A Cross-Divisional Collaboration Between

Student Affairs
Student Conduct & Ethical Development

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TODAY'S GOALS

1. What is Artificial Intelligence (AI)?

2. When AI intersects with Academic Integrity?

3. How are CSUN faculty using AI in their courses?

What Reactions Have You Noticed?

I keep hearing about AI, but I've never used it – what exactly does it do?

I don't want students using AI. How do I protect my assignments?

What can I respond if my students are using AI to complete their assignments?

I think AI is here to stay. How can we embrace AI and prepare our students for their careers?

I've been playing with AI and I love it! I'm using it for all sorts of things.

How are YOU already using AI?

I've been playing with AI and I love it! I'm using it for all sorts of things.

WHAT IS ARTIFICIAL INTELLIGENCE?

- Artificial Intelligence (AI) refers to computer systems that undertake tasks usually thought to require human cognitive processes and decision-making capabilities. (EDUCAUSE)

- Generative AI refers to artificial intelligence that can create new and original data, such as images, text, or music, by learning patterns in existing data using machine learning algorithms (ChatGPT, personal communication, March 22, 2023).

HOW IS AI USED IN DIFFERENT FIELDS?

- Ecommerce: trend prediction, inventory management, recommendations, ads.

- Education: personalized learning, intelligent tutoring, grading, learning analytics.

- Finance: banking, investments, fraud detection, lending decisions, risk calculation.

- Healthcare: surgeries, diagnostics, body scans (MRI) interpretation, discover potential drugs.

- Information Technology: infrastructure management, security threats, testing and QA, coding.

- Logistics: supply chain management, transportation.

- Manufacturing: predictive maintenance, quality control.

AI AND EDUCATION: MACRO AND MICRO LEVEL

Global

Federal

State of CA

CSUN

Global Context: United Nations

Sustainable Development Goal 4:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

United Nations. (n.d.). *Sustainable Development: The 17 Goals*. https://sdgs.un.org/goals

Global Context: UNESCO

"The primary purpose of applying AI in education should be to enhance learning, enabling every learner to develop their individual potential, which policies should reflect and support" (Miao et al., 2021, p. 31).

Miao, F., Holmes, W., Huang, R., & Zhang, H. (2021). *AI and education: Guidance for policy-makers*. United Nations Educational, Scientific and Cultural Organization (UNESCO).

Global Context: UNESCO

Miao et al. (2021, p. 31) identified four strategic targets for policy makers to consider:

1. Ensuring the inclusive and equitable use of AI in education;

2. Leveraging AI to enhance education and learning;

3. Promoting the development of skills for life in the age of AI, including teaching how AI works and its implications for humanity; and

4. Safeguarding the transparent and auditable use of education data.

Miao, F., Holmes, W., Huang, R., & Zhang, H. (2021). *AI and education: Guidance for policy-makers*. United Nations Educational, Scientific and Cultural Organization (UNESCO).

FEDERAL CONTEXT: DEPARTMENT OF EDUCATION. OFFICE OF EDUCATIONAL TECHNOLOGY.

Policy Report. Key Points:

- AI enables new forms of interaction

- AI can help educators address variability in student learning

- AI supports powerful forms of adaptivity

- AI can enhance feedback loops

- AI can support educators

- AI increases existing risks and introduces news risks yet to be considered (privacy, security, biases)

STATE OF CALIFORNIA

- Gov. Newsom Signs Executive Order to Prepare California for the Progress of Artificial Intelligence.

- CA is home to 35 of the world's top 50 AI companies.

- *We're neither frozen by the fears nor hypnotized by the upside. We're taking a clear-eyed, humble approach to this world-changing technology.*

CSUN CONTEXT

- Guidance on Maintaining Academic Integrity in an Artificial Intelligence World (August 25)
  - Key points:
    - Add AI policy language to your syllabus
    - Dialogue with students
    - Tweak assessments
    - AI detection tools are not reliable and have biases

- FacDev Teaching Toolkit

- AT Workshops on AI, including saving time, Adobe Express, TurnItIn.

CONSIDERATIONS: PRIVACY AND SECURITY

- Privacy: personal data (names, addresses, contact), IP, strategic data may be inadvertently shared and lead to invasion of privacy

- Security: exponentially increased ability for phishing and hacking; deep fakes

- CSUN-licensed tools are vetted for privacy, security, and accessibility.

