MEMORANDUM

To: **CSUN Faculty, Department Chairs, Deans**

From: Dr. Meera Komarraju, Provost
            Dr. Michael Neubauer, Faculty President

Date: **August 25, 2023**

Subject: **Guidance on Maintaining Academic Integrity in an Artificial Intelligence World**

We are happy to announce a collaborative effort to provide guidance to faculty as it pertains to academic integrity and artificial intelligence. A collaboration of colleagues from multiple offices generated an FAQ guiding document to support deans, chairs, and faculty with the new technology and the challenges it presents in the classroom.

Please find the attached FAQ which contains guidance on the following topics:

1. What can faculty do to prepare ahead of the upcoming semester with AI in mind?
2. If I do not permit the use of AI in my class, what should I do if I suspect a student used AI?
3. Are third party detection tools acceptable to use?
4. How accurate are AI detection scores?
5. What is flagged in AI detection tools?
6. What mitigation strategies can faculty employ?

In addition, please feel free to access Faculty Development's Teaching Toolkit on Canvas, where you can find suggestions for syllabus language related to Artificial Intelligence. That document can be found here: https://canvas.csun.edu/courses/93131/pages/academic-integrity-section-overview.

We would like to thank our colleagues for their expertise and guidance in preparing this timely FAQ:

- Dr. Helen Heinrich, Associate Vice President for Academic Technology
- Dr. Zeina Otaky-Ramirez, Assistant Dean of Students and Director of Student Conduct and Ethical Development
- Dr. Whitney Scott, Director of Faculty Development

We anticipate this will be an on-going conversation in the coming months and years and we welcome your comments and experiences.

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California State University, Northridge
Guidance on Maintaining Academic Integrity in an Artificial Intelligence World

Collaborative Guidance Provided by the Office of Student Conduct and Ethical Development,
Academic Technology, and Faculty Development

Fall 2023

In an effort to support faculty and students with the fast-paced arrival of artificial intelligence (AI) in the classroom, this working document was created to offer guidance on how to re-think, update and/or manage academic integrity in the classroom. Students now have easy access to resources and tools that can generate work that may pass for academic work. Thus, this moment requires faculty and all of us to deeply examine the complexities of academic integrity in ways we never had to explore before. There will be great diversity in how it impacts every course and how all faculty will engage with or without AI tools.

To help us all better understand the landscape of artificial intelligence at CSUN as we all continue to learn, this document summarizes some of the most common questions we recently received, how we can respond and what resources we can explore. For instance, Faculty Development recently updated the Academic Integrity Teaching Toolkit with AI considerations. For those who want to gain an overview of what Artificial Intelligence is, Academic Technology has created several workshops and resources to learn more.

FAQ:
1. **What can faculty do to prepare ahead of the upcoming semester with AI in mind?**
2. **If I do not permit the use of AI in my class, what should I do if I suspect a student used AI?**
3. **Are third party detection tools acceptable to use?**
4. **How accurate are AI detection scores?**
5. **What is flagged in AI detection tools?**
6. **What mitigation strategies can faculty employ?**

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1. <u>**What can faculty do to prepare ahead of the upcoming semester with AI in mind?**</u>

First and foremost, as our collective understanding of student development continues to grow, we cannot underestimate the value of the sense of belonging as an integral component of retention. It is important to keep a student-centered philosophy and address issues as they arise from a growth mindset as opposed to a deficit-based lens.

- Syllabus: Since your syllabus is the set of expectations between you and your students, you will want to include updated language that reflects clearly to students what is acceptable and what is not with regards to AI. This might mean you need to learn more about AI in general (see Academic Technology's resources; reach out to colleagues; attend AI webinars/conferences) and how it applies in your respective curriculum and subject matter. What is vital is that you express your position and expectations to students. Many of the cases that came forward last year revealed that many syllabi were not updated to reflect AI expectations. To assist you in crafting

your syllabus statement regarding AI, the FacDev Teaching Toolkit on Academic Integrity offers six sample syllabus statements based on a continuum of the faculty member's engagement with AI in their course (*What are some sample syllabus statements about the use of artificial intelligence?*). These were selected from an open public resource, with numerous syllabus statement examples shared nationally.

