

Wayne State University Academic Senate
Ad hoc Subcommittee on Artificial Intelligence (AI)
Preliminary Report – Winter 2023

Members:

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Charge:

- Development of an Academic Integrity module revision to include AI;
 - Drafting statements for syllabi;
 - Drafting statement for plenary vote on potential student use;
 - Possible Student Code of Conduct revision;
 - Possible student orientation module on AI;
 - Other ideas.
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Recommendations

#1 – Supporting our Students

While our work primarily addresses an academic misconduct issue, we consider it equally important to educate students on the ethics and purposes of a college education (i.e., to learn, skill development, etc.). Many students arrive at Wayne State University lacking the essential skills to be successful. It is therefore imperative to offer a first-year seminar that teaches students about the ethics of academic work, effective study habits, the university's obligations towards them, their own responsibilities as students, as well as essential reading, writing, and critical thinking skills.

#2 – Statement for Plenary Vote

The Academic Senate should provide guidance to faculty and staff in the form of a formally (to be) approved statement on the use of AI. The proposed statement addresses both students, instructors, and the university administration.

Proposal:

The emergence of Artificial Intelligence (AI) content generating-tools and systems requires specific rules and guidelines to ensure responsible and ethical use. While these tools may be helpful in streamlining certain tasks, they can also be misused and lead to actions that are considered academic dishonesty. This includes using AI tools to generate falsified data or results and submitting work that has been partially or fully generated by AI without proper attribution.

The limitations and biases of AI tools should be made clear to students by their instructors. Students additionally need to be made aware of the classroom policies, university guidelines and regulations regarding the use of AI tools in laboratories and classrooms, as well as to be informed of the privacy risks involved. E.g. Italy has recently banned the use of AI for precisely this reason.

Both students, staff, and faculty should receive training in the appropriate and inappropriate use of generative AI to ensure that such use is made responsibly and ethically; i.e., in a manner that upholds the values of academic integrity and honesty.

While there may be benefits of AI for the creation and exploration of new ideas, it is critical that the University provides guidance to faculty and students so as to avoid academic misconduct and its potential consequences.

#3 – Student Code of Conduct (SCoC) Revision

Since AI usage may lead to academic misconduct, the definitions provided in Section 2 (<https://doso.wayne.edu/conduct>) (and also listed here: <https://doso.wayne.edu/conduct/academic-misconduct>) need to be modified.

Proposed adjustments (in red):

2.3 “Cheating” means intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. **This includes using artificial intelligence (AI) tools/systems in an academic exercise, except where such use has been authorized in advance by the instructor and disclosed through appropriate referencing or citation¹.**

#4 – Academic Integrity Module Update

The Academic Integrity Module needs to be modified in two places. First, following the additional definitions in recommendation #3 and the amendment to the definition of cheating, the Wayne State University Policies and Procedures must be updated. Second, instructors will be provided with several prompts from which to choose to add to the Ethical Dilemmas discussion board assignment. Examples:

- The deadline for your big research paper is coming up faster than you expected. You have been stressed by responsibilities outside of class, e.g., work, volunteering, and taking care of your family. You decide to use an AI content creator to help you submit the first draft. Since it is not the final draft, there should not be any harm in submitting it and you will not miss out on the points.
- A student is struggling to complete their homework assignment, which requires them to write an essay on a complex topic. The student decides to use ChatGPT, a language model, to generate ideas and content for the essay. The student uses the generated text to complete the assignment and submits it to the professor.
- A computer science student is struggling with their programming course, specifically with a complex assignment that requires them to write a program to solve a problem. The student decides to use ChatGPT, a language model, to generate code snippets and solutions to the problem. The student uses the generated code to complete the assignment and submits it to the professor.

¹ We further propose adding the following definitions currently lacking from the Student Code of Conduct:

Collusion: Working with other student(s), when not told to do so, or as authorized by your instructor, to complete any course work, in whole or in part. This includes using messaging services to exchange information or answers to any coursework.

Contract Cheating: Paying or soliciting an individual, private company, or other source, for the completion of any coursework (e.g., exams, papers, etc.), or parts of coursework. These include essay mills, auction platforms, commercial services for hire, and private parties (family, classmates, former students, tutors, etc.), even if not for money, but in exchange for favors or special privileges.

Other: Selling, giving, offering, or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

#5 – Syllabi Statement

Faculty need to decide whether AI can be used as a supplement, teaching, or support tool for their students.

For instructors who will prohibit the use of artificial intelligence (AI) tools/systems in their classes:

I am here to help you to be successful in my class and am happy to meet with you to discuss any course assignments, study strategies, and other academic matters. I want you to be able to think critically, be analytical, and be creative in your work in my class. Since the goal is for you to develop your critical thinking skills, ideas, and critical perspectives on the class materials, the use of any artificial intelligence (AI) content creation tool/system (e.g., Jasper, ChatGPT, Bard, etc.) is not permitted. Using AI in any shape or form will constitute a violation of the Student Code of Conduct and may subject you to charges of academic misconduct. If you have difficulty with an assignment, contact me, attend office hours, and/or seek support out from the Academic Success Center, [or any other resources instructors consider helpful, e.g., tutoring center, peer mentors, and so on.]

Instructors may want to provide a rationale for prohibiting the use of AI, by discussing it in class or by adding language to the syllabus statement.

For instructors who will allow AI usage in their classes:

Undergraduate classes

The use of artificial intelligence content creation tools/system (e.g., ChatGPT, Jasper) is permitted in this class on certain conditions.

