1. Present the data of faculty and students' thoughts about this technology
   - Inevitably attitudes and behaviors will evolve
2. Raise issues, invite discussion, encourage critical thinking
3. Further professional development is needed
   - Education about how the technology works
   - Pedagogical opportunities
   - Academic integrity
   - Designing assessments in an era of generative AI

ChatGPT: Optimizing Language Models for Dialogue

We've trained a model called ChatGPT which interacts in a conversational way. The dialogue format makes it possible for ChatGPT to answer followup questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests. ChatGPT is a sibling model to InstructGPT, which is trained to follow an instruction in a prompt and provide a detailed response.

TRY CHATGPT ↗

November 30, 2022

What is ChatGPT?

- GPT = Generative Pre-trained Transformer
- Large language model, will generate original text responses
- Capabilities
  - Writing essays, creative writing, formal documents, etc.
  - Providing summaries of articles and literature
  - Answering multiple-choice questions
  - Completing math problems
  - Writing code

OpenAI

Features of ChatGPT

- It is not connected to the internet. It is trained on a large input of data.
- It can "hallucinate", which means it can provide inaccurate information and fabricate responses and citations.
- This version has "guard rails"

OpenAI

Framing

- Keep an open mind
- New technology, likely double-edged sword
- You may find yourself emotionally pulled toward supporting or opposing
- As a campus community let's work together to leverage the pros and mitigate the cons

©RussBurden

Demographics

Student Sample Characteristics

Distribution: survey was distributed 2/6/23 - 2/13/23. Faculty from disciplines in every division distributed the survey to classes.

Sample Size: N = 504, of those 314 had heard of ChatGPT

Age: Range 13 - 55 years, M = 22.8, SD = 8.15

Gender: Woman 48.2%, Man 40.6%, Non-Binary 4.5%, Prefer not to say 6.5%

Race: Latinx 14.2%, American Indian or Native Alaskan 0.3%, Asian 36.7%, Middle Eastern/Arabic/Persian 10.5%, Black/African American 2.2%, White European American 26.8%, More than one race 8%

Student Sample Characteristics

GPA: M = 3.46, SD = 0.88

Majors: Large representation of majors present in the sample

Extra Credit: 87% of students who completed the survey received EC

Faculty Sample Characteristics

Sample Size: N = 120

Distribution: Division deans distributed survey and individual faculty randomly invited via email.

Age: Range 28 - 68 years, M = 49.1, SD = 10.99

Gender: Woman 50.9%, Man 36.8%, Non-Binary 1.8%, Prefer not to say 10.5%

Race: Latinx 6.1%, Asian 15.8%, Middle Eastern/Arabic/Persian 10.5%, Black/African American 0.9%, White European American 50.9%, More than one race 5.3%, Prefer not to say = 19.3%

Faculty Sample Characteristics

Disciplines: Large range of disciplines present in the sample

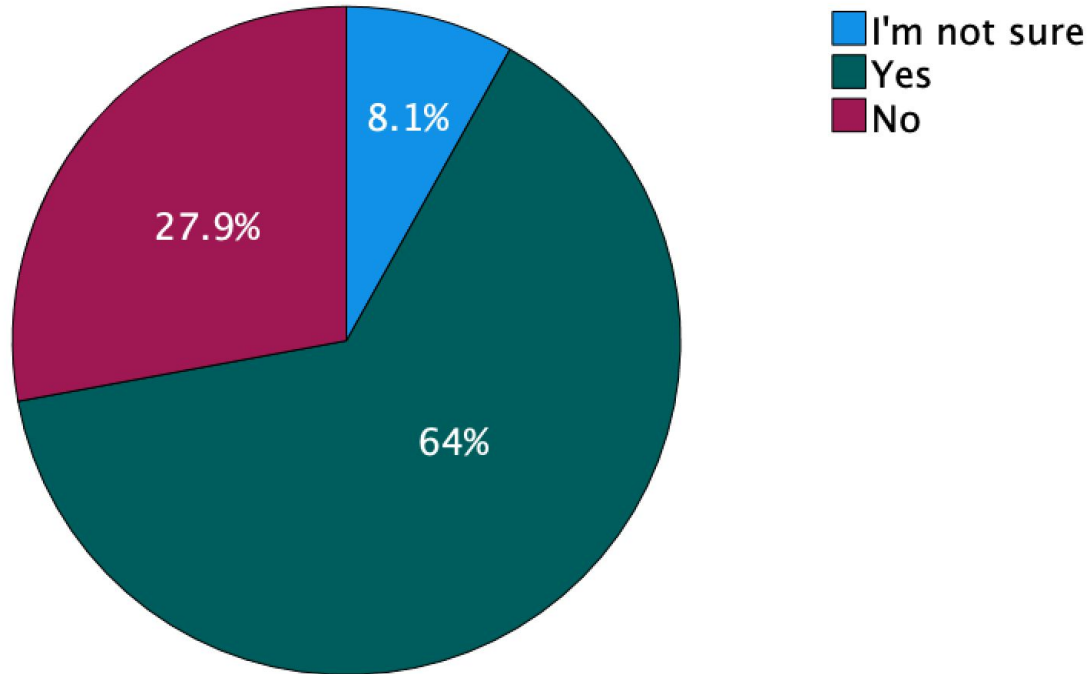**PT/FT:** 42.6% Part-time, 57.4% Full-time

Key Findings

Representative samples of the student and faculty bodies
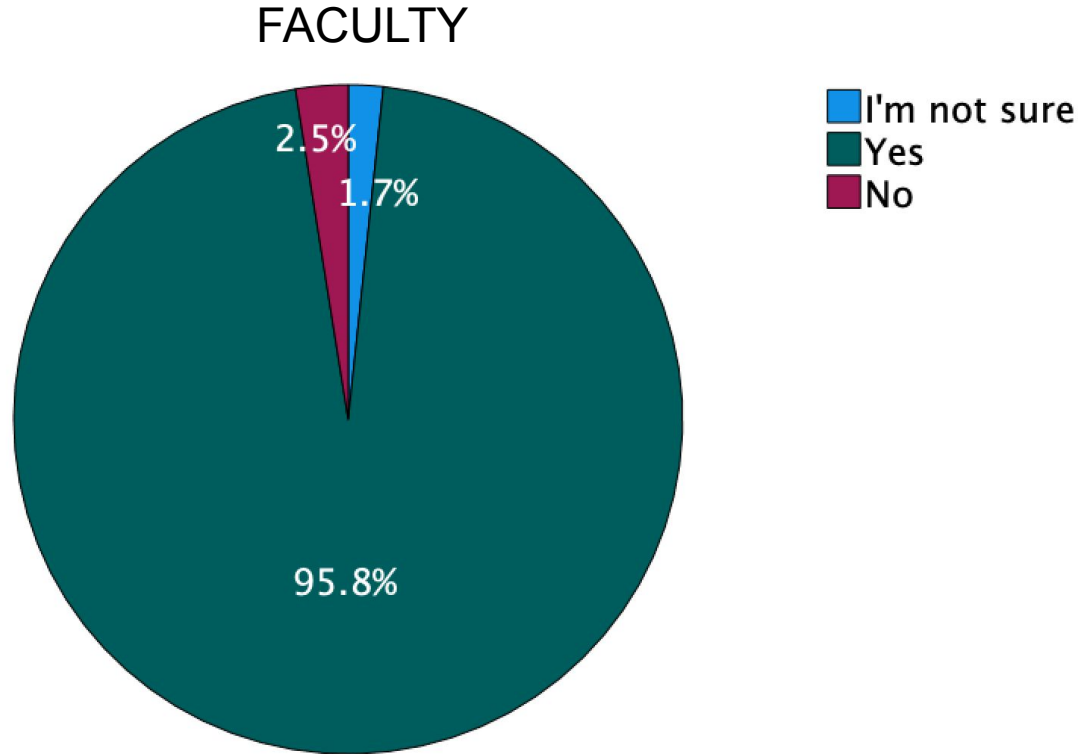
Section A

Heard of ChatGPT

STUDENTS

Key Findings
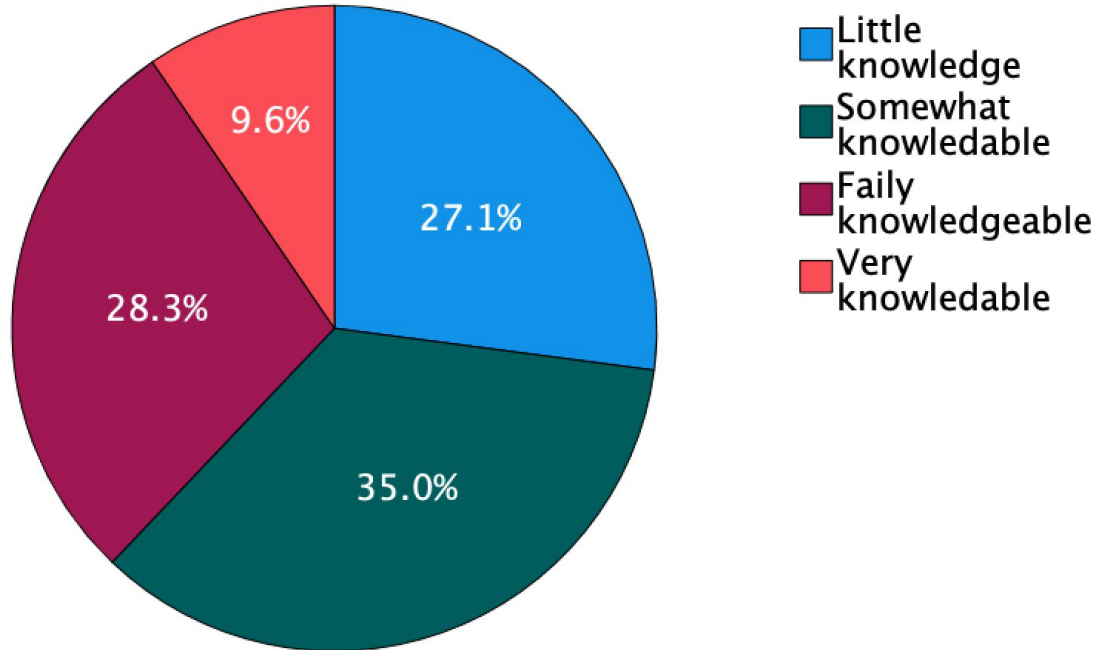
64% of students have heard of ChatGPT

Heard of ChatGPT

FACULTY

I'm not sure
Yes
No

2.5%
1.7%
95.8%

Key Findings

95.8% of faculty have heard of ChatGPT

Level of knowledge about what ChatGPT can do

STUDENTS

Little knowledge
Somewhat knowledable
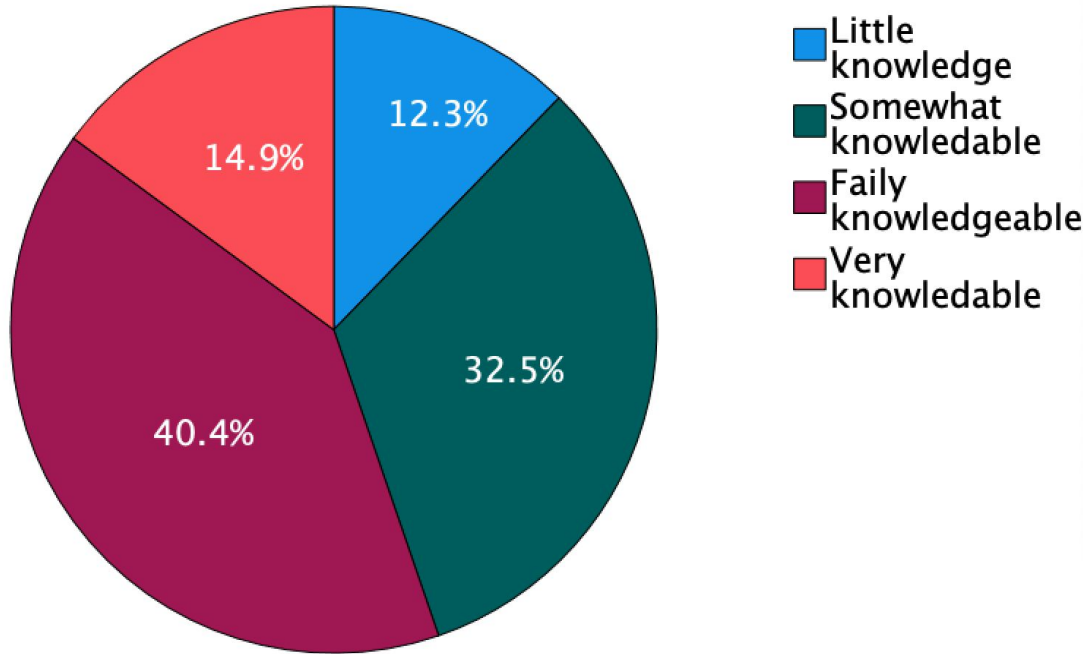Faily knowledgeable
Very knowledable

27.1%
35.0%
28.3%
9.6%

Key Findings

62.1% of students have somewhat to little knowledge of what ChatGPT can do

Level of knowledge about what ChatGPT can do

FACULTY

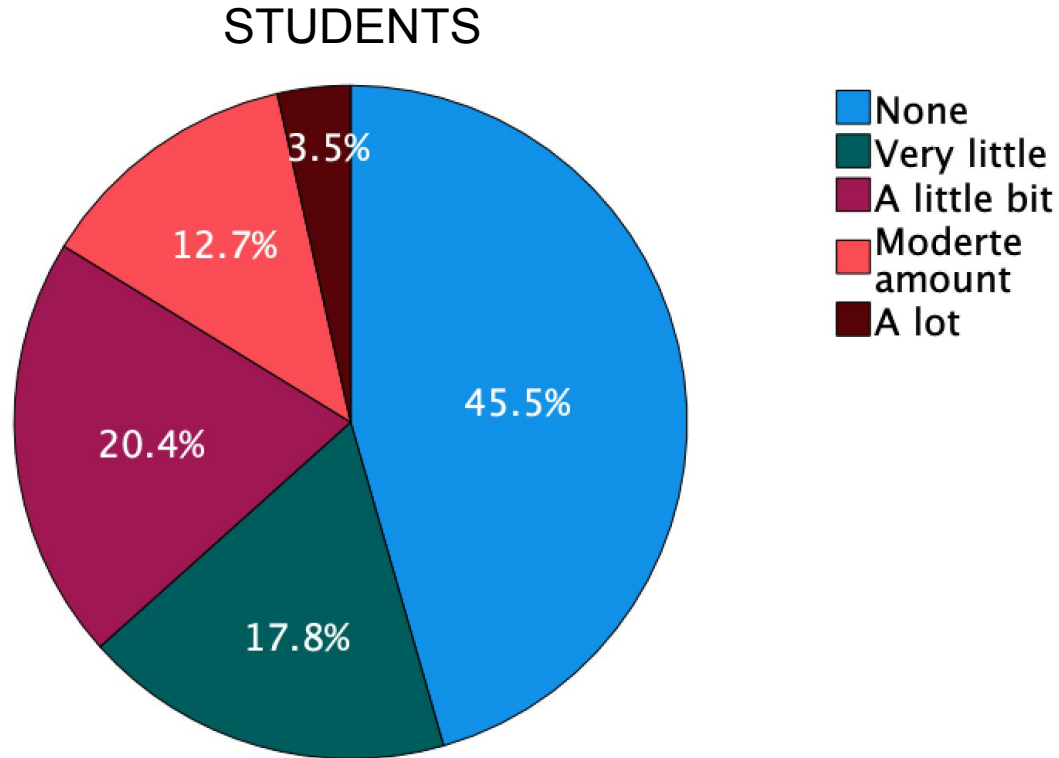Legend:
- Little knowledge
- Somewhat knowledable
- Faily knowledgeable
- Very knowledable

Pie chart values: 12.3%, 32.5%, 40.4%, 14.9%

Key Findings

55.3% of faculty are fairly or very knowledgeable of what ChatGPT can do

Rate how much you have engaged with ChatGPT

STUDENTS

Legend:
- None
- Very little
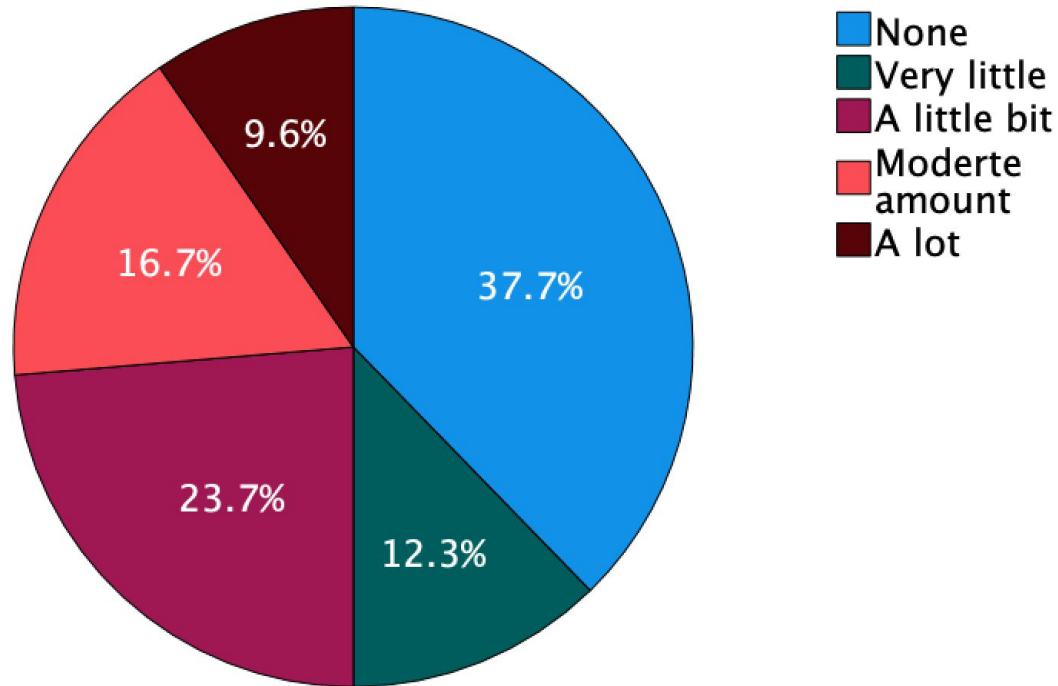- A little bit
- Moderte amount
- A lot