- As you finalize your syllabus, revisit the possible grading penalties a student may receive from violating your expectations in using AI. Is it clear enough to apply in gray situations? Does it allow for a growth-mindset response so that students can authentically learn? Revisiting your stance is critical, especially in this early and complex landscape moment of AI because the ramifications of a student receiving a failing grade has multiple consequences. Grading affects financial aid and satisfactory academic progress, timely graduation for seniors, NCAA consequences for student athletes, I-20/visa impacts on international students, graduate school admissions, future professional opportunities, and possible academic notice or disqualification from the University. In addition, a finding of responsibility based on a report of academic dishonesty filed with the Office of Student Conduct and Ethical Development (OSCED) affects the grade forgiveness policy per CSU Executive Order 1037, as well as, additional sanctions under the CSU Executive Order governing Student Conduct Procedures. Please consult this policy and procedure to help craft your grading penalties.

- Dialogue with Students: Discuss this with your students as though it is their first time learning about academic integrity standards in your class. Avoid the old, "we're all adults here so everyone knows not to cheat" speech because what may be acceptable in one course, may not be acceptable in another. Include your student's input and have an open discussion on what is ethical or not. Give examples. Just as you would engage in conversations on what is acceptable classroom decorum, it is equally important to include ethical standards as part of the conversation. Then, plan on reminding students about your AI expectations along the way, particularly ahead of an exam, or writing assignment. Clear and open communication that establishes faculty-student trust means students are less likely to cheat, and if they do, they are more likely to accept responsibility.

- Assessment Tweaks: One of the most common discussions in AI webinars and conferences is the need to revisit classroom assessments. As UC San Diego's Academic Integrity Office states in their recent open letter to faculty, "Some assessments are easier for artificial intelligence to do than others" (Responding to Developments in Artificial Intelligence, retrieved July 31, 2023, p3). This open letter has numerous pages of tips, resource links and suggestions for revising assignments to mitigate the negative impact of AI in your courses. It should not be a surprise that CSUN faculty are already at the frontier of this issue. Some have already had AI as a part of their research agenda while others are actively writing articles about their plans to change up assignments to intentionally integrate AI into their course this fall. Check out this LA Times article by our very own Elizabeth Blakey from Journalism who plans on "creating "AI Moments," where my students will get a chance to see who does it better: the robot or the professor." Consultations can also be sought out from numerous CSUN colleagues and offices to help you brainstorm the next appropriate steps in your AI journey (e.g., librarians, instructional technologists, faculty development, student conduct).

- Proactive Academic Integrity: Visit the FacDev Academic Integrity Teaching Toolkit to get more ideas on how to proactively mitigate dishonesty and instead focus on integrity with your students. This recently updated toolkit includes strategies such as developing new assignments, modeling integrity explicitly, reducing cheating temptations and many more topics.

2. **If I do not permit the use of AI in my class, what should I do if I suspect a student used AI?**

Start from a place of curiosity as this is a developmental and learning process. Ask questions and do not assume you have the full picture yet. Venturing into this technological frontier, we are learning new things daily. Unlike plagiarism, the use of artificial intelligence does not have clear source material that can be used for evidentiary standards. Additionally, there are legitimate questions surrounding the accuracy of artificial detection tools.

Gathering evidence as it pertains to AI is like piecing a puzzle together to create a picture that tips the evidence standard into a finding of responsibility. Keep in mind the burden of proof for responsibility falls on the University. Relying solely on an AI detection score is not sufficient evidence when a student is facing disciplinary action from the Office of Student Conduct and Ethical Development (OSCED). Below are steps you can take.