1. You consult me first on your plan for using AI with the assignment. I may offer you an alternative approach.
2. You need to explicitly state at the beginning of the assignment when, why, and how you have used AI. This includes the prompts you used to generate the results. You also need to specify what elements of the AI generated text you have used.
3. If your AI output includes data/information, you are responsible for verifying their accuracy and providing the source(s).
4. If I detect AI plagiarism in your assignment, you will be found to be in violation of the Student Code of Conduct and charges of academic misconduct will be imposed.

Graduate classes

The use of artificial intelligence content creation tools/systems (e.g., ChatGPT, Jasper) is permitted in this class on certain conditions.

1. You consult me first on your plan for using AI with the assignment. I may offer you an alternative approach.
2. You need to explicitly state at the beginning of the assignment when, why, and how you have used AI. This includes the prompts you used to generate the results; you also need to specify what elements of the AI generated text you have used.
3. Documenting AI's use in an assignment is your responsibility. Please note:
 - If your AI output includes data/information, you are responsible for verifying their accuracy and providing the source(s).

- AI-produced text is prohibited in most scholarly literature. AI cannot do your work for you. Furthermore, AI cannot be used or credited as a re(source) in any scholarly work.
- If I detect AI misuse (i.e., undocumented use) in your assignment you will be found to be in violation of the Student Code of Conduct and charges of academic misconduct will be imposed.

#6 – New Faculty & New Student Orientation Talking Points

Conversations about academic integrity should begin as soon as both students and faculty enter WSU.

Recommendations for Faculty Orientation

- It is important to have conversations with your students, regardless of the level of courses you teach, about academic integrity.
 - Discuss why maintaining academic integrity is important in one's work at WSU.
 - Discuss challenges and temptations and how to deal with them effectively.
 - Use the academic integrity module in Canvas Commons to help your students understand academic integrity and how to avoid misconduct.
- Messaging is key.
 - Students need to see you as someone who is there to help them to be successful in your class.
 - Discuss what students should do if they need help on your assignment(s).
 - Discuss what students should do if they are unable to turn in the assignment on time.
- If students confront you with personal or life challenges, fill out a CARE report at doso.wayne.edu and/or refer them to support services, such as:
 - Counseling & Psychological Services (CAPS)
 - Academic Success Center (ASC)
- Make sure that you explicitly inform students about the forms of academic misconduct that are listed in the Student Code of Conduct.
 - See doso.wayne.edu for the student code of conduct (Article 2) for a specific list.
 - Check the syllabus template for specific language.
- Consider the use of Artificial Intelligence (AI) in your course.
 - Include a syllabus statement on the use of AI
 - Will you allow students to use AI to help them with assignments? Within what parameters?
 - Will you use AI as a teaching tool to show students the limitations of its use, benefits, and drawbacks?
 - Will you ban the use of all AI in your class?
 - Frame assignments so that students are not likely to be able to use AI (if prohibited) to generate responses.
 - Consider prompts that are precise, clear, and specific.
 - Avoid yes/no questions and instead aim for open-ended questions that may involve multiple perspectives and interpretations.
 - Explain assignments, provide suggestions for how to work on them, and the criteria for evaluation.
 - Consult colleagues, explore pedagogical research in your discipline, reach out to the Office for Teaching & Learning (OTL) on best practices in creating assignments.

Recommendations for Student Orientation

Faculty are the first people for students to contact if they have problems with academic work, e.g.:

- inability to complete the assignment on time;
- misunderstanding expectations of the assignment;

- having trouble starting the assignment;
 - having difficulty managing priorities for other obligations;
 - life getting in the way of being able to complete the assignment;
 - overall standing in the class with grades, attendance, etc.
1. Students must be encouraged carefully to read course syllabi for policies, deadlines, expectations, and to ask for clarification when needed.
 2. Students need to recognize that they are responsible for their learning.
 3. Students should be provided with a list of campus-wide resources (with short descriptions) to deal with problems ranging from mental wellness to academic achievement. This information might be usefully made accessible with a QR code that links to relevant webpages.

#7 – Continued Discussion

The conversation about AI, academic misconduct, academic integrity, and related topics does not end with this report, nor with the implementation of the suggested recommendations. The relevant Standing Committees of the Academic Senate should regularly review (aspects of) these recommendations, and adjust them in response to future developments. Schools and Colleges must encourage chairs and deans to discuss developments around the use of AI in higher education. Involvement of the Student Senate in these discussions is highly recommended.

#8 – Instructor Support

Faculty who wish to use AI in their classes as a learning tool are free to do so. The use of AI as a teaching tool may help students see the flaw(s) of AI and, more importantly, to develop their own critical thinking skills. Instructors equally may prohibit the use of AI for several reasons (e.g., accreditation, professional standards, etc.). The university should continue to support both groups of faculty and provide resources (OTL, scholarly literature, and information on alternative pedagogical strategies).

#9 – University Priorities

- Before the start of every semester, the university should issue a campus-wide email to all instructors alerting them to the academic integrity module available in the Canvas Commons, as well as pointing to resources on academic misconduct (including the reporting process), the syllabus template, and CARE Reports.
- The university's C&IT division needs to offer detection software or safeguards to help faculty with AI detection, which is especially important for programs with accreditation standards, and that cannot change curricula. This software should be integrated into Canvas.
- The use of AI in writing personal statements for admissions may urge the university to consider alternative forms of assessment, e.g., additionally requiring a graded paper from a high school class or other pre-college work. For hiring purposes, selection committees should carefully probe candidates' personal statements, especially if AI usage is detected. The university needs to provide guidelines for search/selection committees on this aspect of the hiring process.
- Data entered into AI systems poses potential privacy issues. The university should caution faculty, staff, and students about the types of information they should (not) enter into an AI system. Finally, the use of AI systems to evaluate resumés should be carefully considered since there is no clarity about what happens to data entered into AI systems.