CONSIDERATIONS: BIASES

- AI algorithms (created by humans and carrying historical legacies) can perpetuate and multiply discrimination and inequality

CONSIDERATIONS: EQUITY AND ACCESSIBILITY

- Digital equity: affordability and access to technology
- Accessibility: AI provides cc for videos; live captions, machine translation, picture descriptions (alt text), tutoring.. Yet the online versions are not accessible.

WHY DO STUDENTS CHEAT

Although a very small proportion of students cheat because an opportunity presents itself – in our experience, the reality is that most students perceive themselves in a situation where there are circumstances beyond their control that contribute to an exercise of bad judgement.
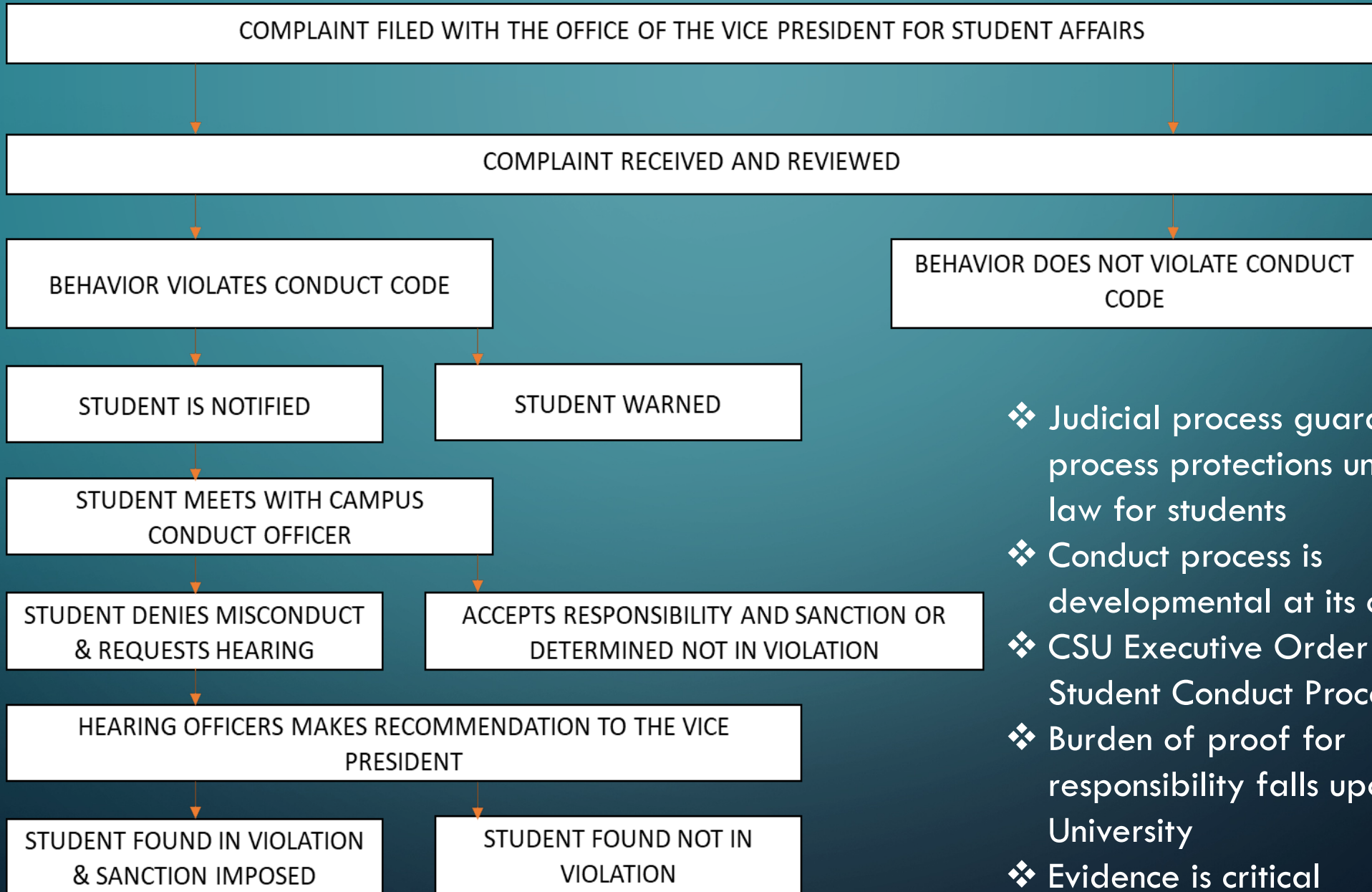
External pressures, time management, academic work load, mental/physical health, financial, familial, basic needs, relationship issues, etc.