- Like all incidents of academic dishonesty, the most important thing you can do is dialogue directly with the student when you discover it, or are suspicious. In cases of AI use, detection scores are the suspicion. Once you discover a detection score, please do the following to gather more evidence:
  o Read the content. The content may miss the mark. In certain instances, it is blatantly wrong, and not in line with the assignment.
  o Request to meet with the student instead of writing an email that explains what you discovered. Engaging in email or canvas messaging may not be the best approach in these types of situations. If you need guidance on how to approach difficult conversations, here is a resource from UC San Diego's Academic Integrity Office.
  o Meet with the student to discuss the assignment. OSCED will not move forward on the report, until faculty has met with the student. Be prepared to discuss evidence gathered, inquiries on the content, grading penalties, and inform the student that you may refer this incident to OSCED.
    ▪ In the meeting, you can ask the following: 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 are still uncertain on whether a student used AI, let the student know they have been placed on notice and if anything, further happens, they may be referred to OSCED.
    ▪ If the student confesses, please report them to OSCED. A confession is extremely helpful in cases of AI. OSCED will use a developmental approach when addressing these incidents. The goal is to ensure students learn and grow from their mistakes. To submit a report, please use this form.
    ▪ 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 (AGGA) process (your evidence is critical in that process as well).
    ▪ As a reminder, if you determine that a student should fail the course, the student has a right to continue attending class and cannot be removed solely on allegations of academic dishonesty. Removing a student from a course would require interventions from OSCED.

3. <u>**Are third party detection tools acceptable to use?**</u>

The University currently has a licensed agreement with Turnitin, which was vetted from a technological and student privacy perspective. Please be advised that although OSCED will review reports generated by various detection tools, there are concerns around privacy and data collection that have not been explored as it pertains to third-party tools. We highly encourage faculty to utilize Turnitin at this time, unless advised otherwise.

Should you decide to use a third-party tool, please redact names or personal identifiers prior to submission, and keep in mind the possibility that data may be mined and collected, which may be an infringement of copyright laws. We currently do not know how these third-party tools will use the data collected, and we advise you to proceed with caution.

4. <u>**How accurate are AI detection scores?**</u>

As it stands, there are questions about the accuracy of AI detection scores and they are **not** always accurate. Turnitin recently added a disclaimer that a detection score under 20% may result in a higher result of false positives. As such, they issued the following statement:

"We learned that our AI writing detection scores under 20% have a higher incidence of false positives. This is inconsistent behavior, and we will continue to test to understand the root cause. In order to reduce the likelihood of misinterpretation, we have updated the AI indicator button in the Similarity Report to contain an asterisk for percentages less than 20% to call attention to the fact that the score is less reliable." (https://www.turnitin.com/products/features/ai-writing-detection/faq) (Retrieved August 4, 2023)

With this information OSCED will not rely solely on AI detection scores as an evidentiary standard alone. Please take the necessary step to gather more information and evidence (guidance in question 2).

To learn more about the Turnitin detection tool, here is link to their AI FAQs.

If you plan on using an AI detection tool, it is important to let students know that you will do so.

(Please be cautious about paraphrasing tools like QuillBot that can rephrase content from ChatGPT to potentially avoid AI detection.)

5. <u>**What is flagged in AI detection tools?**</u>

AI detection tools operate based on assessing the predictability of the words within a sentence. These tools can recognize instances of AI generated content by comparing the word choices and sentence structure with the familiar patterns they themselves can generate. As we are learning more about this ever-developing technology, AI detection tools are flagging texts produced through the use of applications that have been used for years without issue. Some of these programs include:

- Programs used for proof-editing, such as Grammarly.
- Machine translation tools, such as Google Translate.

- There is some evidence that AI detectors flag writing by non-English speakers.

6. **What mitigation strategies can faculty employ?**

To answer this question, this requires that faculty learn more about the technology, and practice using it. In order to gain a better understanding of AI, Academic Technology has created a webpage and several workshops that you can sign up for to learn more. You can also review their presentation, ChatGPT and AI in Education or download the slides. Below is a list of things faculty can do. Keep in mind this is not an exhaustive list, but a place to start:

- Show students how to use AI ethically and responsibly.
- Incorporate AI in assignments.
- Require students to cite when they use AI.
- Allow students to rewrite in their own voice when they are caught. Give them a chance to correct it.
- Modify assignment prompts to focus on critical thinking, personal opinions, and life experiences.