinking and debates among students.
  - The language editing and translation skills of ChatGPT can also contribute towards increased equity in education by somewhat leveling the playing field for students from non-English speaking backgrounds.
  - Can be used to enrich a reflective teaching practice by testing existing assessment methods to validate their scope, design, and capabilities beyond the possible use of GenAI, challenging academics to develop AI proof assessments as a result.

# KEY READINGS: POTENTIAL RISKS & OPPORTUNITIES | GENERATIVE AI IN HIGHER EDUCATION

- **Farrelly, T., & Baker, N. (2023). Generative artificial intelligence: Implications and considerations for higher education practice. *Education Sciences*, 13(11), 1109.**

<https://www.mdpi.com/2227-7102/13/11/1109>

- While ChatGPT has come to overwhelmingly dominate the early narrative about Generative AI, there are many other equally, if not more, capable models (Perplexity ai, BLOOM, ChatSonic, Claude, Bard, Whisper, Jasper Chat to name just a few).
- While there are many in higher education that welcome and embrace the opportunities presented by AI, we are at the same time being presented with warnings that academic integrity and contemporary understanding of disciplinary knowledge are under attack.
- We hear the call to arms that written assessments as we know them are, or will become, redundant and that a return to traditional pen and paper exams is the only way to ensure a return to order and integrity in higher education assessments.
- However, the researchers argue that returning to past practices that were more secure but less reliable or valid as an assessment strategy would ultimately serve students poorly in preparation for a world where Generative AI tools will be woven through all aspects of their life and work.

# KEY READINGS: POTENTIAL RISKS & OPPORTUNITIES | GENERATIVE AI IN HIGHER EDUCATION

- **Baek, C., Tate, T., & Warschauer, M. (2023). “ChatGPT Seems Too Good to be True”: College Students’ Use and Perceptions of Generative AI.** <https://osf.io/6tjpk/download>
  - ChatGPT can support the writing process of those who may need extra help, such as non-native English speakers and those with language disabilities.
  - Generative AI offers powerful affordances for education including providing immediate and personalized feedback to students, automating laborious tasks, aiding in problem-solving activities, and facilitating brainstorming.
- **Lambert, J., & Stevens, M. (2023). ChatGPT and generative AI technology: A mixed bag of concerns and new opportunities. Computers in the Schools, 1-25.** <https://www.tandfonline.com/doi/abs/10.1080/07380569.2023.2256710>
  - Despite its newfound popularity and capabilities, ChatGPT is fraught with concerns such as cheating, misinformation, bias, abuse and misuse, and privacy and safety.
  - On the other hand, the integration of ChatGPT in the classroom prompts us to envision better ways of providing instruction and assessment of writing skills. ChatGPT also provides unparalleled approaches for personalized learning.
  - **As educators, we must consider and deal with the serious concerns of using ChatGPT but simultaneously explore how this AI technology can enhance and extend current methods of instruction.**

# CHATGPT AND AI TASKFORCE: COLLABORATIVE RESPONSE TO CHARGE

## ■ Should AI Be Banned?

- Unanimous no among the 14 Task Force members in attendance who voted.
- Comments included: “I don’t think that AI should be banned.”; “The creator should use every tool available in any way possible, as long as ideas are not stolen, and creative work is not plagiarized.”; “No, it should not be banned but regulated.”

## ■ Are Students Capable/Ready for ChatGPT/AI?

- Responses varied. Examples included the following:
  - “Students are currently using AI in the academic setting.”
  - “AI is already widely used (indeed encouraged) by students to check their grammar and spelling.”
  - “No. Students need proper guidance on the definitions of plagiarism and some level of ethics and integrity training/workshop.”
  - “No. Need training. Generative AI for everyone.” <https://www.deeplearning.ai/courses/generative-ai-for-everyone/>
- Yes, engineering students are already using ChatGPT for technical work and interview prep.

# CHATGPT AND AI TASKFORCE: COLLABORATIVE RESPONSE TO CHARGE

- **Are Students Ethically Ready for ChatGPT/AI?**
  - Unanimous no among the 14 Task Force members in attendance who voted.
  - However, students can be ethically ready with training.
- **Will It Be Fully Embraced?**
  - Responses varied. Comments included the following:
    - “It depends on the person using it.”
    - “Use of the personal essay as a way to teach writing is probably going to become a thing of the past.”
    - “Embrace holds too strong of a connotation. I think it should be available and its ethical uses encouraged or explored, but not fully integrated into every academic activity.”
    - “No, because it is not fully understood and is not 100% accurate.”
  - Will faculty fully embrace it? 12 No; 2 Yes
  - Will students fully embrace it? 4 No; 9 Yes; 1 Abstain