OFFICE OF STUDENT CONDUCT PHILOSOPHY

A **student centered** and **developmental approach** to hold students **accountable,** help them **grow from their mistakes,** and provide them with the necessary **resources to succeed.**

OVERVIEW OF CONDUCT PROCESS

COMPLAINT FILED WITH THE OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

COMPLAINT RECEIVED AND REVIEWED

BEHAVIOR VIOLATES CONDUCT CODE

BEHAVIOR DOES NOT VIOLATE CONDUCT CODE

STUDENT IS NOTIFIED

STUDENT WARNED

STUDENT MEETS WITH CAMPUS CONDUCT OFFICER

STUDENT DENIES MISCONDUCT & REQUESTS HEARING

ACCEPTS RESPONSIBILITY AND SANCTION OR DETERMINED NOT IN VIOLATION

HEARING OFFICERS MAKES RECOMMENDATION TO THE VICE PRESIDENT

STUDENT FOUND IN VIOLATION & SANCTION IMPOSED

STUDENT FOUND NOT IN VIOLATION

- ❖ Judicial process guarantees due process protections under the law for students
- ❖ Conduct process is developmental at its core
- ❖ CSU Executive Order governing Student Conduct Procedures
- ❖ Burden of proof for responsibility falls upon the University
- ❖ Evidence is critical

EVIDENCE BECOMES COMPLICATED WITH AI

- **Material evidence is critical** (conspiring and suspicion are not evidence of actual cheating)

- AI detection scores are suspicion; and they are unreliable. Turnitin disclaimer that ***anything below 20% can be a false positive***

- **AI HAS LIMITATIONS:**
  - "Hallucinations"
  - Pending legal cases on intellectual property
  - Biases against non-native English speakers

WHAT TO LOOK FOR/INVESTIGATE

- **Read the content:** The content may miss the mark or is blatantly wrong, and not in line with the assignment. (*AI hallucinations*)

- **Request a meeting:** Meet with the student – Questions to ask:

  - Did the student read the content before submitting?

  - Where did they source the information from and can they provide those sources?

  - Can they provide copies of prior drafts?

  - Are there other writing samples authored by the student that can be compared to each other?

- **If you have enough evidence - file an <u>online report</u>**

DISCIPLINARY CONSEQUENCES

- Disciplinary consequences – purview of the VPSA

- Most first offense cases of academic dishonesty result in a **letter of warning** and a requirement that the student submit a **reflective essay**.

- **Formal disciplinary sanctions**, including probation, suspension and expulsion, appear on the student's transcript and apply to all 23 CSUs.
  - The assignment of a final grade based on academic dishonesty for which there is not sufficient evidence of misconduct, can result in a student filling a grade appeal through the **Academic Grievance and Grade Appeals** process (your evidence is critical in the AGGA process as well)

GRADING/ADDITIONAL CONSEQUENCES

- Grading consequences (i.e., a grade penalty) – purview of the faculty
- **Grade Forgiveness** policy
- **Graduating seniors** and **graduate students**
- Financial Aid and Scholarships - **Satisfactory Academic Progress** (SAP).
- GPA and **Academic Notice/Probation or Academically Disqualified**
- International students - Visa and I-20s; potential **non-compliance with their home country's program policies**.
- **Graduate school admissions** (medical/law), and/or potential career options may be affected - extensive background checks.
- Student Athletes and **NCAA consequences**.

