



## Generative Artificial Intelligence Aids FAQ

- **Why does generative AI represent an important moment in technology?**

New technology has consistently caused disruptions to higher education and will continue to do so. However, this moment is different because the tools evolved so quickly, as did the solutions. The need remains for critical conversations with learners about technology and how to use it ethically.

- **What does it do well? What doesn't it do well?**

Chat GPT is a LLM (large language model). It is good at tasks like summarizing, writing in a given genre, and elevating syntactical patterns. It is not good at cutting-edge analysis, reading against the grain, supporting controversial hypotheses, “woven” or multimodal communication, engaging with a real-world audience, and fact checking or evaluating sources. Note: it can produce a fluent yet false output an estimated 15-20% of the time (referred to as hallucinations).

- **What information does Chat GPT have access to?**

Chat GPT has been trained on information and databases from the web and books through 2021. Open AI has not provided details or specifics because they are being careful not to appear in violation of copyright laws. It will not provide responses to information it feels “uncomfortable” with.

- **How might AI affect students at different levels of privilege?**

Learners have different levels of comfort when it comes to technology. Instructors should not assume all learners have the same comfort level with their personal data being shared. Additionally, without fully understanding learners' backgrounds and experiences, mandating certain technology can raise privacy and equity concerns, creating additional barriers for student learning and putting learners from marginalized groups at higher risk. The extent to which technology is integrated into the classroom should take into account several factors, and there is no one size fits all solution. As AI technology continues to evolve, instructors need to be mindful about what individual learners need to achieve success.

- **How might AI impact assessment?**

While claiming authorship of an assignment written by Chat GPT is a clear violation of the honor code, not all assignments need to be “Chat GPT Proof.” Consider clear learning outcomes, scaffolding like outlines and drafts, revisions requiring feedback,

and asking learners to reflect on changes between drafts. When creating assessments, consider how and why academic essays are part of the pedagogy, quantity or quality of as a measure of success, academic language, conventions of genre, and formative versus summative feedback.

- **Does this technology change the way learning to write well is valued?**

Learning to write well is valuable. Chat GPT may change the way writing is taught. For example, Chat GPT could be used like a tutor, where learners draft and improve their writing, or learners could use it as a first draft, and revise, much like an editor.

- **Is the university working to educate students about generative AI?**

No. The university issued the statements created by the working groups for faculty to use in syllabi. Quality conversations are encouraged between faculty and learners.

- **How does the honor code address generative AI?**

The Honor Code specifically references the “use of unauthorized materials.” The general rule applies to Chat GPT; if faculty do not authorize it specifically, it is unauthorized. Providing learners with specific written guidelines for the use of Chat GPT, reviewing these guidelines and answering questions will help clarify gray areas. Determine how and to what extent it will be used in the learning environment.

- **When would using Chat GPT be considered plagiarism?**

It is a violation of the Honor Code to claim authorship without attribution. This may be different from the academic definition of plagiarism because Chat GPT creates “copies without originals.” Many learners use “patchwriting,” or cutting and piecing text together from various sites and sources before revising. This is a gray area where learners may have an unfair advantage, help getting started, or plagiarize. It is a violation of Chat GPT’s terms and conditions for a user to pass off its writing as their own.

- **When a student uses GPT to write a draft of a paper, and analyzes structure, examples, at what point does it shift from someone else’s work to their own?**

Learners need guidance and grace about generative AI. They are exploring and learning to navigate the tool like faculty, which makes open communication key. If a learner uses it during the writing process, it should be noted, explained, and cited. Process matters as well as product, and scaffolding writing assignments to support learners improves outcomes and allows learners to experience “interpretive excitement.”