# CHATGPT AND AI TASKFORCE: COLLABORATIVE RESPONSE TO CHARGE

- **If It Is Embraced, What Policies Should Be Enacted to Guide the Use of Generative Software Tools in the Teaching/Learning Process?**
  - Comments included the following:
    - “A list of best practices for professors.”
    - “Prohibiting students from using ChatGPT/AI to generate their work.”
    - “Current policies cover the nefarious use of any tool in education.”
    - “Add specific language to their syllabi outlawing plagiarism from any source.”
    - “There should be no further policy enforcement on students; the current code of conduct already covers plagiarism. At most, there should be an addendum to the plagiarism policy to include the prohibition of the use of generative AI to create some or all of an assessment meant to be generated by the student.”
    - “Any additional policies should be directed towards the pedagogy and assessments of instructional faculty. That is, policies should ensure that faculty use and design assessments that are in essence ‘AI-proof’”.
    - “The choice and methods of AI embracement should be left to departmental chairpersons, with approval of their respective deans, as each academic discipline will have different needs for ‘AI-proofing’ assessments.”
    - “Clear guidance is needed on the appropriate use and penalty for misuse of the tool.”

# MIDYEAR REPORT: CHATGPT AND AI TASK FORCE RECOMMENDATION S

- **Tentative Status of Generative AI at Hampton University**
  - Unanimous opinion of the task force that generative AI, including but not limited to ChatGPT, should not be banned from the university.
  - Although the potential of unethical use and academic dishonesty remain major concerns, members of the task force believe that our instructors should use every tool available, provided the instruction demonstrates appropriate and ethical uses of said tools.
  - Members of the task force also believe that any attempt to prohibit generative AI will be met with marked resistance, creative circumvention, and the potential impediment of competitive skill development for the current workforce.
  - Thus, the task force formally recommends guidelines for appropriate student and faculty use of generative artificial intelligence programs and software.



# MIDYEAR REPORT: CHATGPT AND AI TASK FORCE RECOMMENDATION S

## ■ **Student Preparedness for Ethical AI Usage**

- While a majority find that students are currently capable of using generative AI programs, such as ChatGPT, the members of this task force unanimously agree that a majority of our student body is not ready for the ethical use of generative AI.
- An investigation of many members' personal, and secondhand experiences within the university, has revealed that students already use generative AI, both ethically and unethically.
- Some students have been provided proper guidance on the ethical uses of generative AI for proofreading, technical work, and interview preparation. However, many students currently use it to supplement, or even completely substitute, assessments intended to be the sole work of the student.
- Despite the current state of student preparedness for ethical usage, the task force believes that students can gain preparedness through additional measures such as integrity/responsible conduct training.
- Two factors are believed to contribute to the current misuse of generative AI: (1) lack of academic integrity; and (2) ignorance of plagiarism in the context of generative programs.
- Formally recommends that HU requires academic integrity training as it relates to the evolving forms of plagiarism.
- Training could be done internally or by leveraging online asynchronous training courses such as the free "Generative AI for Everyone" course by DeepLearning.AI on Coursera.

# MIDYEAR REPORT: CHATGPT AND AI TASK FORCE RECOMMENDATION S

## ■ **Role of Generative AI in Academic Excellence**

- The majority of the task force foresees a greater adoption of generative AI by the student body than by faculty.
- While common uses of generative AI appear to have gained similar popularity to search engines and smart devices among students, its reception as a form of instructional pedagogy appears more varied by instructors.
- Its presence along now requires instructors to re-evaluate how assessments are conducted and evaluated.
- Measures meant to prohibit unethical uses of generative AI will likely be, and in some cases already have been, met with creative circumventions that undermine academic growth.
- This along with its susceptibility to bias and error has made some instructors wary of generative AI and less likely to fully harness its full potential as a learning tool.
- However, some instructors are aware and have been able to provide proper guidance for using generative AI as a resource and a tool for more creative instruction.
- In general, the task force sees an adoption by both students and faculty, albeit at varying levels among faculty based on their acumen of generative AI.