45.5%
17.8%
20.4%
12.7%
3.5%

Key Findings

45.5% of students have no engaged with ChatGPT at all

Rate how much you have engaged with ChatGPT

FACULTY

Legend:
- None
- Very little
- A little bit
- Moderte amount
- A lot

Pie chart values:
- 37.7%
- 12.3%
- 23.7%
- 16.7%
- 9.6%

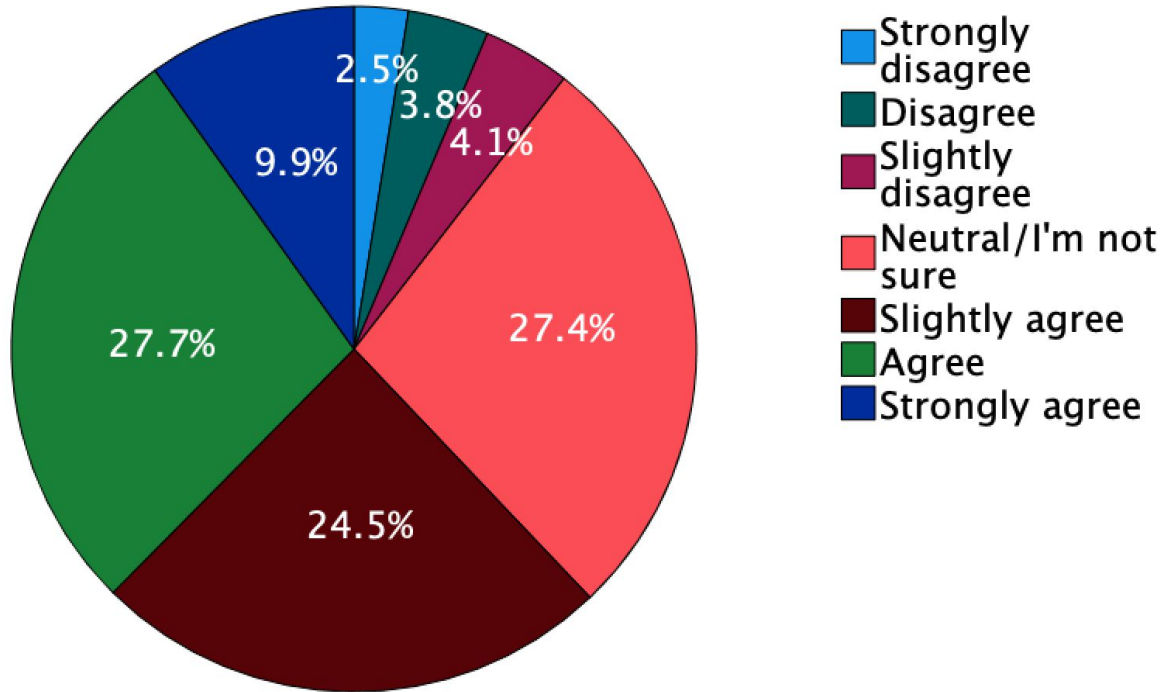**Key Findings**

37.3% of faculty have not engaged with ChatGPT at all

ChatGPT and generative AI may benefit education in some ways

STUDENTS

2.5%
3.8%
4.1%
27.4%
24.5%
27.7%
9.9%

Strongly disagree
Disagree
Slightly disagree
Neutral/I'm not sure
Slightly agree
Agree
Strongly agree

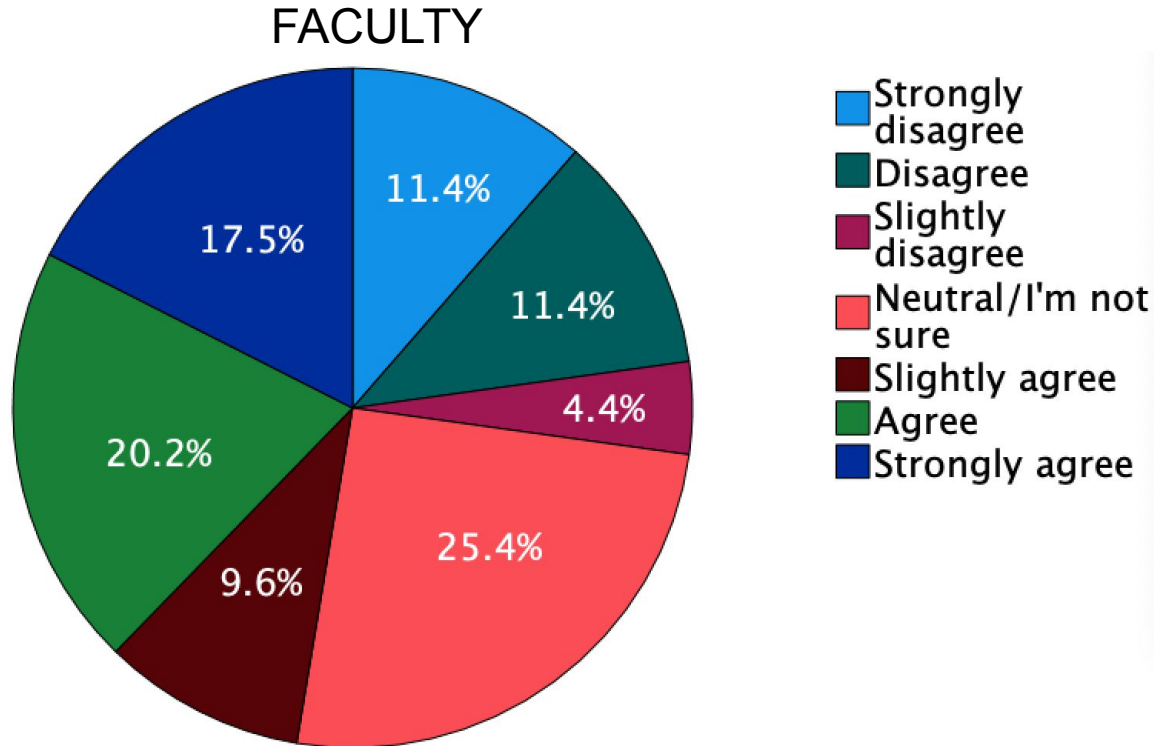**Key Findings**

62.1% of students agree that AI will benefit education

16.2% of students disagree

ChatGPT and generative AI may benefit education in some ways

FACULTY

- ■ Strongly disagree
- ■ Disagree
- ■ Slightly disagree
- ■ Neutral/I'm not sure
- ■ Slightly agree
- ■ Agree
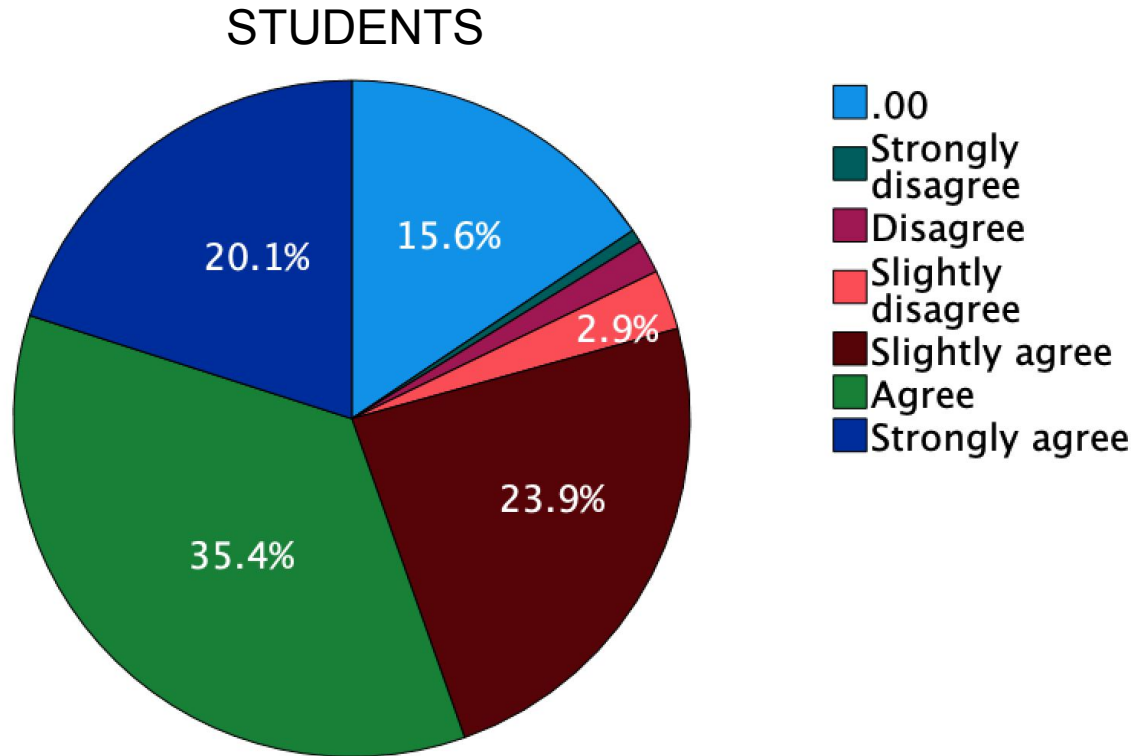- ■ Strongly agree

11.4%
17.5%
11.4%
20.2%
4.4%
9.6%
25.4%

Key Findings

47.3% of faculty agree it will benefit education

27.2% of faculty disagree that AI will benefit education

ChatGPT and generative AI may negatively impact education in some ways

STUDENTS

- .00
- Strongly disagree
- Disagree
- Slightly disagree
- Slightly agree
- Agree
- Strongly agree

15.6%
2.9%
23.9%
35.4%
20.1%

Key Findings

79.4% of students agree that AI will negatively impact education

ChatGPT and generative AI may negatively impact education in some ways

FACULTY

- Strongly disagree
- Disagree
- Slightly disagree
- Neutral/I'm not sure
- Slightly agree
- Agree
- Strongly agree

3.5%
2.6%
2.6%
13.2%
20.2%
28.9%
28.9%
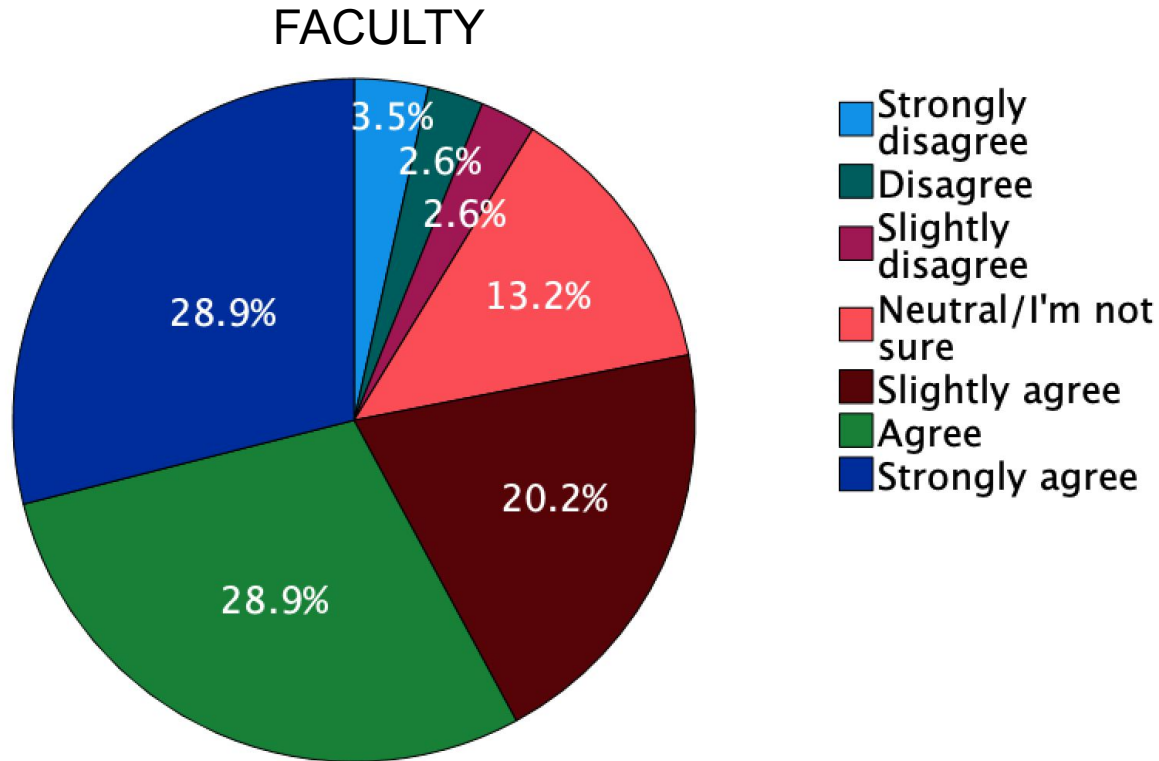
Key Findings

78% of faculty agree that AI will negatively impact education

How can AI be used to enhance education (Faculty)

- Can be used as a search engine like google, but even more effectively
- Can act as a free tutor or help students when they are stuck
- Can be used as a example for students to further evaluate
- Can be used to check work like a calculator

Quotes

- "None; it's garbage"
- "Can act as a tutor for students when they get stuck on a new concept. I plan to give students a class exercise so they can learn to use Chat GPT"
- "I think students can use it somewhat like a tutor if it ever reaches a stage of accuracy where it can read their writing and give them feedback on grammar, spelling, and writing structure."

What are the Negative Effects of AI on Education (Faculty)

- Will require educators we change their ways of assessment
- Students will rely on AI and lose creativity and motivation
- Only negative to educators that reject it
- Only negative until there are programs that can detect AI

Quotes

- "I can only see positive aspects of generative AI. Change is inevitable, and holding on to the old ways has never been a recipe for success."
- "If we assign generic essay topics, then ... yes, it will be bad. If we individualize assignments specifically to our own specific knowledge bases, it will be okay."

How can AI be used as a tool/enhance education? (Student)

- Similar tool like Siri and Google that more easily answers complex questions
- Will help with "busy work" and doing work that lacks substance so students can better focus on more meaningful work
- Personal tutor
- Additional way for students to learn if they are struggling with their teachers style of teaching
- Helps students find a greater understanding to something they didn't understand previously

Quotes
- "ChaptGPT can enhance education by providing means on how to start by giving pointers in which direction to take"

Negative Effects on Education (Student)

- Discourages analytical thinking
- Over reliance on technology and AI
- Could be used to cheat but not necessarily helping you learn
- Difference in using it for basic concepts like math and english but is completely stealing from other artists when used for artistic purposes
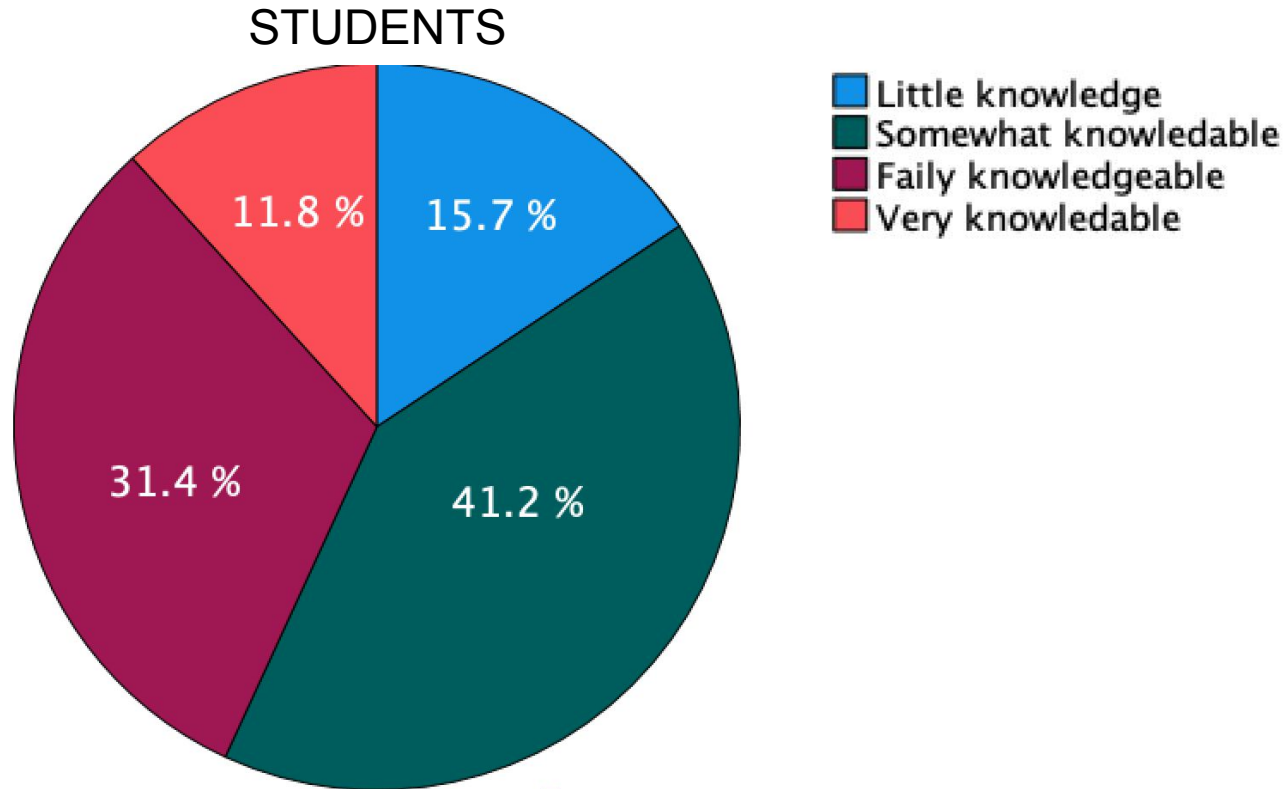
Quotes

- "Students can just cheat using them. It doesn't help you learn."
- "Hinders critical thinking most especially in developing brains"
- "Two ways come to mind. First, that it would damage academic integrity by making it easier to cheat and possible to cheat in bigger ways. Second, that it could prevent students from developing the creative and critical thinking skills necessary to produce writing/art because AI would become a crutch."

Section B

How many students have you personally heard of using ChatGPT or other generative AI to submit schoolwork that they pass off as their work that they pass off as their own?