A DEVELOPMENTAL APPROACH

- Have a conversation with the student – **curiosity vs. accusatory**

- **Consider** failing the assignment, not the student

- **Consider** allowing a re-write/re-submit with or without a grade penalty

- Require the student to **utilize resources** at the Learning Resource Center or meet with a library specialist on plagiarism

- **Consider** the advice of your Dept. Chair or Associate Dean

Ultimately faculty can combine all of these with a report to our office

HOW TO SUPPORT YOUR FACULTY

- **OBJECTIVITY** – You can provide an objective lens
- **FERPA CONSIDERATIONS** – Disciplinary action is protected by FERPA
- **DIFFICULT CONVERSATIONS:**
  - *Navigating Courage Conversations:*
    - https://canvas.csun.edu/courses/93131/pages/navigating-courageous-conversations
  - *How to Talk to a Student Suspected of Cheating:*
    - https://academicintegrity.ucsd.edu/take-action/report-cheating/talk-student.html
  - CLA Presentation on April 4, 2024 – Dealing with Difficult Situations (Dean Searcy and Dr. Otaky-Ramirez)
  - Consult with our office

MITIGATION STRATEGIES

Mitigation Strategies	Assignment strategies to avoid AI
Exam Ideas: Change exams regularly	Require the latest news and facts
Different versions of exams (oral exams)	Require citations and fact checking
Google your exam or essay prompts Paste your prompt into ChatGPT	Require references that can be verified (real source)
Avoid using "textbook" test banks or prompts	Require examples from class discussion
Avoid high stakes exams and assignments	Require personal application
Utilize Canvas Tools (rubrics, analytics) Turn off Canvas during exam times	Require local application and context use case studies
Alternative assignments/assessment:	Analyze the bias in AI
Consider creative ways to assess knowledge	Ask for in-class reflections
Utilize AI to scaffold assignments	Conduct peer review papers

FACULTY DEVELOPMENT RESOURCES

TEACHING TOOLKIT

FACULTY DEVELOPMENT TEACHING TOOLKIT

https://tinyurl.com/FacDevToolkit

HOW ARE CSUN FACULTY USING AI?

AMBER NORWOOD – DEPT OF ENGLISH AND ACADEMIC FIRST YEAR EXPERIENCES

EXPERIENCES IN A GRADUATE EPIDEMIOLOGY COURSE

- Used ChatGPT to generate examples of questions to be used on a survey measuring health-related exposures:

  - "Generate a question asking about a survey participant's alcohol consumption"

  - "Generate a question asking about a survey participant's diet"

  - "Generate a question asking about a survey participant's access to care"

- Then, had students in the class: 1) critique the questions that were generated and; 2) edit for clarity and comprehensiveness

  - "How often do you consume alcohol?"

  - What information about a participant's alcohol consumption might be missing if this question was asked on a survey? (e.g., how much alcohol they consumed, what type, etc.)

EXPERIENCES IN A GRADUATE EPIDEMIOLOGY COURSE – STUDENT IMPRESSIONS

- Felt it was a helpful starting point for generating ideas

- Noticed the limitations in the questions being developed

- Appreciated the opportunity to:

  - Critique and edit

  - See what gaps were present in the AI generated questions

  - Observe how their individual perspective could be helpful in wording questions

OTHER EXAMPLES FROM CSUN FACULTY

- Having students write a research paper on how AI is influencing their field

- Using AI to generate topics or ideas for lesson planning

- Generate examples of poorly constructed sentences to critique and edit

EXAMPLES OF WAYS CSUN FACULTY ARE APPROACHING STUDENT USE OF AI

- Have students treat AI as source
  - If they use AI to generate any portion of their assignment, they have to indicate where in the assignment, and just like another source, if the work is largely AI-generated they'll receive a poor grade

- Pre-check
  - Get a sense of what it might look like if a student uses AI to answer questions from an assignment in a course

AMBER NORWOOD – STUDENT QUOTES

- *I really liked the ChatGPT exercise we did in class because it was like a step of brainstorming and organizing thoughts... The biggest problem with ChatGPT is that it cannot get completely into the nuances of cultural differences because it is not human.*

- *The problem with ChatGPT does the thinking for us. I would have preferred to just do the research on my own because that is what I am used to doing. I am worried that if I use ChatGPT I will cross that line of what is my work and what is not.*

- *To sum up, it was a fun exercise. It was great to see what AI can do. However, I think that I still prefer to do it on my own and go from there.*

QUESTIONS?