# MIDYEAR REPORT: CHATGPT AND AI TASK FORCE RECOMMENDATION S

- **Recommended Measures to Ensure Ethical Usage and Deter Academic Dishonesty**
  - Despite the varying levels of understanding of ethical uses of generative AI and current misuse of students, it is the opinion of this task force that generative AI software and programs can be integrated into our academic environment and foster academic learning in innovative manners with the following measures.
    1. The inclusion of generative AI verbiage in the Student Code of Conduct as it relates to plagiarism.
      - No further policy enforcement on students as the current code of conduct already covers academic dishonesty including plagiarism.
      - An addendum that qualifies the use of generative AI to substitute or supplement an assessment intended to be the sole work of a student as plagiarism should suffice.
      - That said, policies cannot be effective with proper enforcement. It is the opinion of some members of the task force that while additional policies do not need to be created considering the increased usage of generative AI, the state and efficacy of the enforcement of the Code of Conduct need to be addressed and re-evaluated.

# MIDYEAR REPORT: CHATGPT AND AI TASK FORCE RECOMMENDATION S

- **Recommended Measures to Ensure Ethical Usage and Deter Academic Dishonesty**
  2. Any additional policies related to the usage of generative AI should be directed towards instructors and instructional pedagogy.
    - As the relationship between technological innovation and assessments of learning evolves, instructors must re-evaluate how learning is assessed in the presence of this innovative technology.
    - The task force formally recommends the creation of a repository of best practices, syllabus verbiage clarifying generative AI misuse concerning assessments and its consequences, and other suggestions for each academic domain to assist and enrich instructional faculty, particularly those not knowledgeable in the developing field of artificial intelligence.
    - For instance, a component of the repository could include the recommendation of the inclusion of the following in a syllabus: “Any approved AI-generated content must be submitted in its entirety and cited in the student’s work”.

# MIDYEAR REPORT: CHATGPT AND AI TASK FORCE RECOMMENDATION S

- **Recommended Measures to Ensure Ethical Usage and Deter Academic Dishonesty**
  - 3. Academic freedom in the adoption of generative AI at the departmental level with the Dean's approval.
    - Given the diverse needs of assessments and instruction between disciplines, the task force does not anticipate a policy that is fully relevant and effective across all disciplines.
    - As such, the members of the task force recommend the allowance of each department with the approval of their respective Dean(s) to determine specific generative AI policies in terms of use and misuse that will ensure the appropriate development of career-relevant skills.
    - This allowance should be accompanied by the review of the proposed repository intended to be collected by this task force.
    - Thus, departments will be able to make informed decisions about appropriate assessments and policies with regards to generative AI, specifically in their discipline(s).

# OTHER RECOMMENDED READINGS

- Bobula, M. Generative Artificial Intelligence (AI) in Higher Education: A Comprehensive Review of Opportunities, Challenges and Implications. [https://uwe-repository.worktribe.com/index.php/preview/11140252/Generative%20Artificial%20Intelligence%20%28AI%29%20in%20Higher%20Education%20A%20Comprehensive%20Review%20of%20Opportunities\\_%20Challenges%20and%20Implications.pdf](https://uwe-repository.worktribe.com/index.php/preview/11140252/Generative%20Artificial%20Intelligence%20%28AI%29%20in%20Higher%20Education%20A%20Comprehensive%20Review%20of%20Opportunities_%20Challenges%20and%20Implications.pdf)
- Cao, L., & Dede, C. (2023). Navigating A World of Generative AI: Suggestions for Educators. The Next Level Lab at Harvard Graduate School of Education. President and Fellows of Harvard College: Cambridge, MA. [https://bpb-us-e1.wpmucdn.com/websites.harvard.edu/dist/a/108/files/2023/08/Cao\\_Dede\\_final\\_8.4.23.pdf](https://bpb-us-e1.wpmucdn.com/websites.harvard.edu/dist/a/108/files/2023/08/Cao_Dede_final_8.4.23.pdf)
- Chiu, T. K. (2023). Future research recommendations for transforming higher education with generative AI. Computers and Education: Artificial Intelligence, 100197. <https://www.sciencedirect.com/science/article/pii/S2666920X23000760>
- Preiksaitis, C., & Rose, C. (2023). Opportunities, challenges, and future directions of generative artificial intelligence in medical education: scoping review. JMIR Medical Education, 9(1), e48785. <https://mededu.jmir.org/2023/1/e48785/>
- Qadir, J. (2023, May). Engineering education in the era of ChatGPT: Promise and pitfalls of generative AI for education. In 2023 IEEE Global Engineering Education Conference (EDUCON) (pp. 1-9). IEEE. [https://d197for5662m48.cloudfront.net/documents/publicationstatus/168447/preprint\\_pdf/8955c7fb22e77b037240a9902d05c1c1.pdf](https://d197for5662m48.cloudfront.net/documents/publicationstatus/168447/preprint_pdf/8955c7fb22e77b037240a9902d05c1c1.pdf)