STUDENTS

Legend:
- Little knowledge
- Somewhat knowledable
- Faily knowledgeable
- Very knowledable

Pie chart values:
- 15.7 %
- 41.2 %
- 31.4 %
- 11.8 %

Key Findings

Have you heard about friends or other students using Chat GPT or other generative AI to submit schoolwork that they pass off as their own?.
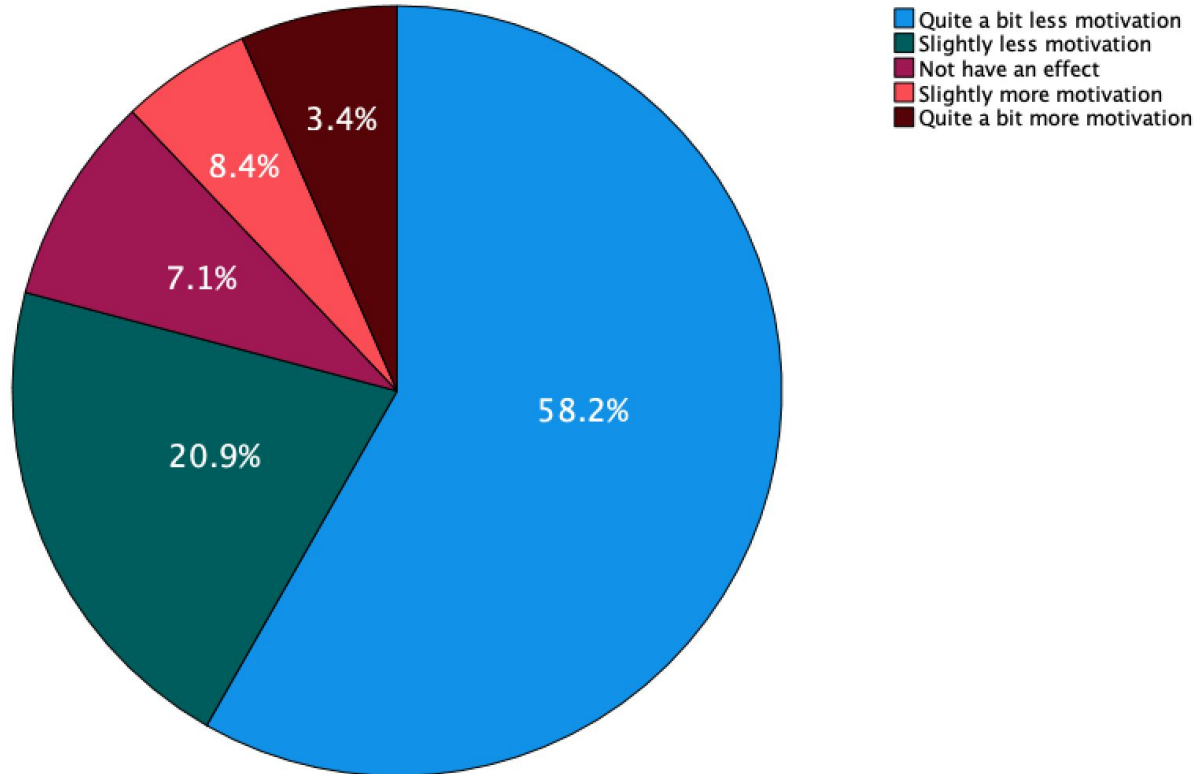
STUDENTS

Legend:
- I'm not sure
- Yes
- No

12.7%
52.2%
35%
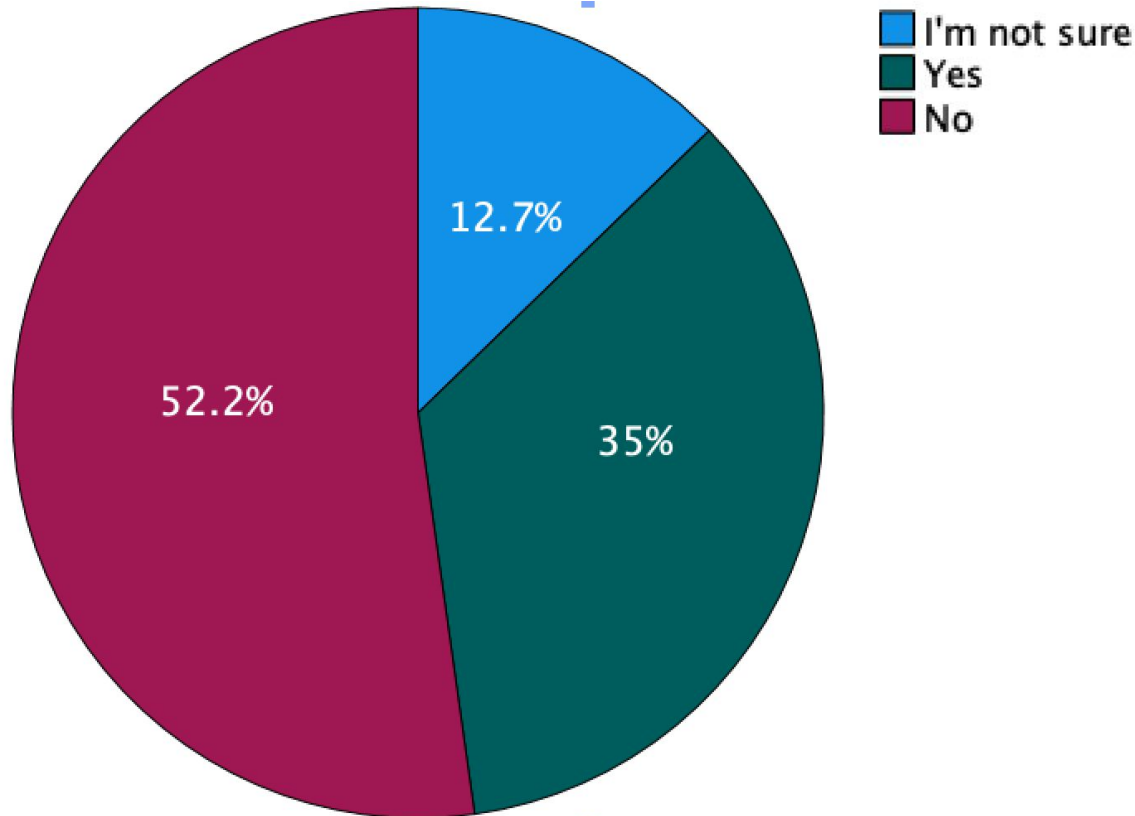
Key Findings

35% students heard about ChatGPT being used to as "student work"

If AI-generated writing continues to progress and get better, how do you think it could impact student motivation to learn how to write?

FACULTY

Legend:
- Quite a bit less motivation
- Slightly less motivation
- Not have an effect
- Slightly more motivation
- Quite a bit more motivation

Pie chart values: 58.2%, 20.9%, 7.1%, 8.4%, 3.4%

Key Findings

58.2% of faculty reported that students would be less motivated to learn how to write if AI improves.

I think instructors should teach students how to use generative artificial intelligence technology (i.e., instructors should teach students AI literacy).

FACULTY

Legend:
- Strongly disagree
- Disagree
- Slightly disagree
- Neutral/I'm not sure
- Slightly agree
- Agree
- Strongly agree

Pie chart values: 8.8%, 6.1%, 0.9%, 28.1%, 12.3%, 23.7%, 20.2%

Key Findings

Only 15.8 of faculty choose either strongly disagree, disagree, or slightly disagree.

Reasons to use ChatGPT to complete assignments (Student).

trend

Ss responses
- Many students state that they might use ChatGPT as a helpful resource in order to complete schoolwork ad assignment more like a tutor

Students Responses:
- "I think that this can be used as an educational tool because they can help students to get the help and support they need when their teachers are not available. When a student has a question on an assignment and they cannot get a hold of their teacher they can use this to not just got the answer, but have it be explained to them which is important. Although this could be negatively used because students may use it to cheat, if students are using it appropriately immaturely I think that it can be very beneficial to their learning."

- "I think it can make education more accessible and inclusive for disadvantaged areas that may have low amounts of teachers or poor education standards in general."

- "As a learning tool, students can double check their answers and receive a text explanation on concepts that they might not feel fully confident about."

Reasons to <u>not</u> use ChatGPT to complete assignments (Student)

Students fear the risk of engaging in Academic Dishonesty but also worry about the consequences this will have on their own learning.

"*Using AI means that you are not learning what the assignment is trying to teach you and in the short term this might pay off in a better grade but in the long run if you continue in the subject you were studying it will become apparent due to your lack of knowledge that you shortcut some classes.*"

"*Because I want to learn the material myself as nobody can take my education away from me. But if I don't learn the material, I won't have an education to take with me forever.*"

"*Of course, the big deterrent is the fear of being caught. I fear that small discrepancies in the generated prompt would be suspicious, or even obvious. Even if I went back to rewrite the piece or work out the kinks, at that point, it wouldn't take that much more effort just to make my own response. Further, since producing my own work completely eradicates concerns of being caught cheating, I would rather just do that.*"

Assignments instructors should plan to assign to encourage learning (Faculty).

Rely on self to determine if work is AI generated

Use other technology to distinguish weather ChatGPT was used

Embrace ChatGPT

Alter Assignments

"Ungraded exercises so students can do them to learn but don't feel pressured by grades. Assessments that are proctored in person are required."

Have students show proof of work

No ideas/ hesitation to implement/ no concerns

"I am not an instructor, but I do think this opens the door for some interesting topics, mainly around critical thinking. Technology has changed the human experience in so many ways, it has simultaneously made the world a smaller place, but has also shown us there is so much that we do not know and therefore so much more to discover. If lessons around AI can be used to further this discussion and get students to think critically about the information they encounter on a daily basis, then it can be a good thing."

Ethics of using ChatGPT to pass off as own work (Faculty).

ChatGPT is wrong in any circumstance:

"If it's prohibited in the syllabus, then it is considered "unauthorized collaboration" and is an academic integrity violation. The Student Affairs office is quite useless in enforcing the student conduct code when it has anything about cheating, so what's the point of even submitting a report?"

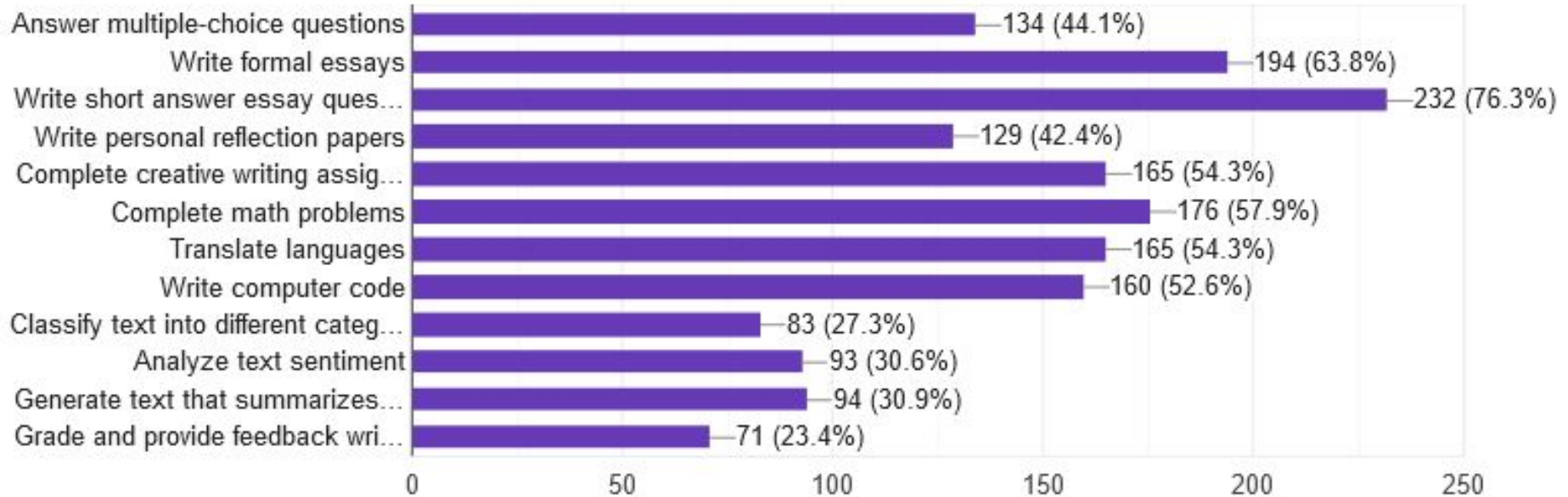ChatGPT is ok to use under specific circumstances

Students should be punished for using ChatGPT

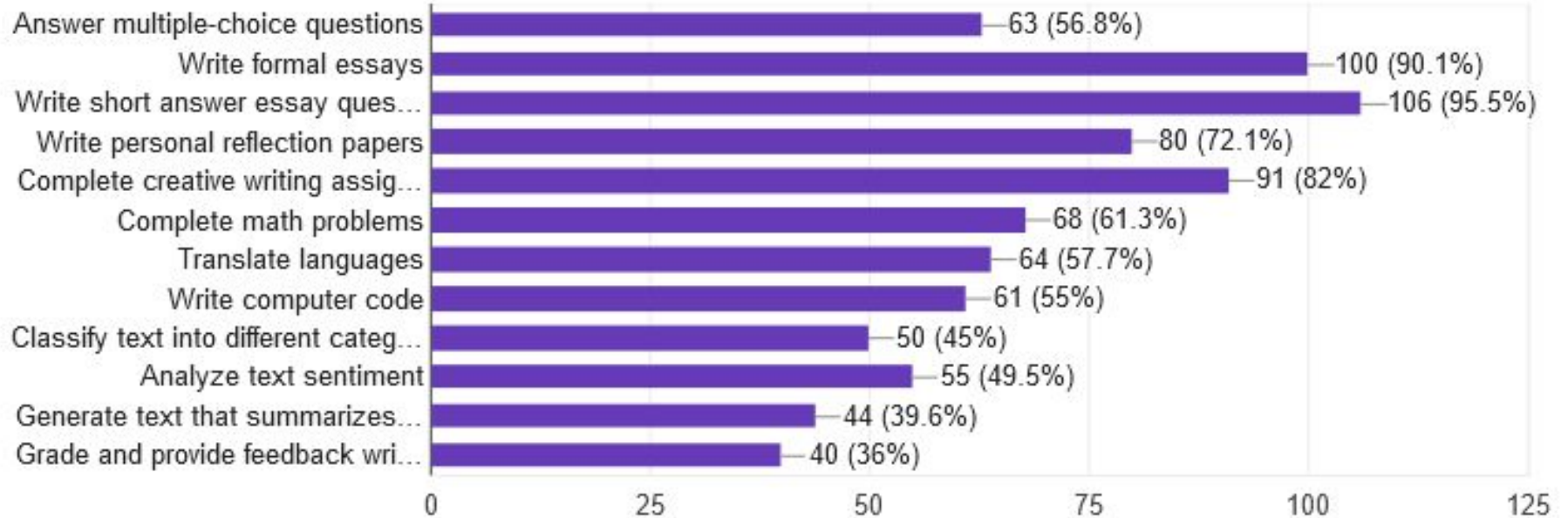Students are responsible for their own learning

No way around it

"I sort of feel like it was the same as copy and paste from the internet when that started. Students will take the easiest way until we make them see that learning the skill is more important to them."

What do you think ChatGPT can do? (Students)

Category	Value
Answer multiple-choice questions	134 (44.1%)
Write formal essays	194 (63.8%)
Write short answer essay ques...	232 (76.3%)
Write personal reflection papers	129 (42.4%)
Complete creative writing assig...	165 (54.3%)
Complete math problems	176 (57.9%)
Translate languages	165 (54.3%)
Write computer code	160 (52.6%)
Classify text into different categ...	83 (27.3%)
Analyze text sentiment	93 (30.6%)
Generate text that summarizes...	94 (30.9%)
Grade and provide feedback wri...	71 (23.4%)

What do you think ChatGPT can do? (Faculty)

Category	Value
Answer multiple-choice questions	63 (56.8%)
Write formal essays	100 (90.1%)
Write short answer essay ques…	106 (95.5%)
Write personal reflection papers	80 (72.1%)
Complete creative writing assig…	91 (82%)
Complete math problems	68 (61.3%)
Translate languages	64 (57.7%)
Write computer code	61 (55%)
Classify text into different categ…	50 (45%)
Analyze text sentiment	55 (49.5%)
Generate text that summarizes…	44 (39.6%)
Grade and provide feedback wri…	40 (36%)

Section C

Have you personally identified student schoolwork that was generated by ChatGPT but submitted as the student's own original work?

FACULTY

Legend:
- I'm not sure
- Yes
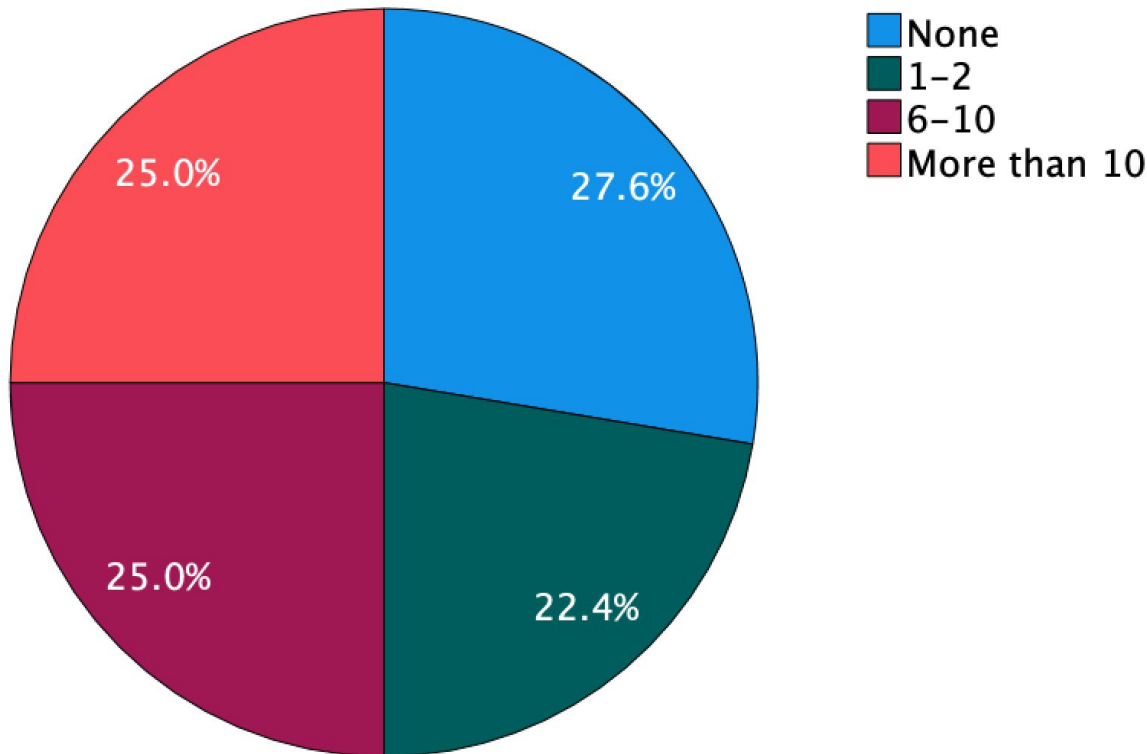- No
- Maybe

