# Chat GPT and University Policy: Advice for MSU Faculty

## Current MSU Academic Honesty Policy

The [MSU Student Handbook](#) covers Academic Honesty under University Policies and Procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is (1) the use of any unauthorized assistance, (2) dependence upon the aid of sources beyond those authorized by the Instructor, or (3) acquisition, without permission, of tests or other academic material.
- Plagiarism is the use of another person's published or unpublished work without full and clear acknowledgment.
- Collusion is collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

### What is ChatGPT?

Chat GPT was introduced in November 2022 by Open AI. It is an artificial intelligence chatbot and natural language processing tool. [View the ChatGPT host website.](#)

Currently, MSU has no explicit statement in the academic honesty policy concerning technology tools, which could include hardware (computers, calculators) or software (machine- or cloud-based) used to create student work.

The pace of technology change and variation in acceptance of technology tools necessitate customizing syllabi to define cheating, plagiarism, and collusion in the context of pedagogy and subject.

## How to address ChatGPT

### 1.Technological Prevention

Detection tools might identify AI-influenced text.

### 2.Non-Technological Prevention

Pedagogical tools can limit or prevent AI use.

### 3.Creative Adaptation

AI tools can be employed constructively as pedagogy.

More details on these methods appear on the back of this page.

## Is using ChatGPT misconduct?

Tolerance of artificial intelligence tools is a course-level decision

- If **expressly prohibited by the Instructor**, using these tools is misconduct. The Instructor should state that it is not allowed and let students know how it will be detected and measured.
  - Texas A&M summarizes some syllabus statement examples in the document [Generative AI Syllabus Statement Considerations](#)
- If **permitted by the Instructor**, then the limitations of AI use should be explained to students. This should include how and on what assignments it may be used and how to cite its use.
  - One source of AI citation information is at [APAstyle.org](#).
- If the **use of AI is left unspecified**, the acceptable use or penalties for using AI tools will not be apparent to students. This may cause students to rely on individual assumptions and create disconnection between faculty and students on course expectations.

# LITERATURE RESOURCES

Chronicle of Higher Education (2023, May 25) How Will Artificial Intelligence Change Higher Ed?

Engler, A. (2023, February 21) Early thoughts on regulating generative AI like ChatGPT

Trachtenberg, B. (2023, March) ChatGPT, Artificial Intelligence, and Academic Integrity

Young, J. (2023, May 11) Why I'm excited about ChatGPT

# Addressing AI in teaching & learning

## Technological Prevention

### Turnitin

AI writing detection complements Turnitin's similarity-checking workflow and is integrated with D2L. The detection component provides a percentage score for AI-written text. However, the AI score will include all text consistency, including Grammarly, spell-check, predictive text, etc., and is not limited to ChatGPT. In some cases, the use of Grammarly, spell-check, and other tools may be allowed/encouraged by the Instructor. Visit Turnitin for more information on its AI tools.

### GPT Zero

GPT Zero is a relatively low-tech method to detect plagiarism and AI-generated texts for AI detection. GPT Zero is not integrated with D2L and may entail a cost to access the full version

## Non-Technological Prevention

Non-technological tools include adjustments that introduce pedagogy-based solutions to issues with AI influence. Potential actions include no computers in the classroom or supervised essay writing. Another solution is to require handwritten assignments to be submitted in class, although such solutions may be more difficult for students with accommodations.

## Creative Adaptation

Due to the constantly-changing environment of AI, some faculty are opting for creative adaptation.

- ***Craft writing prompts that require creative thought***. A tool like ChatGPT can easily respond to a simple prompt but will have trouble with a prompt that requires compare/contrast responses.
- ***Run your prompts through ChatGPT***. Using ChatGPT on a draft of the writing prompt can help modify it to eliminate the potential for AI influence.
- ***Scaffold your writing assignments***. Scaffolded assignments are common for combating plagiarism. Scaffolding permits observation of a student's thinking and writing process over time and helps gauge consistency.
- ***Promote library resources***. ChatGPT cannot generate an accurate bibliography, nor does it understand the concept of citation. This can be a good jumping-off point to explain proper citation and use of sources to your students.
- ***Model productive use of AI tools***. A dialogue between the user and the Ai tool can help the user to probe deeper into the subject matter, become familiar with mainstream scholarship, and push beyond easy answers toward original work.
- ***Remind students that AI can provide inaccurate information***. Students should realize that all its responses must be carefully researched and checked for errors introduced by AI.

**The 23-24 Teaching and Learning Resource Center (TLRC) will host a panel discussion titled "Teaching with AI/ChatGPT" on October 19,2023. Watch your email for details.**