# OTHER RECOMMENDED READINGS

- Caulfield, J. (2023), “Is ChatGPT Trustworthy? | Accuracy Tested”, Scribbr, February 17. <https://www.scribbr.com/ai-tools/is-chatgpt-trustworthy/>
- Dobrin, S. I. (2023). Talking about Generative AI: A Guide for Educators. Broadview Press. [https://books.google.com/books?hl=en&lr=&id=KObAEAAAQBAJ&oi=fnd&pg=PA2&dq=concerns+generative+ai+higher+education+writing&ots=uwpdPqt9iq&sig=x\\_jPYymns0DvzwwEySvYpq3PUgo#v=onepage&q=concerns%20generative%20ai%20higher%20education%20writing&f=false](https://books.google.com/books?hl=en&lr=&id=KObAEAAAQBAJ&oi=fnd&pg=PA2&dq=concerns+generative+ai+higher+education+writing&ots=uwpdPqt9iq&sig=x_jPYymns0DvzwwEySvYpq3PUgo#v=onepage&q=concerns%20generative%20ai%20higher%20education%20writing&f=false)
- Kelley, Kevin Jacob (2023), “Teaching Actual Student Writing in an AI World”, *Inside Higher Ed*, January 18. <https://www.insidehighered.com/advice/2023/01/19/ways-prevent-students-using-ai-tools-their-classes-opinion>
- Lodge, J. M., de Barba, P., & Broadbent, J. (2023). Learning with Generative Artificial Intelligence Within a Network of Co-Regulation. *Journal of University Teaching & Learning Practice*, 20(7), 02. <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=3480&context=jutlp>
- **Moorhouse, B. L., Yeo, M. A., & Wan, Y. (2023). Generative AI tools and assessment: Guidelines of the world's top-ranking universities.** *Computers and Education Open*, 5, 100151. <https://www.sciencedirect.com/science/article/pii/S2666557323000290>
- Walczak, K., & Cellary, W. (2023). Challenges for higher education in the era of widespread access to Generative AI. *Economics and Business Review*, 9(2), 71-100. <https://intapi.sciendo.com/pdf/10.18559/ebr.2023.2.743>

# AI RESOURCES IN HIGHER EDUCATION

- **Jack Caulfield (2023), “Best AI Detector | Free Premium Tools Compared”, *Scribbr*, June 2.**  
<https://www.scribbr.com/ai-tools/best-ai-detector/>
- **Lance Eaton | Syllabi Policies for AI Generative Tools**  
[https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw\\_-JUTcXv02b2WRH86vw7mi16W3U/edit#heading=h.1cykjn2vg2wx](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit#heading=h.1cykjn2vg2wx)
  - Created for the purposes of sharing and helping other instructors see the range of policies available by other educators to help in the development of their own for navigating AI-Generative Tools.
- **Mary Lia Reiter | AI in Higher Ed (AI Resources for Educators; includes AI Detection Tools)**  
<https://maryliareiter.com/AIResources/>
  - Includes syllabi resources, sample assignments, presentations on AI in Higher Education shared by educators, and more.
- **Scribbr | Free AI Detector** (Detect AI-generated content like ChatGPT 3.5, GPT4, and Google Bard in seconds)  
<https://www.scribbr.com/ai-detector/>
  - Students can use Scribbr’s AI Detector to help ensure their essays and papers adhere to university guidelines.
  - Educators can check the authenticity of students’ work. Can help promote a culture of honesty and originality among students.



# AI RESOURCES IN HIGHER EDUCATION

- **Bryan Alexander | What Might ChatGPT Mean for Higher Education?** (December 15, 2022)  
<https://www.youtube.com/watch?v=Bz7aW6vStBw>
  - In this special Future Trends Forum session, we'll collectively explore this new technology. How does the chatbot work? How might it reshape academic writing? Does it herald an age of AI transforming society?
- **CommonLit & Qull: A Toolkit for Addressing AI Plagiarism in the Classroom** <https://drive.google.com/file/d/12LRZb5jBHdcUaBaan0g9HBPYH5Rx7O0Y/view>
- **TeacherGoals | The AI Classroom Webinar** (February 22, 2023)  
<https://www.youtube.com/watch?v=u86Z8l2dq-U>
  - Join renowned educators, Dan Fitzpatrick, Amanda Fox, and Brad Weinstein for a free webinar as they tackle some of the biggest opportunities and challenges on the horizon for education. Here is a sample of the webinar topics:
    - What is Artificial Intelligence in education?
    - What are the benefits and limitations of AI in education?
    - How do we integrate AI into our classrooms?
    - What's next for AI in education?