9.6%
16.7%
11.4%
62.3%
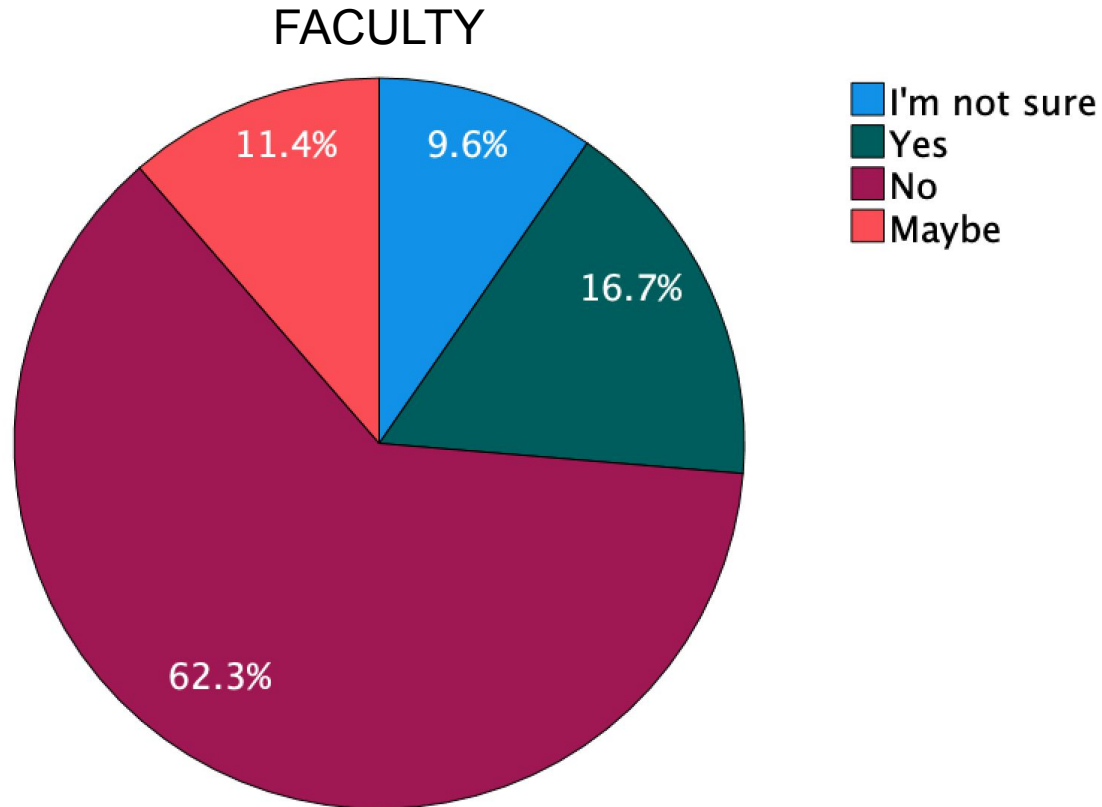
Key Findings

16.7% of faculty were able to identify schoolwork generated by ChatGPT

How many students have you personally heard of using ChatGPT or other generative AI to submit schoolwork that they pass off as their own?
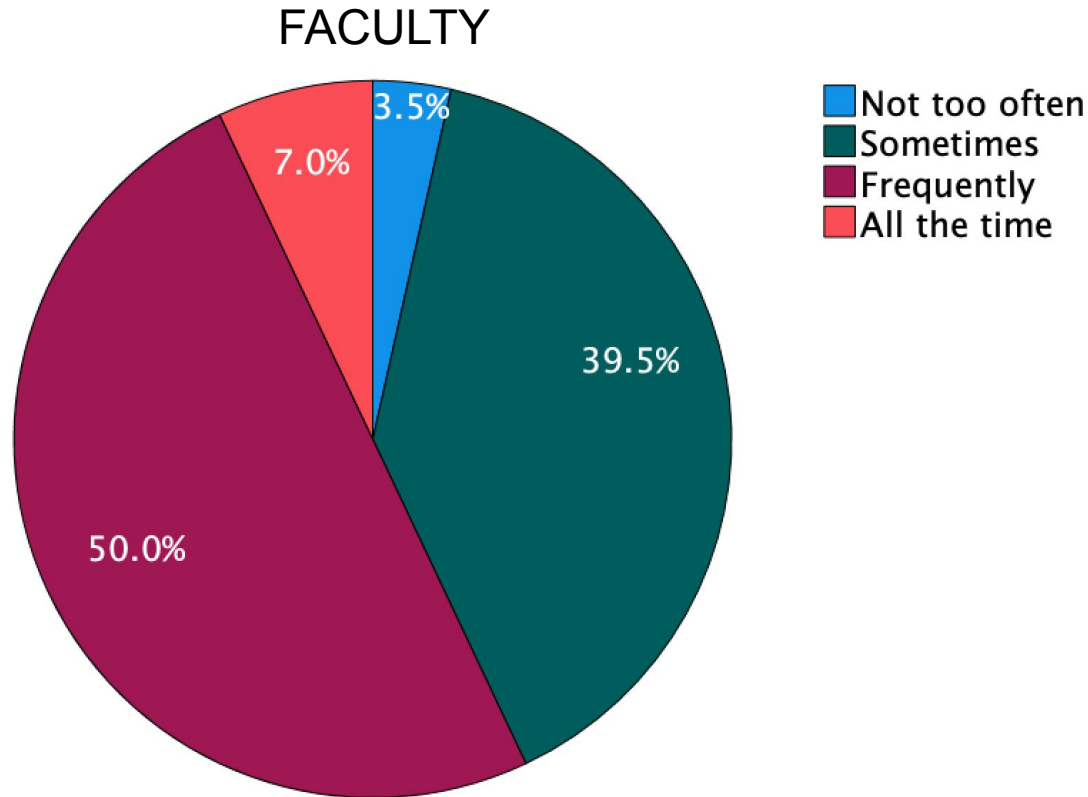
FACULTY

Legend:
- None
- 1–2
- 6–10
- More than 10

Pie chart values: 27.6%, 22.4%, 25.0%, 25.0%

Key Findings

72.4% of faculty of heard of at least one student using ChatGPT or other AI generative AI to submit schoolwork and pass it off as their own.

How frequently do you think students will use responses generated by Chat GPT to complete schoolwork and pass the work off as their own.

FACULTY

Legend:
- Not too often
- Sometimes
- Frequently
- All the time

3.5%
7.0%
39.5%
50.0%

Key Findings

50.0% of faculty members believe that students will frequently use Chat GPT to complete their schoolwork and pass it off as their own.

SECTION C REOCCURING THEMES (Faculty)

Overall, how do you think the college should approach the academic integrity issues currently presented by ChatGPT and generative AI?

- AI generated work passed off by students is considered plagiarism
- We should avoid interfering with AI generated work, and instead adapt to it.
- Creating school-wide policies on the restriction of AI generated work will be more effective than policies between faculty and students
- Faculty and students should work together to create a policy about the use of AI generated work
- AI detection softwares should be implemented and accessible to faculty members
- If AI generated work is used, it should be cited (as in, a source in the Works Cited page)

SECTION C FACULTY QUOTES

"Simply expect that students will use ChatGPT, and change our expectations accordingly. Our students will live in a world with ubiquitous generative AI, so asking them not to use it and become proficient at understanding what it can and cannot do is akin to asking them to live in the past rather than the future."

"I think [ChatGPT] should be the same as our other academic integrity policies and our school should fund resources to equip faculty and empower students to be confident about the work they are writing. We take plagiarism seriously and so we subscribe to Turnitin.com. If there's a similar resource for AI-writing detection, that should be available for faculty as well."

"[ChatGPT] should be treated like any other instance of cheating or plagiarism. If a student isn't citing a source for the information and is passing it off as their own work, then they should be punished accordingly."

How many students have you personally heard of using ChatGPT or other generative AI to submit schoolwork that they pass off as their own?
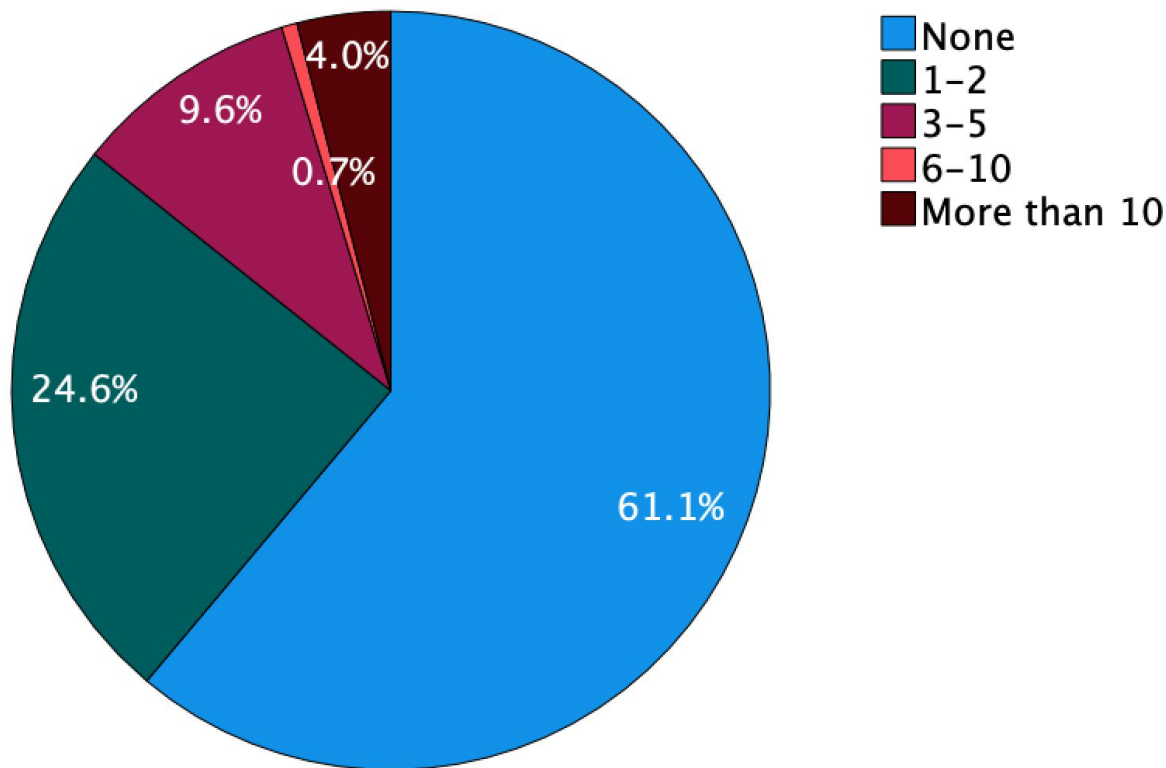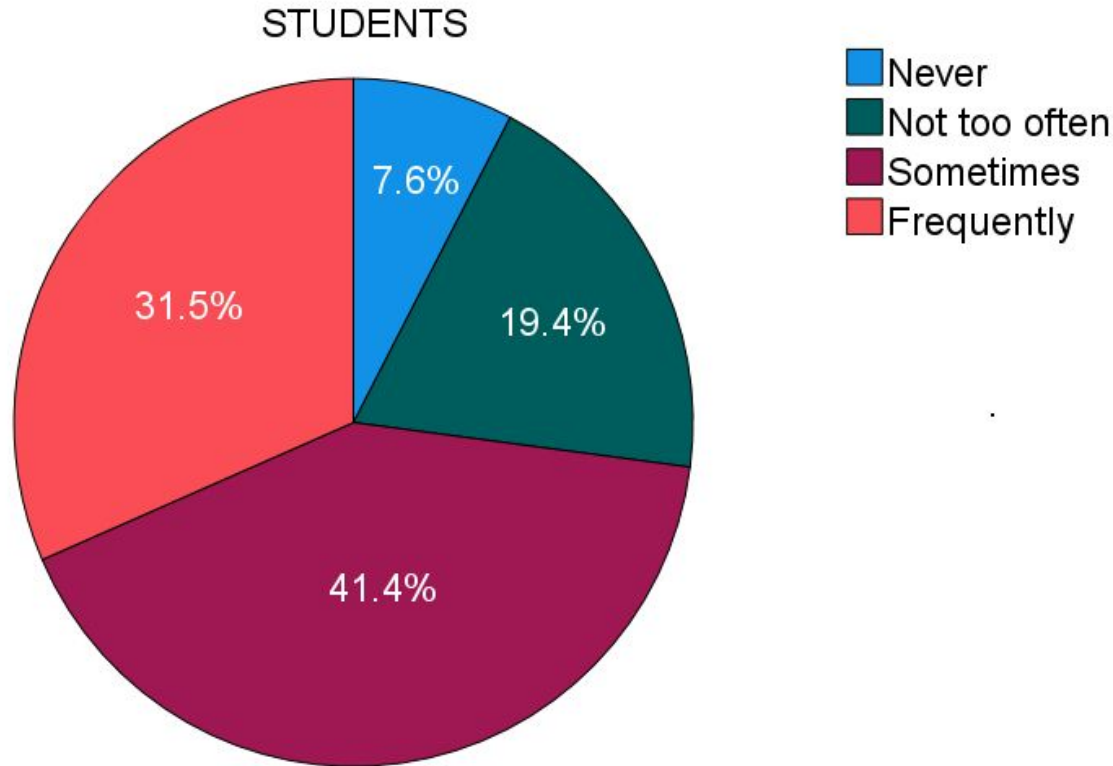
STUDENTS

Legend:
- None
- 1-2
- 3-5
- 6-10
- More than 10

Pie chart values:
- 54.5%
- 24.1%
- 7.7%
- 5.6%
- 8.2%
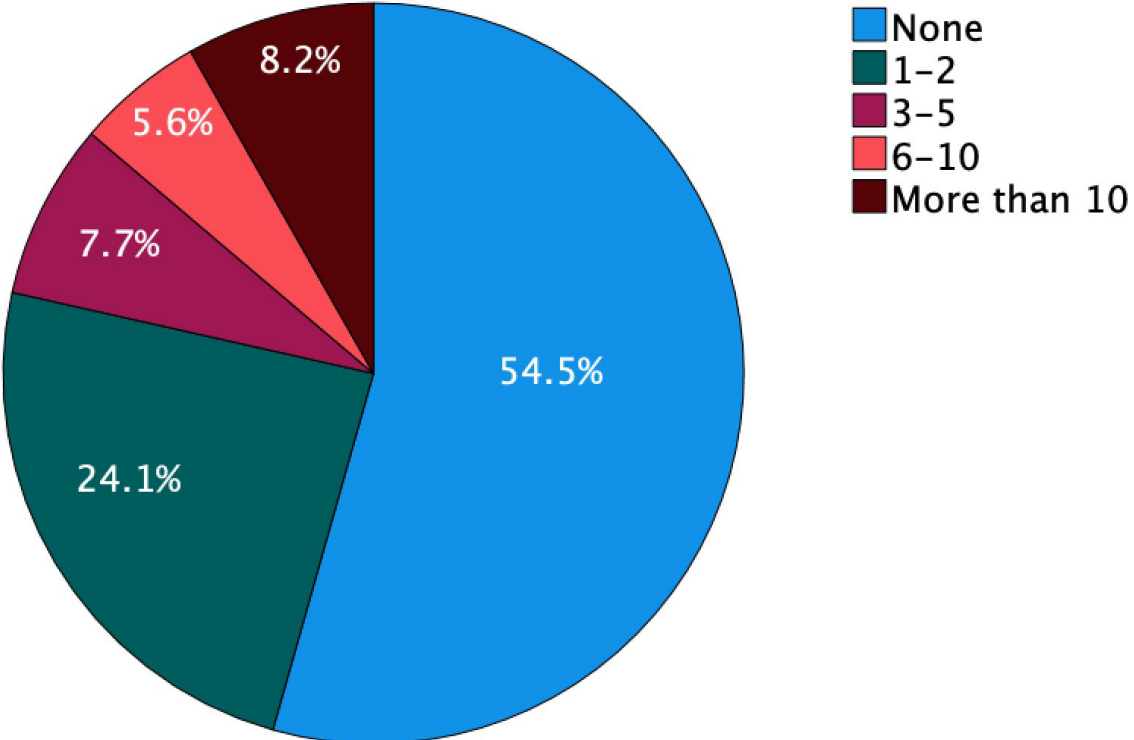
Key Findings

45.5% students and faculties heard of using ChatGPT or other generative AI

How many students have you personally heard of using ChatGPT or other generative AI to submit schoolwork that they pass off as their own?

STUDENTS

Legend:
- None
- 1–2
- 3–5
- 6–10
- More than 10

Pie chart values:
- 61.1%
- 24.6%
- 9.6%
- 4.0%
- 0.7%

Key Findings

…

How frequently do you think students will use responses generated by Chat GPT to complete schoolwork and pass the work off as their own. (Students)

STUDENTS

Never
Not too often
Sometimes
Frequently

7.6%
19.4%
31.5%
41.4%

Key Findings

31.5% of students think that students will frequently use Chat GPT to complete schoolwork and pass off that off as their own.

SECTION C REOCCURING THEMES (Students)

Is it ethical to pass off content generated by ChatGPT as one's own work?

(As indicated by students frequency of usage and personal reactions to the software)

- This software could serve as an effective tool for supplementing a student's writing and producing further ideas to guide or enhance the assignment.
- It is only ethical if students edit or only use a portion of the response provided by Chat GPT.
- Using ChatGPT could prevent students from learning the fundamentals of the academic subject and discourage creativity .
- Work that is not created by the student should not be submitted regardless of the technicalities of plagiarism surrounding AI generated content.
- Students agreed that copying a generated response directly from Chat GPT is a form of plagiarism, but many differed in opinion concerning the extent of incorporation that is acceptable either for research or for enhancing a students initial base of writing by providing further ideas.

SECTION C STUDENT QUOTES

"I think that writing is such a creative and unique thing to each person, and if students aren't learning how to write their own things, then the society will lose a lot of its creativity, and also students will not be learning how to be educated."

"It can be very beneficial and enhance the learning process, as it introduces ideas you might not have previously thought about."
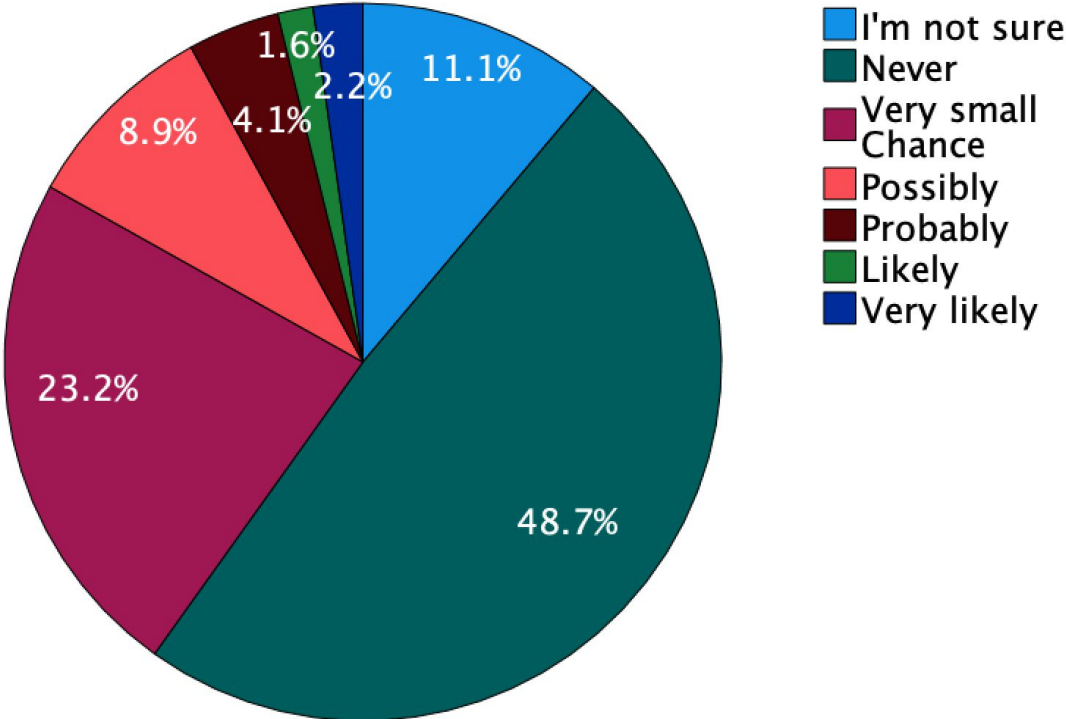
"I think that using AI could be helpful to supplement your thoughts as long as your thoughts are your own."

"I think it takes away from the essence of writing. Because if its by an AI it doesn't feel as real or humane."

How likely is it that you would use Chat GPT or other generative AI to complete schoolwork and pass the work off as your own at some point.
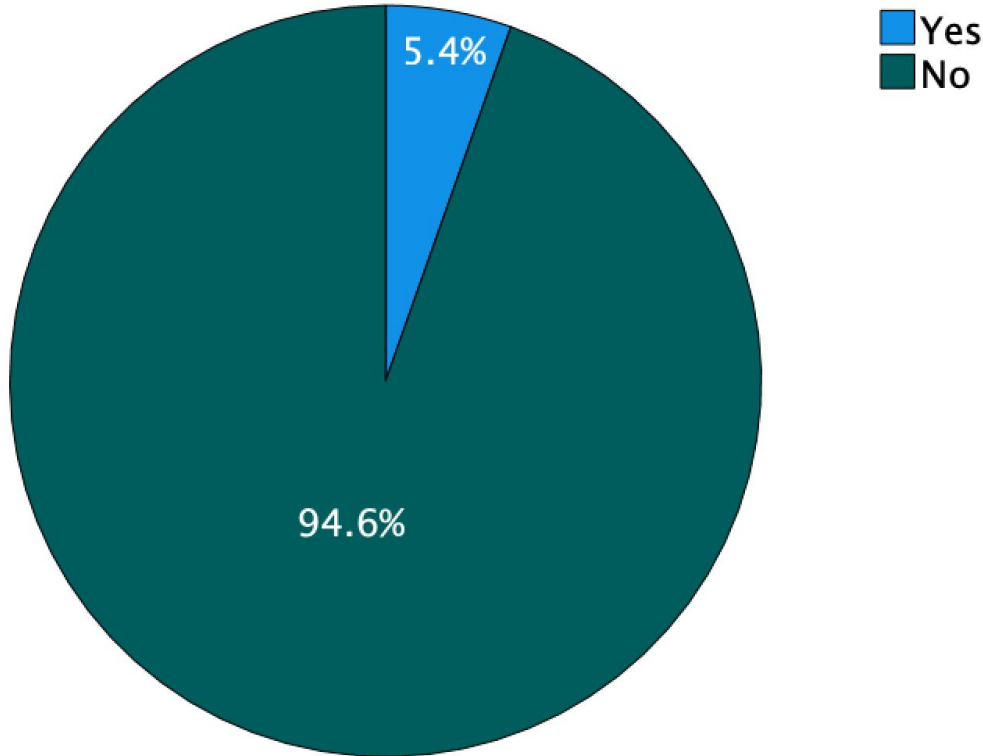
STUDENTS

Legend:
- I'm not sure
- Never
- Very small Chance
- Possibly
- Probably
- Likely
- Very likely

Pie chart values: 11.1%, 48.7%, 23.2%, 8.9%, 4.1%, 1.6%, 2.2%

Key Findings

16.8% of students said they would consider using generative AI in the future whereas 71.9% of students claim they are very unlikely to or will never use it.

Have you personally used Chat GPT or other generative AI to create work for an assignment that you passed off as your own?

STUDENTS

5.4%

94.6%

Yes
No

Key Findings

94.6% of students haven't used generative AI to create work for an assignment that they passed off as their own

Chat GPT Use in Fall Quarter 2022 Finals

If you used ChatGPT to assist with your final fall quarter assignments and/or exams, to what extent did you use it?

Brainstorming, outlining, and forming ideas

59.2%

Answered multiple-choice questions with the help of ChatGPT

29.1%

Submitted written material from ChatGPT with edits

7.3%

**Submitted written material from ChatGPT without edits**

5.5%

Source: Fizz Post • In an anonymous poll uploaded on Fizz, 4,497 Stanford students answered whether or not they used ChatGPT to help with their Fall final assignments.
Graphic: MARK ALLEN CU/The Stanford Daily

https://stanforddaily.com/2023/01/22/scores-of-stanford-students-used-chatgpt-on-final-exams-survey-suggests/

Did your schoolwork get identified by the professor as being generated by Chat GPT or other generative AI?

STUDENTS

Legend:
- I'm not sure
- Yes
- No

17.6%

5.9%

76.5%
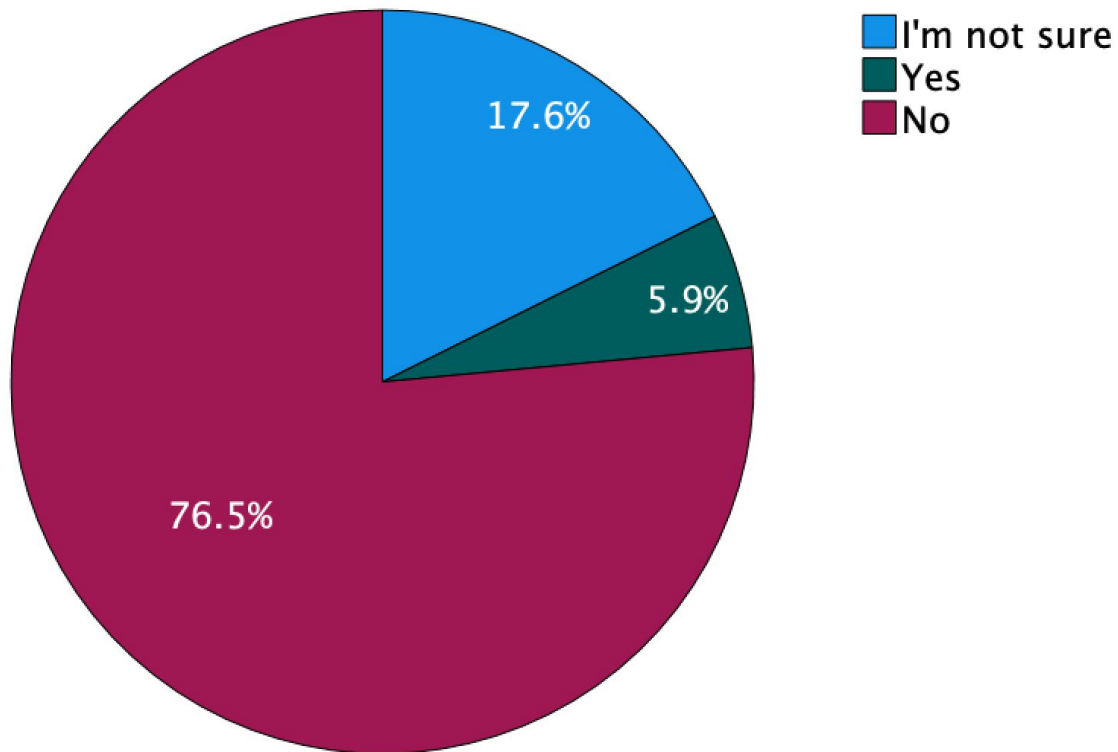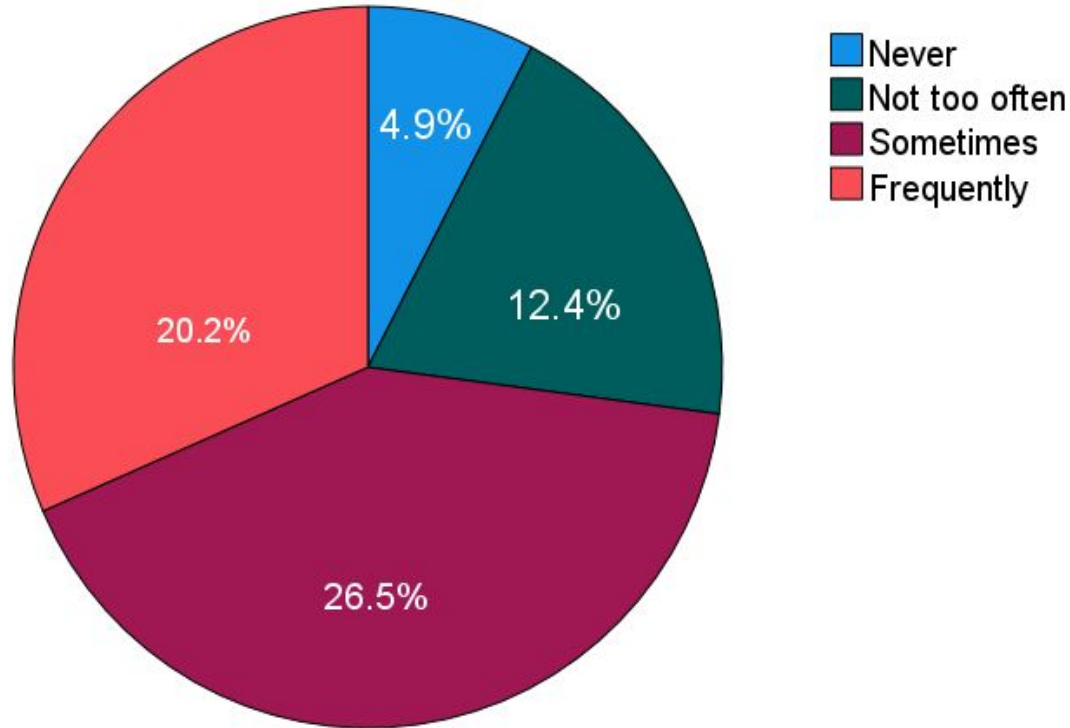
Key Findings

5.9% of students claimed that their AI generated schoolwork got identified by their professor.

How Frequently do you think students will use Chat GPT to complete and pass school work off as their own schoolwork.
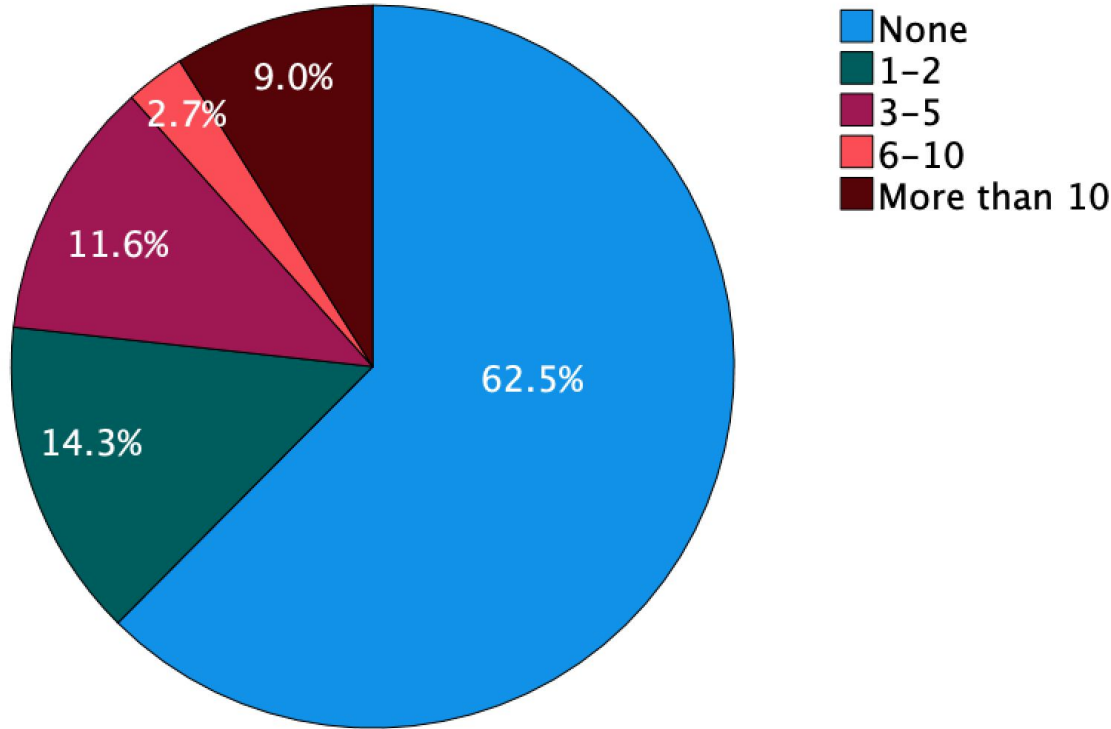

Legend:
- Never
- Not too often
- Sometimes
- Frequently

4.9%
12.4%
20.2%
26.5%

Key Findings
26.5% of students frequently use Chat GPT
4.9% will never use Chat GPT

How many videos have you seen on social media that promote using generative AI like Chat GPT to cheat on assignments?
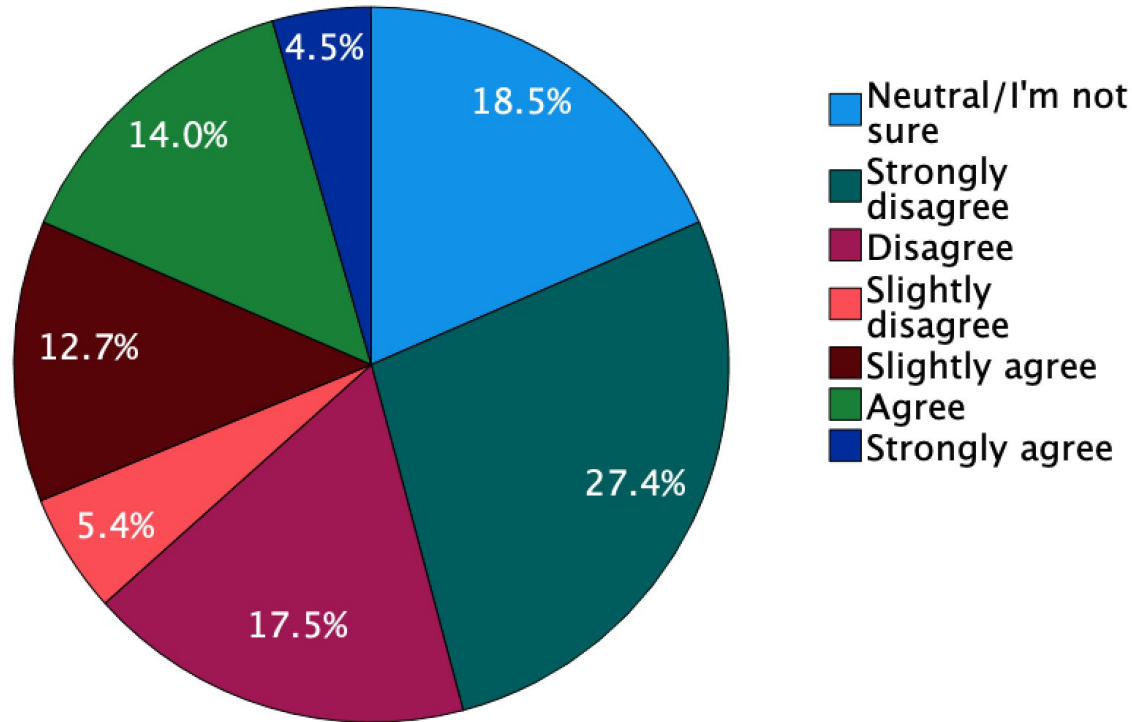
STUDENTS

Legend:
- None
- 1–2
- 3–5
- 6–10
- More than 10

Pie chart values: 62.5%, 14.3%, 11.6%, 2.7%, 9.0%

Key Findings

37.5% of students saw videos that promote using generative AI to cheat on assignments

I would be more likely to use Chat GPT to complete schoolwork and pass off the work as my own if the class is not in my major.

STUDENTS

Legend:
- Neutral/I'm not sure
- Strongly disagree
- Disagree
- Slightly disagree
- Slightly agree
- Agree
- Strongly agree

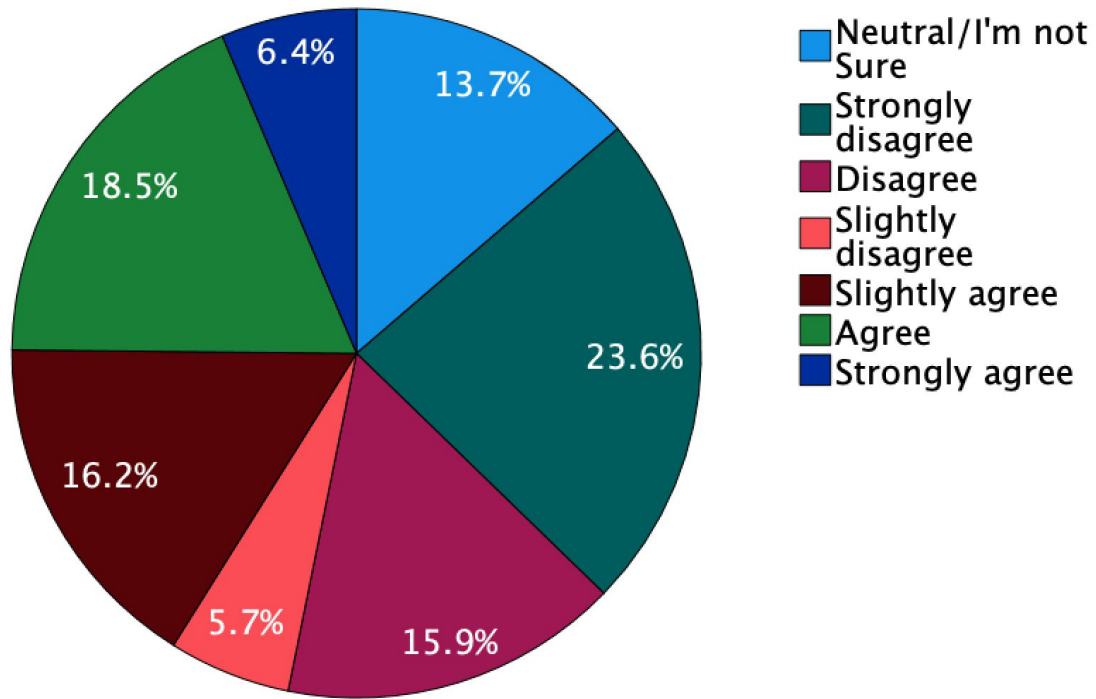Pie chart values: 18.5%, 27.4%, 17.5%, 5.4%, 12.7%, 14.0%, 4.5%

Key Findings

31.2% of students are likely to use ChatGPT

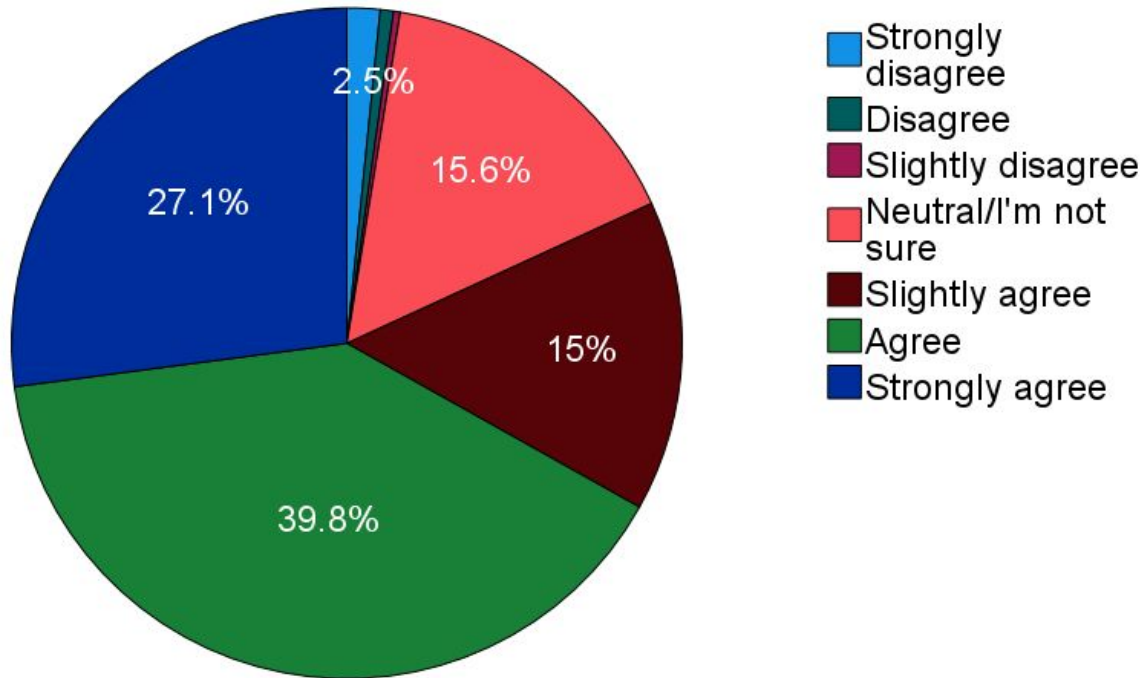18.5% are Neutral/Not sure

50.3% of students are not likely use ChatGPT

I would be more likely to use Chat GPT to complete schoolwork and pass off the work as my own if I am not invested in the class, relative to if I care about the class.

STUDENTS

Legend:
- Neutral/I'm not Sure
- Strongly disagree
- Disagree
- Slightly disagree
- Slightly agree
- Agree
- Strongly agree

Pie chart values: 13.7%, 23.6%, 15.9%, 5.7%, 16.2%, 18.5%, 6.4%

Key Findings

41.2% of students are likely to use ChatGPT

13.7% are Neutral/Not sure

45.1% of students are not likely to use ChatGPT

Section D

I think professors will have less trust for students because of ChatGPT and generative AI technology.
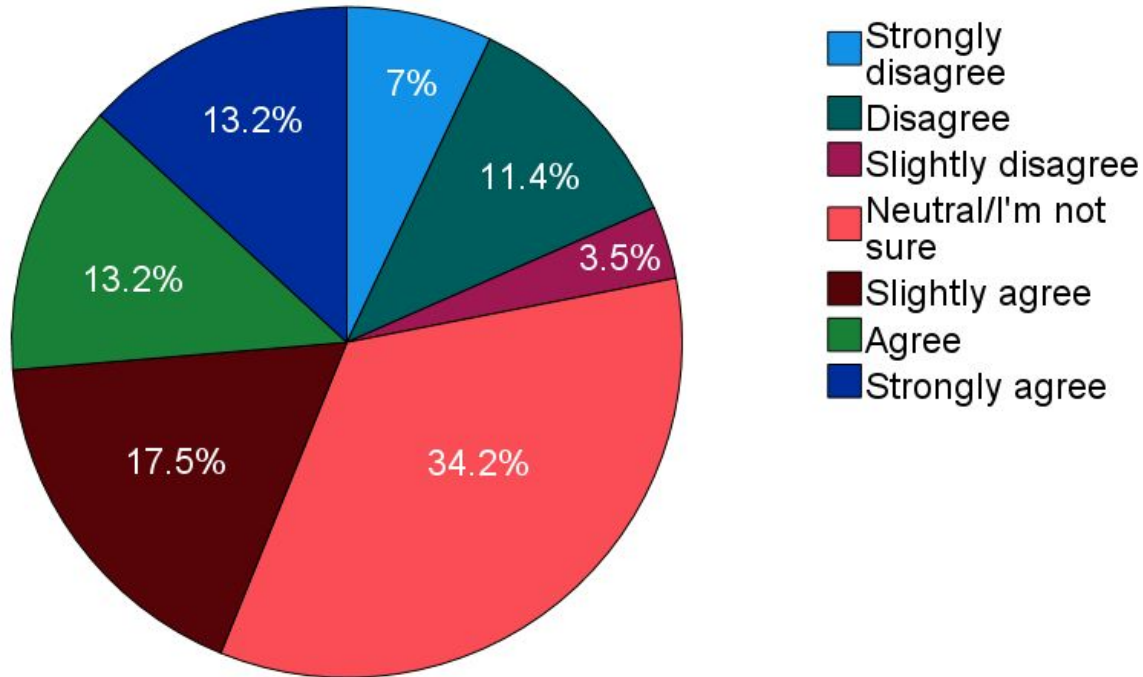

STUDENTS

Pie chart showing:
- 2.5% — Strongly disagree
- 15.6% — Neutral/I'm not sure
- 15% — Slightly agree
- 39.8% — Agree
- 27.1% — Strongly agree

Legend:
- Strongly disagree
- Disagree
- Slightly disagree
- Neutral/I'm not sure
- Slightly agree
- Agree
- Strongly agree

Key Findings

81% of students agree that ChatGPT and generative AI undermine trust

# I think I will have less trust for students because of ChatGPT and generative AI technology.

FACULTY

Legend:
- Strongly disagree
- Disagree
- Slightly disagree
- Neutral/I'm not sure
- Slightly agree
- Agree
- Strongly agree

Pie chart values: 7%, 11.4%, 3.5%, 34.2%, 17.5%, 13.2%, 13.2%

Key Findings

35% of faculty agree that ChatGPT and generative AI undermine trust

I think professors should have policies in their syllabi that specifically state their position about using generative AI such as ChatGPT Dall-E 2 (which generates images and art) on assignments.
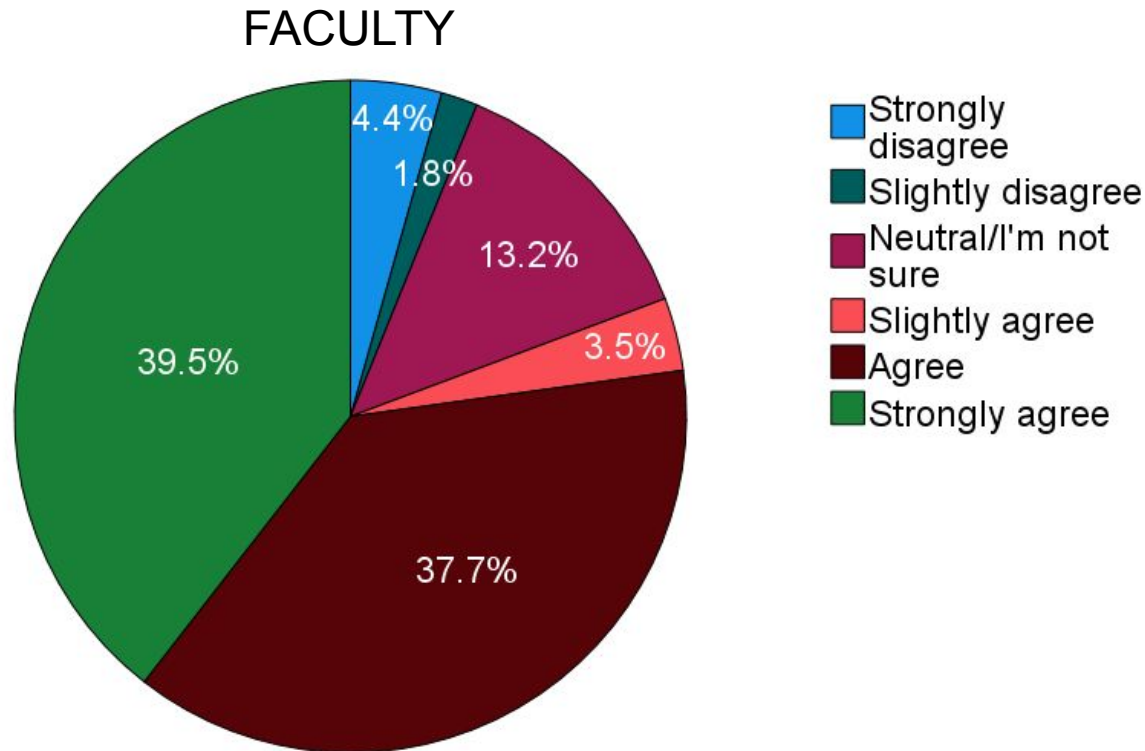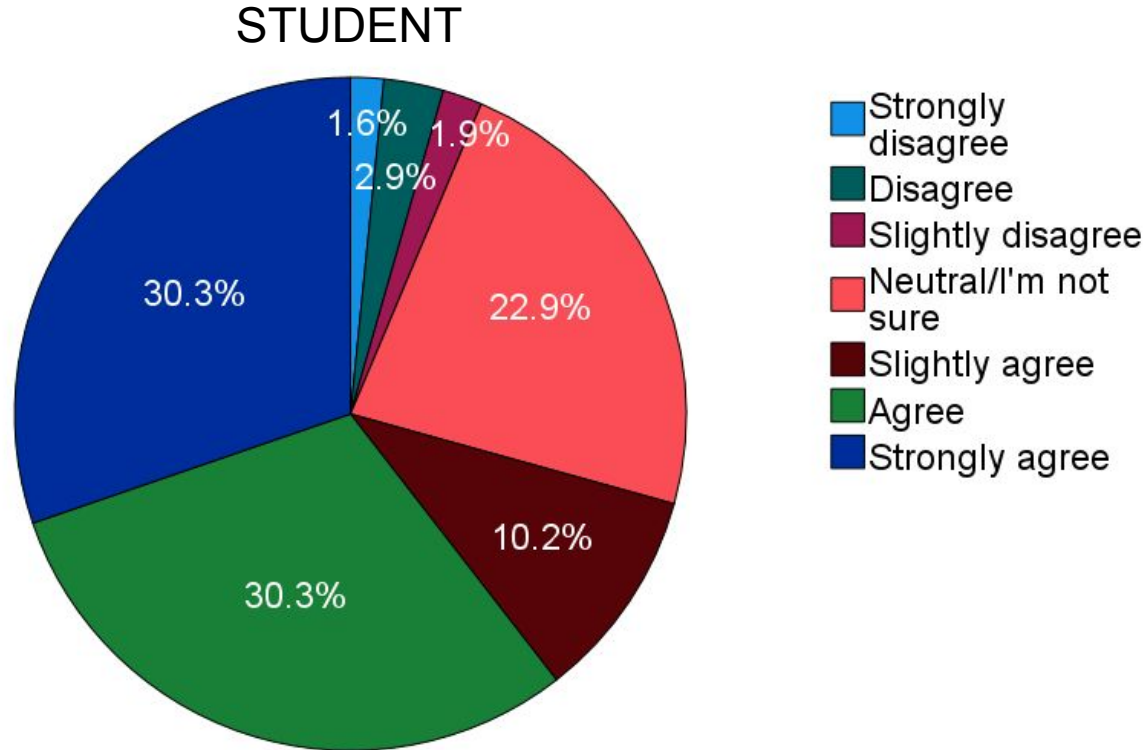
STUDENTS
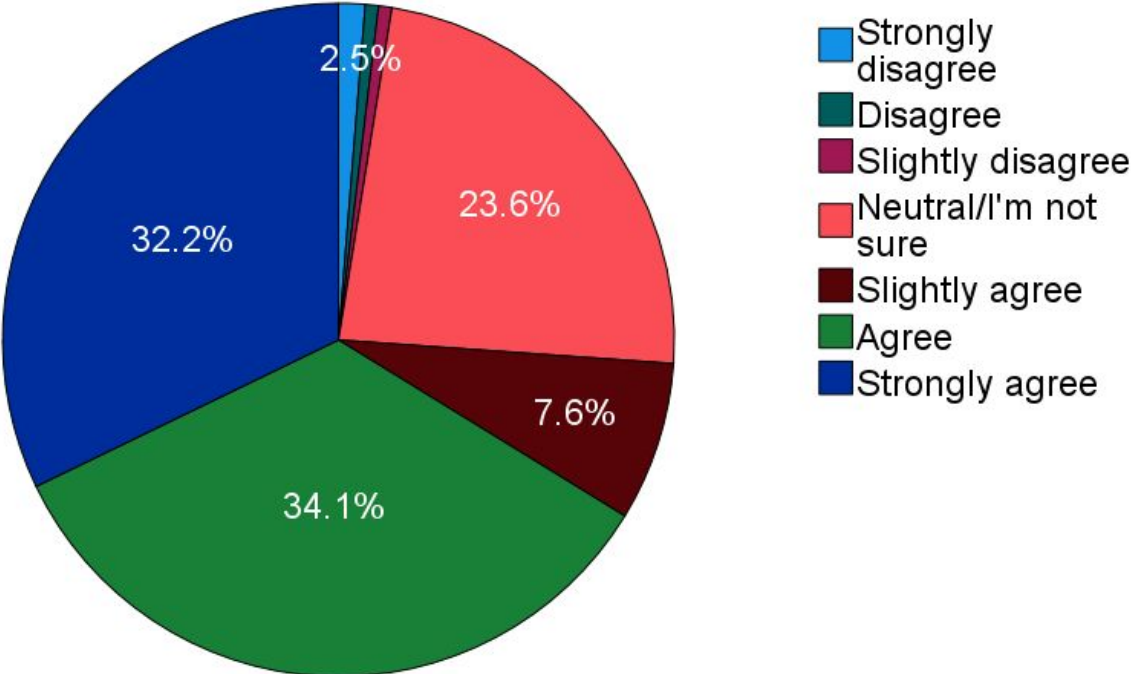
Key Findings

73.9% of students agree that class syllabi need policy statements regarding the use of generative AI

I think professors should have policies in their syllabi that specifically state their position about using generative AI such as ChatGPT Dall-E 2 (which generates images and art) on assignments.

FACULTY

Legend:
- Strongly disagree
- Slightly disagree
- Neutral/I'm not sure
- Slightly agree
- Agree
- Strongly agree

Pie chart values: 4.4%, 1.8%, 13.2%, 3.5%, 37.7%, 39.5%

Key Findings

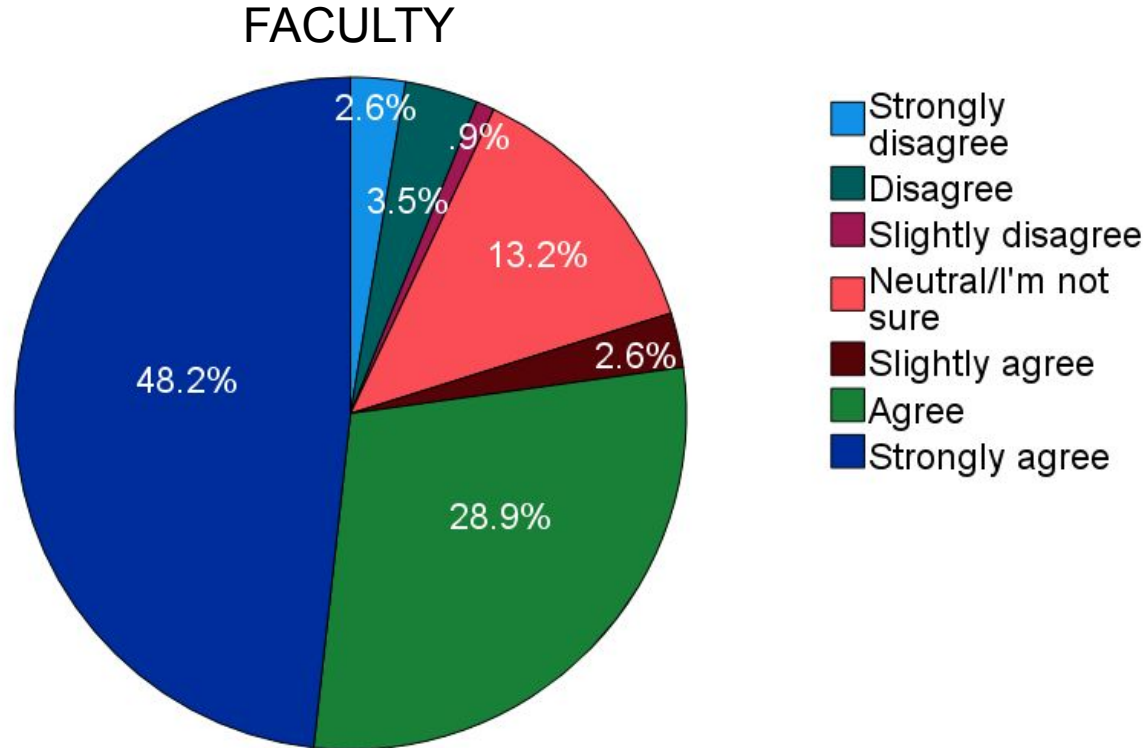80.7% of faculty agree that class syllabi need policy statements regarding the use of generative AI

I think that the college should develop a college-wide academic integrity policy that provides guidance about the use of generative artificial intelligence.
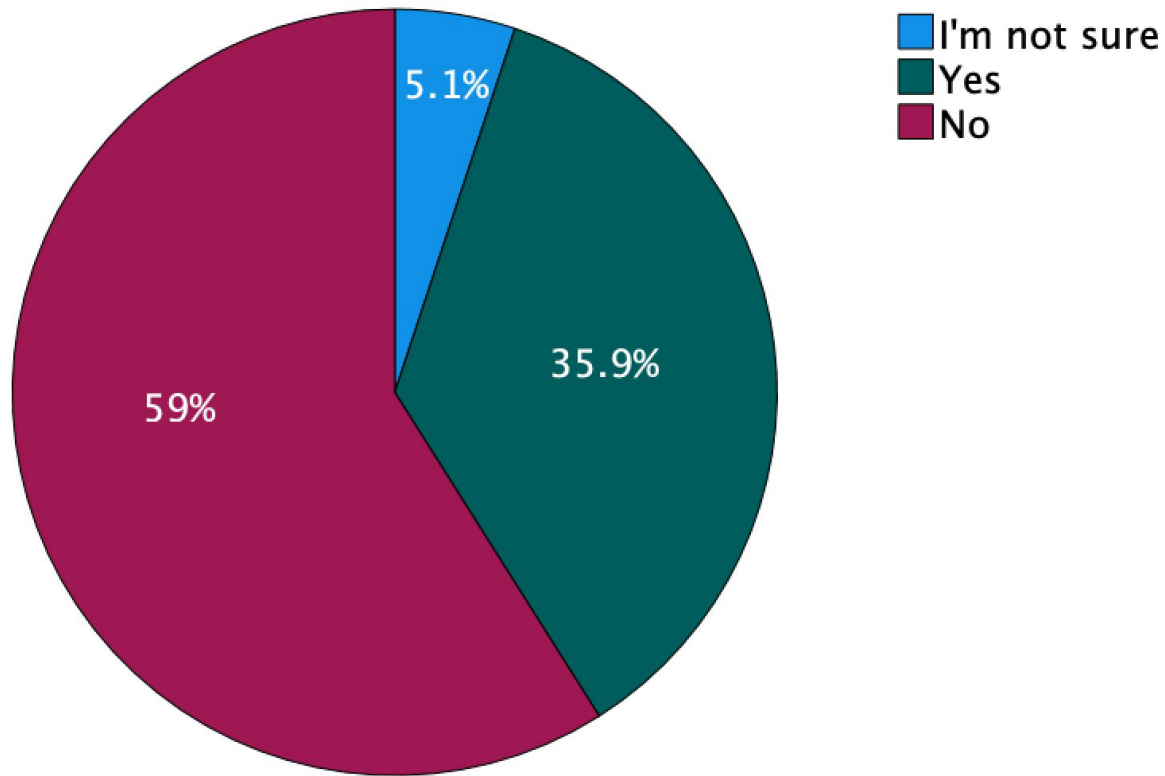

STUDENT

Legend:
- Strongly disagree
- Disagree
- Slightly disagree
- Neutral/I'm not sure
- Slightly agree
- Agree
- Strongly agree

Pie chart values: 1.6%, 1.9%, 2.9%, 22.9%, 10.2%, 30.3%, 30.3%

Key Findings

70.8% of students agree that the college should develop a policy regarding the use of AI

I think that the college should develop a college-wide academic integrity policy that provides guidance about the use of generative artificial intelligence.

FACULTY

Strongly disagree — 2.6%
Disagree — 3.5%
Slightly disagree — .9%
Neutral/I'm not sure — 13.2%
Slightly agree — 2.6%
Agree — 28.9%
Strongly agree — 48.2%

Key Findings

79.7% of faculty agree that the college should develop a policy regarding the use of AI

Have you heard of tools, such as GPT Zero, that are used to detected generative AI written text?

STUDENT

Legend:
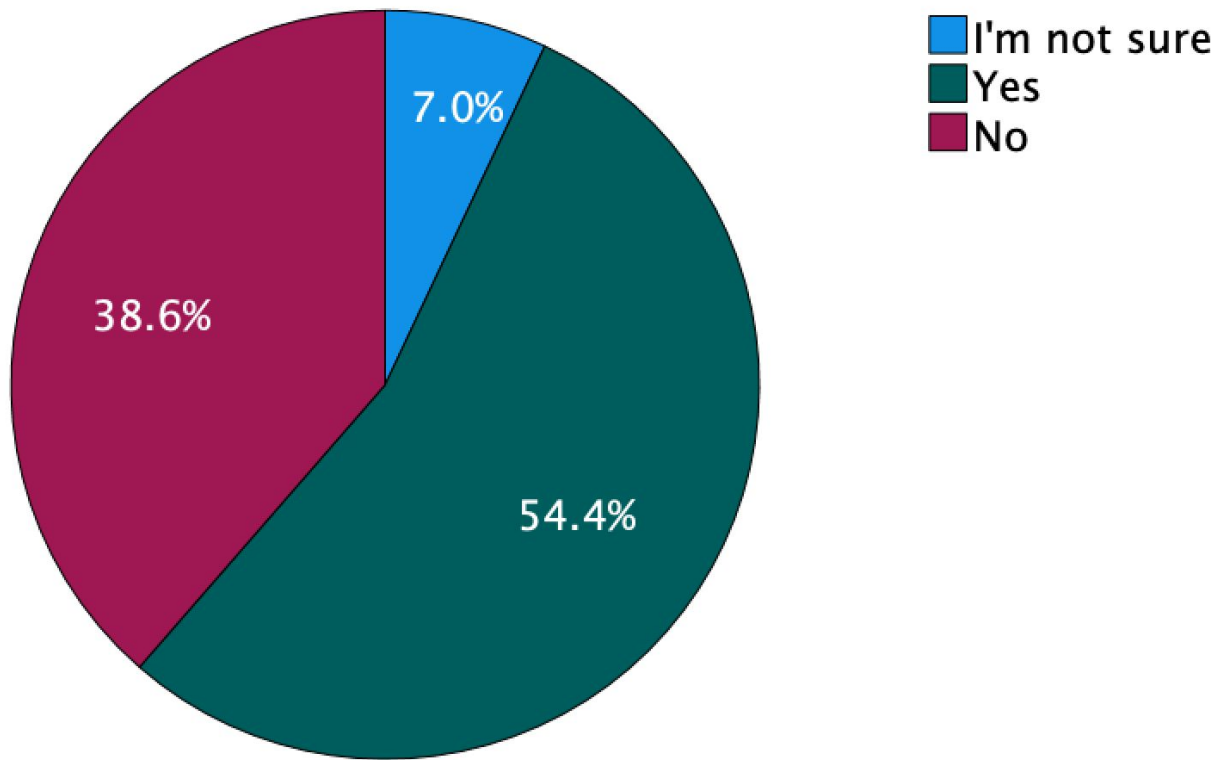- I'm not sure
- Yes
- No

5.1%
35.9%
59%

Key Findings

59% of students haven't heard of tools such as GPT Zero that detect AI written text.

Have you heard of tools, such as GPT Zero, that are used to detected generative AI written text?
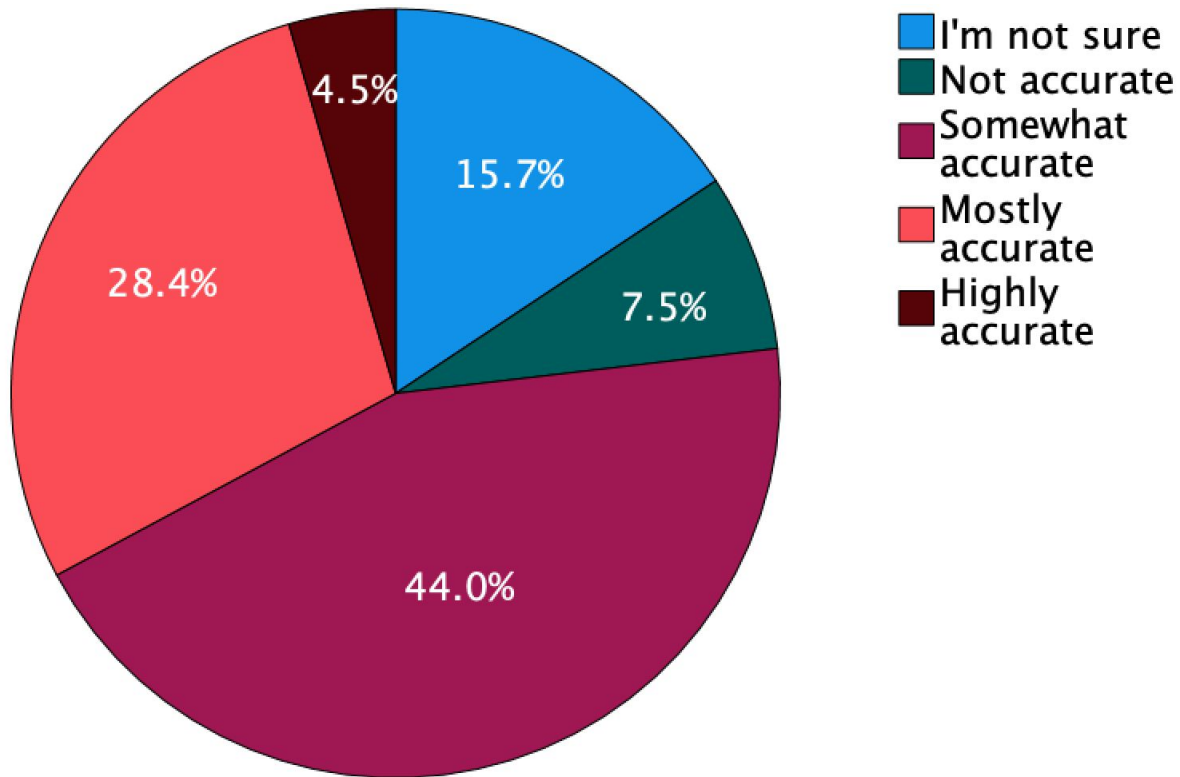
FACULTY

Legend:
- I'm not sure
- Yes
- No

Pie chart values:
- 7.0%
- 38.6%
- 54.4%

Key Findings

54.4% of faculty have heard of tools such as GPT Zero.

How accurate and reliable do you think AI detection tools (like GPT Zero) are at identifying AI-generated text?
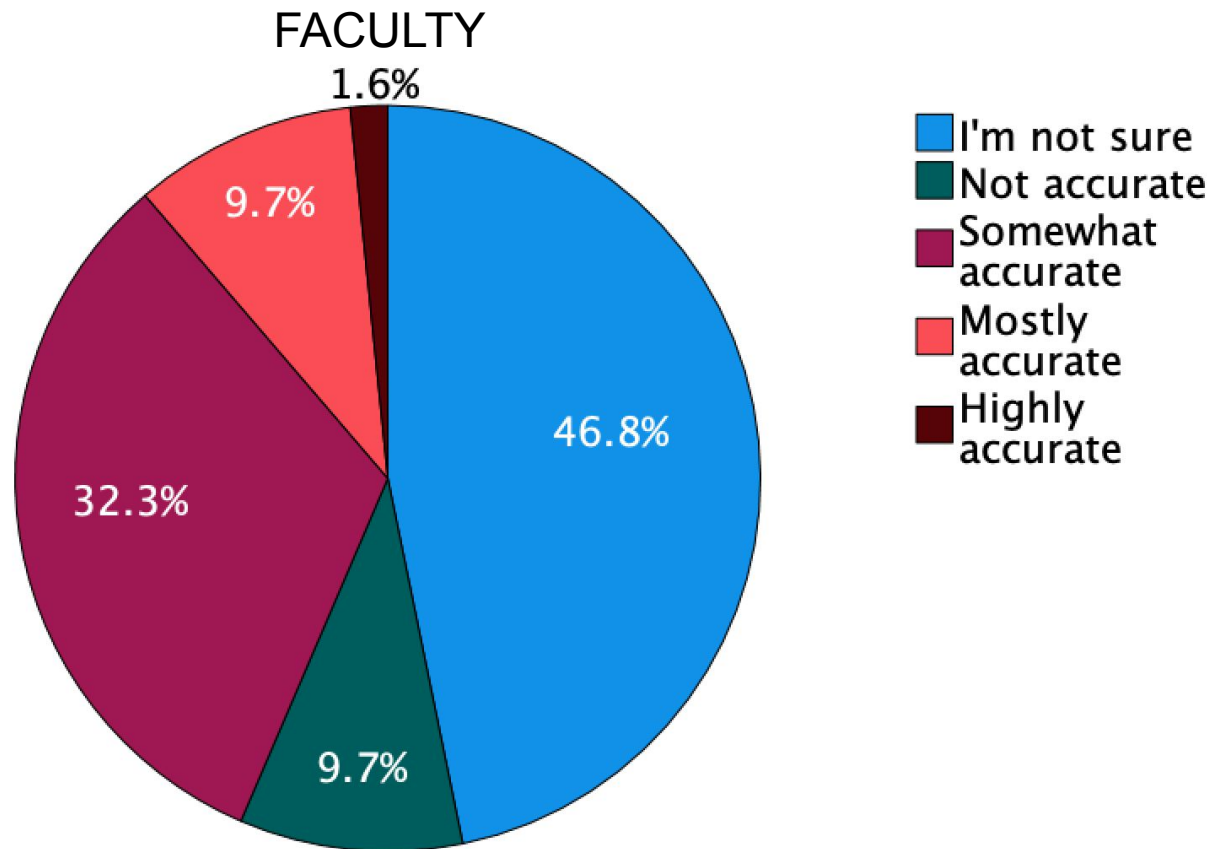
STUDENT

- I'm not sure
- Not accurate
- Somewhat accurate
- Mostly accurate
- Highly accurate

15.7%
7.5%
44.0%
28.4%
4.5%

Key Findings

76.9% of students believe in the reliability and accuracy of AI detection tools at least somewhat.

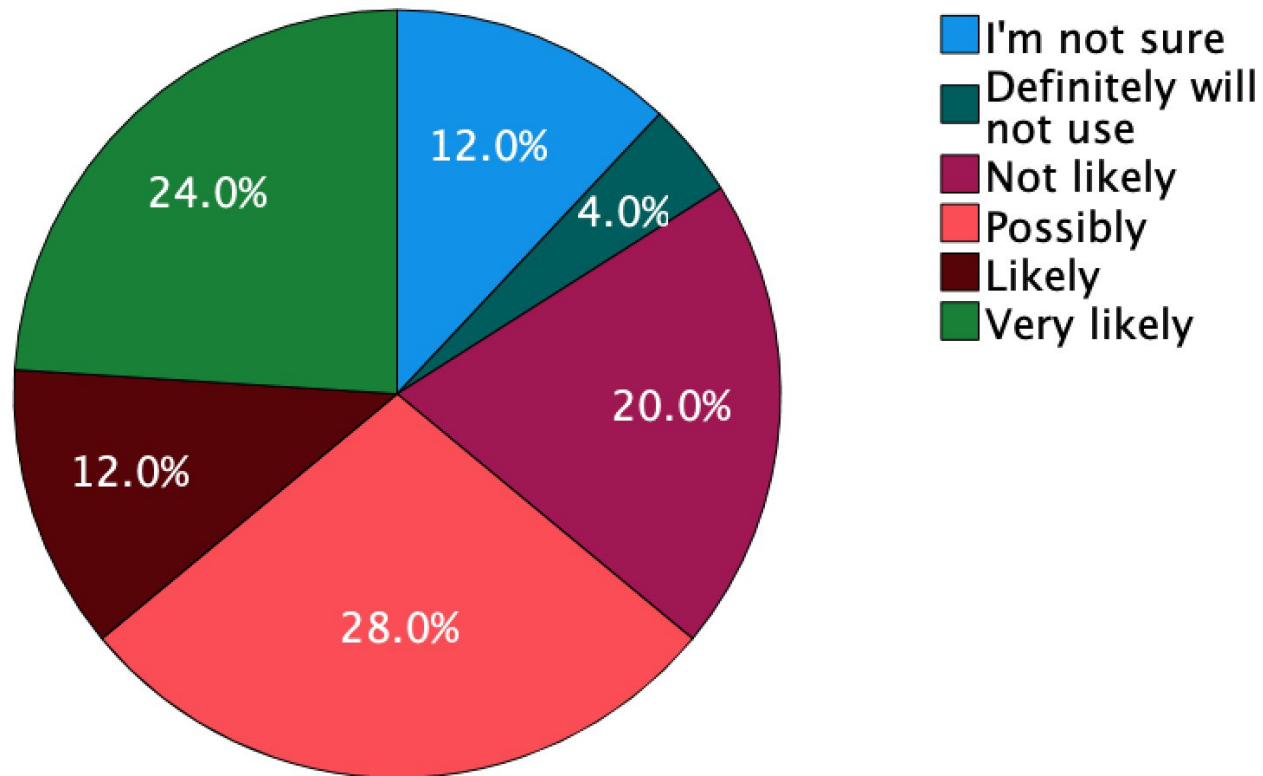# How accurate and reliable do you think AI detection tools (like GPT Zero) are at identifying AI-generated text?

FACULTY

Key Findings

43.6% of faculty believe in the reliability and accuracy of AI detection tools at least somewhat.

Rate your current level of likeliness of using an AI detection tool such as GPT Zero to identify AI-generated work.

FACULTY

Legend:
- I'm not sure
- Definitely will not use
- Not likely
- Possibly
- Likely
- Very likely

Pie chart values: 12.0%, 4.0%, 20.0%, 28.0%, 12.0%, 24.0%
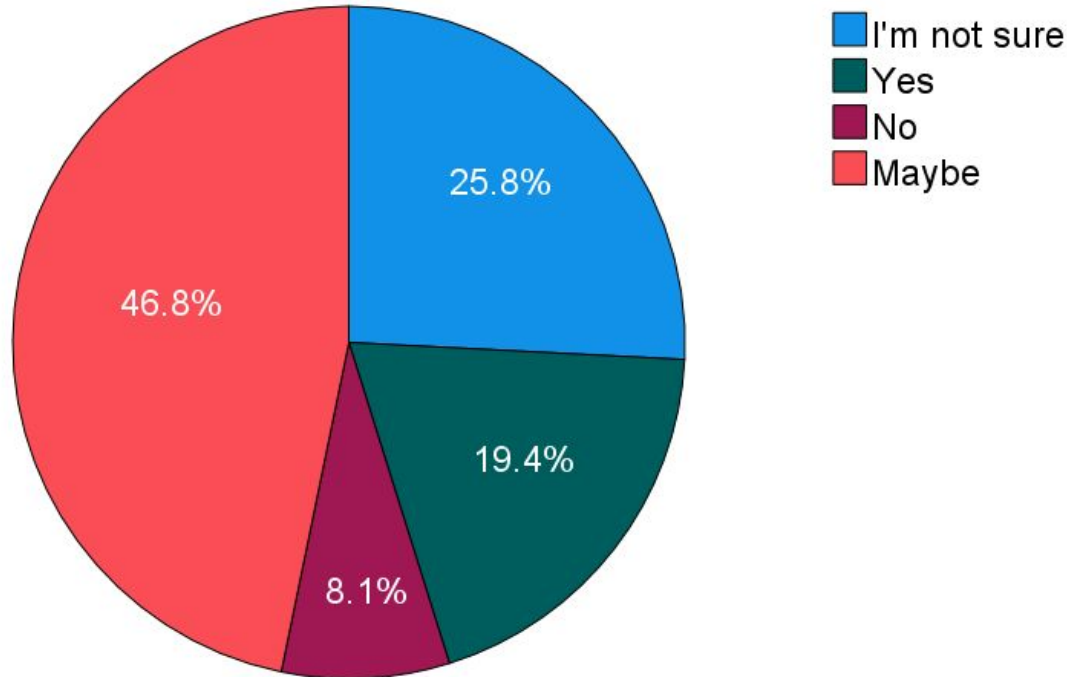
Key Findings

64% of faculty are at least possibly willing to use AI detection tools, 36% of faculty are likely to use it.

Do you think AI-generated text detection tools, such as GPT Zero, will ever be an accurate and reliable way to detect AI-generated text?
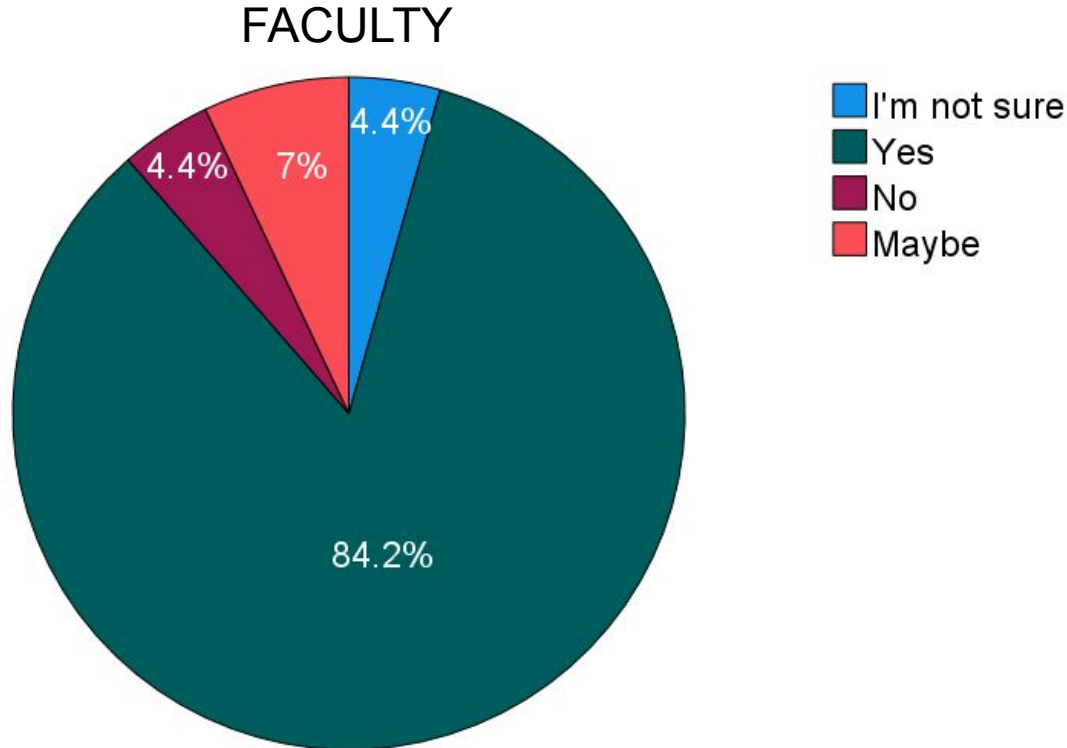

FACULTY

Legend:
- I'm not sure
- Yes
- No
- Maybe

25.8%
46.8%
19.4%
8.1%

Key Findings

72.6% of faculty aren't sure if AI detection tools will be accurate and reliable at detecting AI-generated text

Do you think that using AI-generated work and passing it off as original work should be a violation of Foothill College's academic integrity standards?
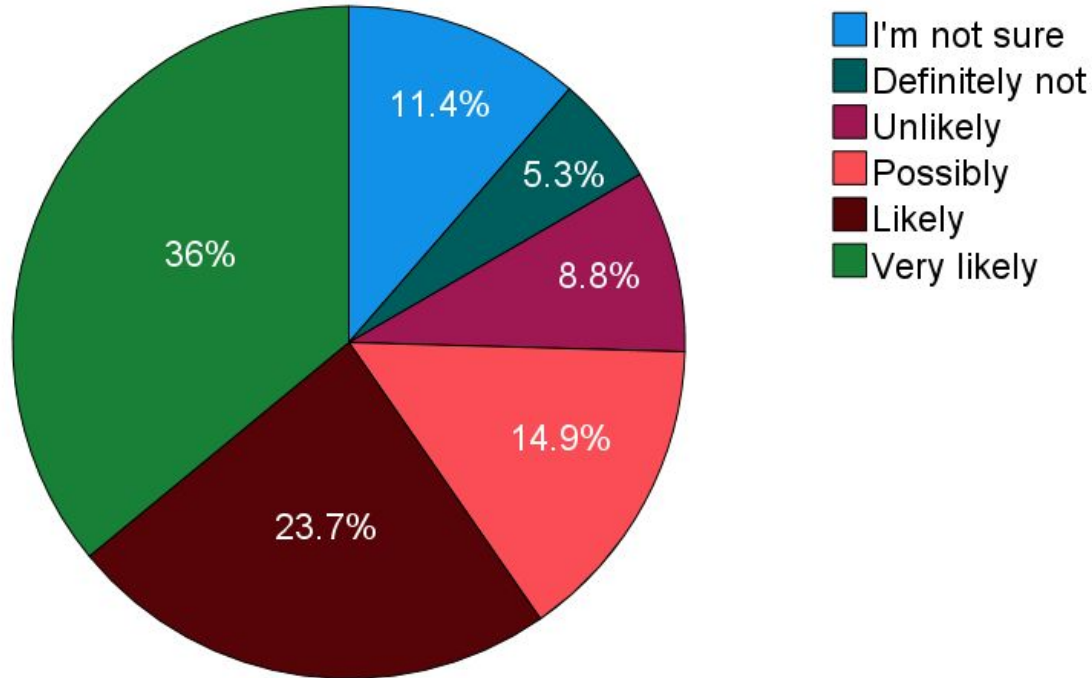
FACULTY

Key Findings

84.2% of faculty think that using AI-generated work violates academic integrity standards

In a case where a student submitted work as original work, but you discover it was generated by AI, how likely would you be to file a grievance against the student for violating academic integrity policies?
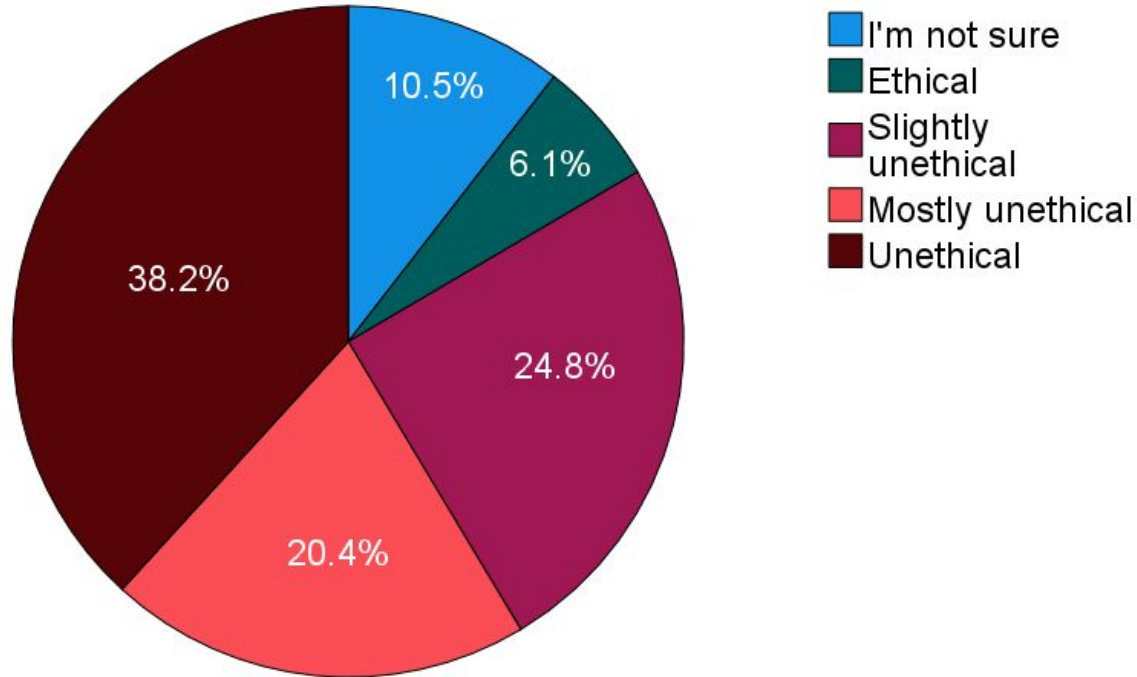

FACULTY

Legend:
- I'm not sure
- Definitely not
- Unlikely
- Possibly
- Likely
- Very likely

Pie chart values: 11.4%, 5.3%, 8.8%, 14.9%, 23.7%, 36%

Key Findings

59.7% of faculty would likely file a grievance and 14.9% would consider it

When a professor does not have a specific policy about generative artificial intelligence such as Chat GPT, I think students using generative AI to partially write an paper, (where the paper is partially written by the student and partially written by AI)?

STUDENT

Legend:
- I'm not sure
- Ethical
- Slightly unethical
- Mostly unethical
- Unethical
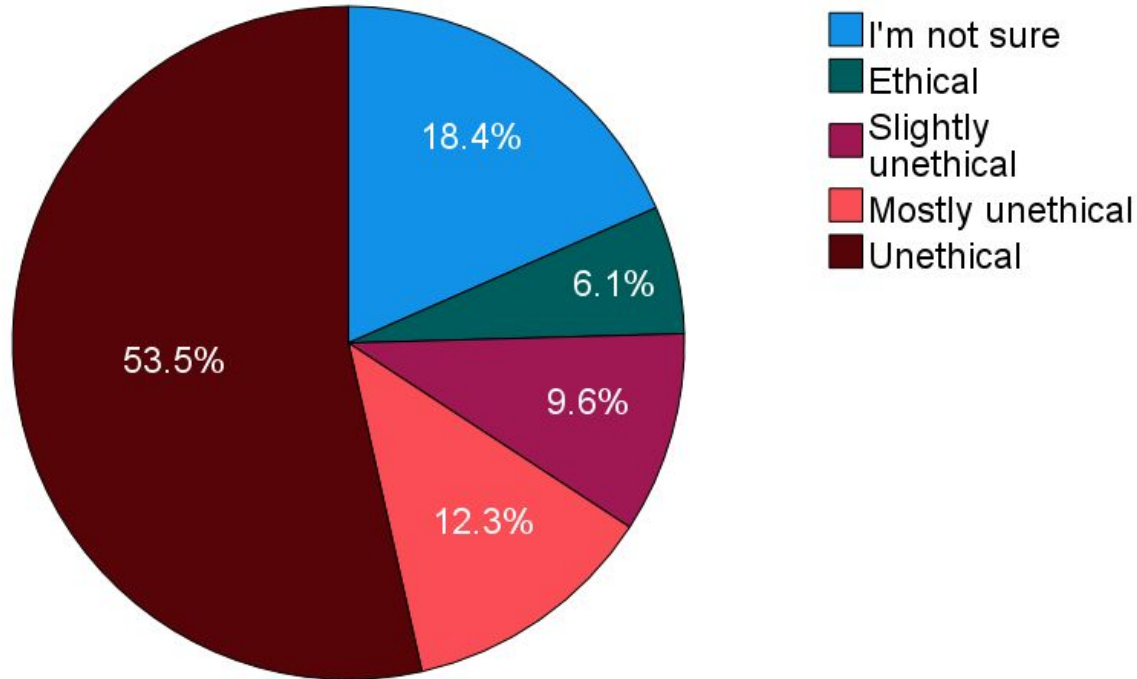
Pie chart values: 10.5%, 6.1%, 24.8%, 20.4%, 38.2%

Key Findings

83.4% of students think it's unethical to some degree

When a professor does not have a specific policy about generative artificial intelligence such as Chat GPT, I think students using generative AI to partially write an paper, (where the paper is partially written by the student and partially written by AI)?

FACULTY

Legend:
- I'm not sure
- Ethical
- Slightly unethical
- Mostly unethical
- Unethical

Pie chart values:
- 18.4%
- 6.1%
- 9.6%
- 12.3%
- 53.5%

Key Findings

75.4% of faculty think it's unethical to some degree

Analogy between generative AI technology and the introduction of the calculator

Question: Do you think this analogy is accurate or not?

Student response
   49% No, it's not a valid analogy
   30% Yes, it's an accurate analogy
   21% Partially accurate, or unsure

Typical Student "No" response
   "A calculator does not express unique thoughts or opinions."

Typical Student "Yes" response
   "[Calculators] are just a very convenient tool, and I think Chat GPT can be viewed in the same regard as well."

Analogy between generative AI technology and the introduction of the calculator

Question: Do you think this analogy is accurate or not?

Faculty response
    51% No, it's not a valid analogy
    31% Yes, it's an accurate analogy
    18% Partially accurate, or unsure

Typical Faculty "No" response
    "A calculator can only calculate the function input by the user, instead of generating its own solutions like Chat GPT."

Typical Faculty "Yes" response
    "New technologies like the calculator and generative AI should be seen as something which can be integrated into the student experience, rather than flat-out rejected."

Key Findings

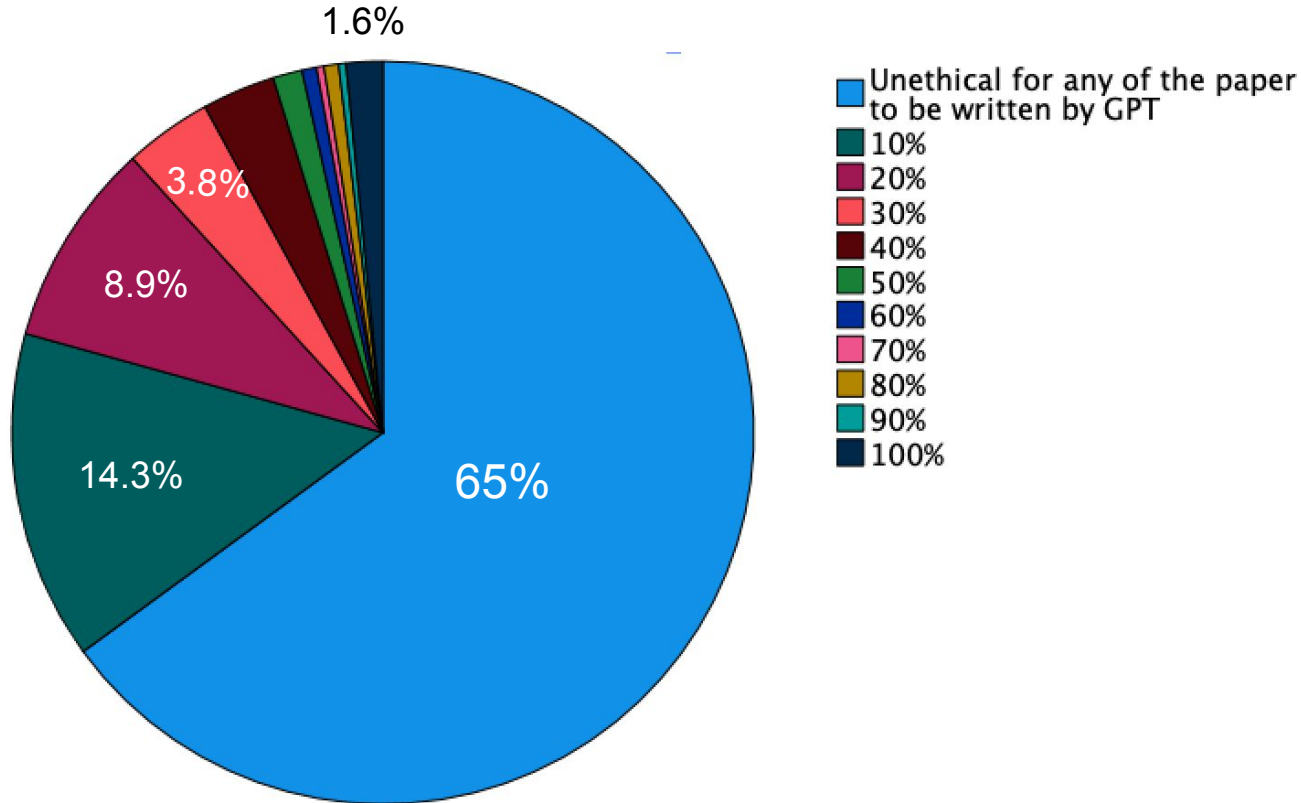*Student and Faculty assessments of this analogy are closely matched.*

30% of respondents think this is an accurate analogy.

Section E

Lets say a student uses ChatGPT to partially write an paper for a class. What percentage is ethical for a paper to be written by ChatGPT and passed off as student work.

STUDENTS

Legend:
- Unethical for any of the paper to be written by GPT
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

Pie chart values: 1.6%, 3.8%, 8.9%, 14.3%, 65%

Key Findings

65% of students think it's **unethical**

Lets say a student uses ChatGPT to partially write an paper for a class. What percentage is ethical for a paper to be written by ChatGPT and passed off as student work?
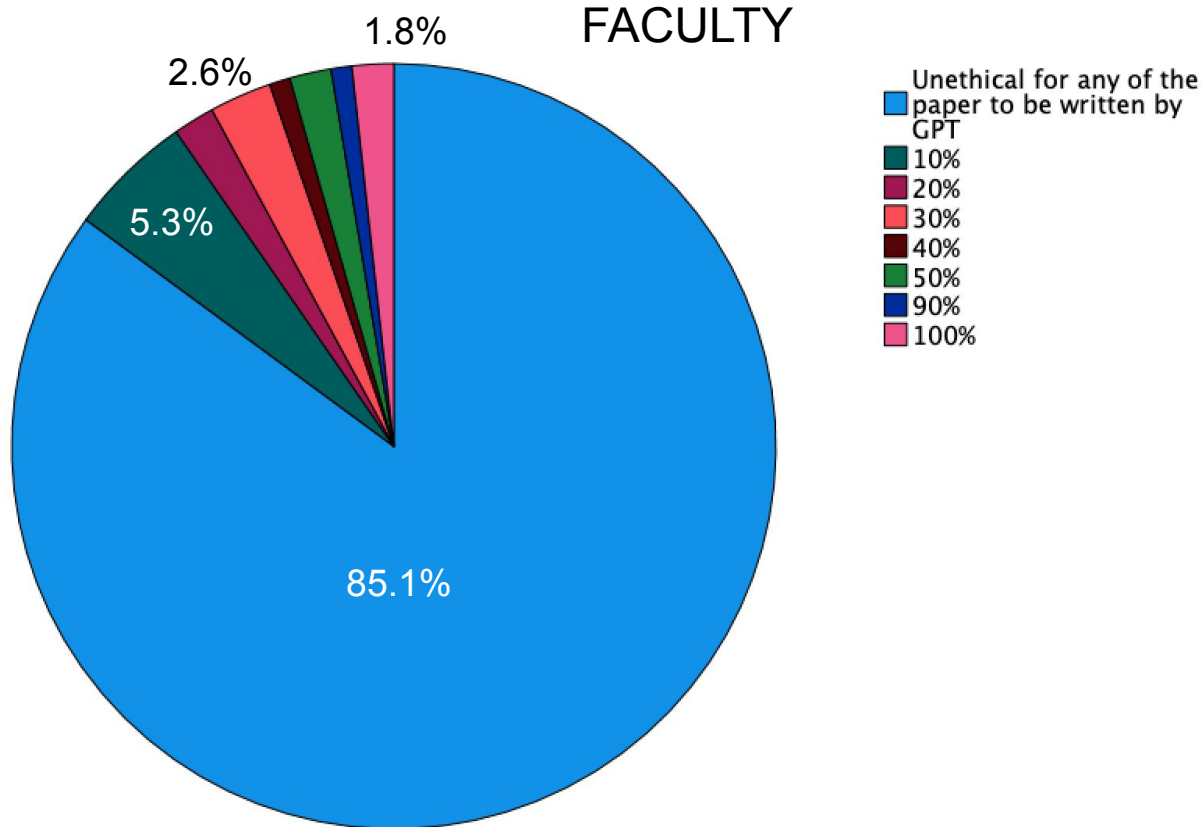
FACULTY

Unethical for any of the paper to be written by GPT
- 10%
- 20%
- 30%
- 40%
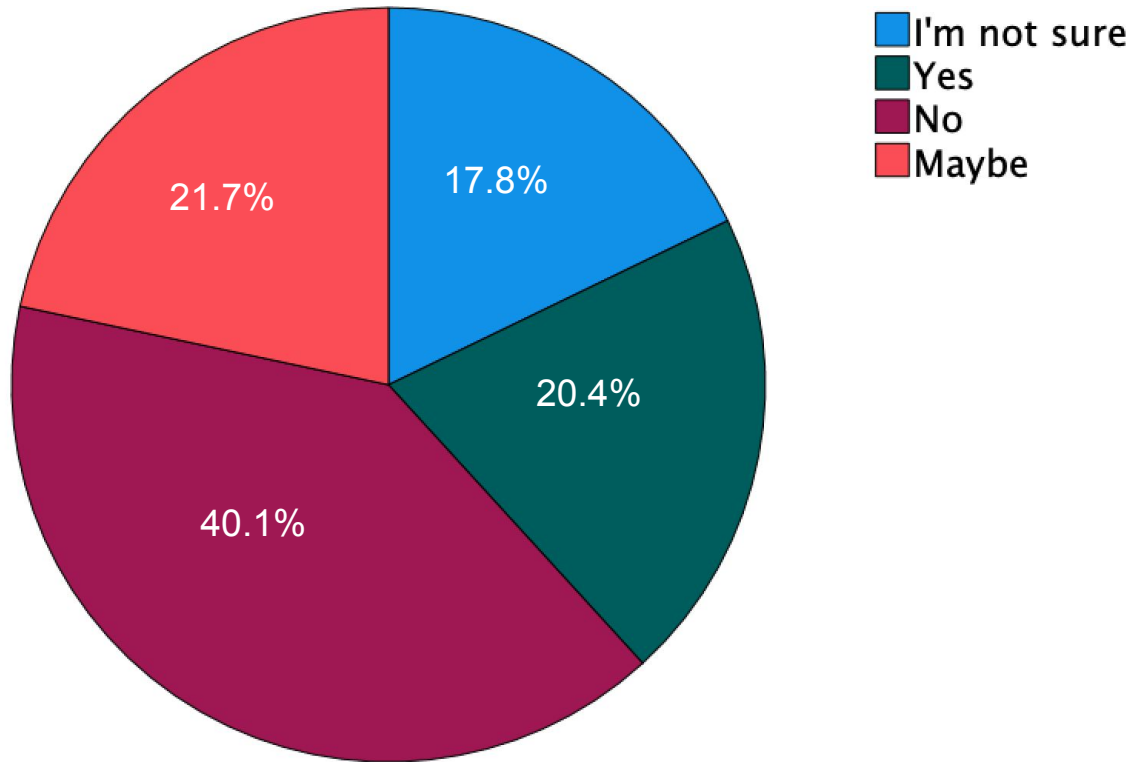- 50%
- 90%
- 100%

1.8%

2.6%

5.3%

85.1%

Key Findings

85.1% of

Faculty think its

unethical

Do you think we SHOULD develop new norms in education where we accept work that is partially completed by generative AI and partially completed by humans?

STUDENTS

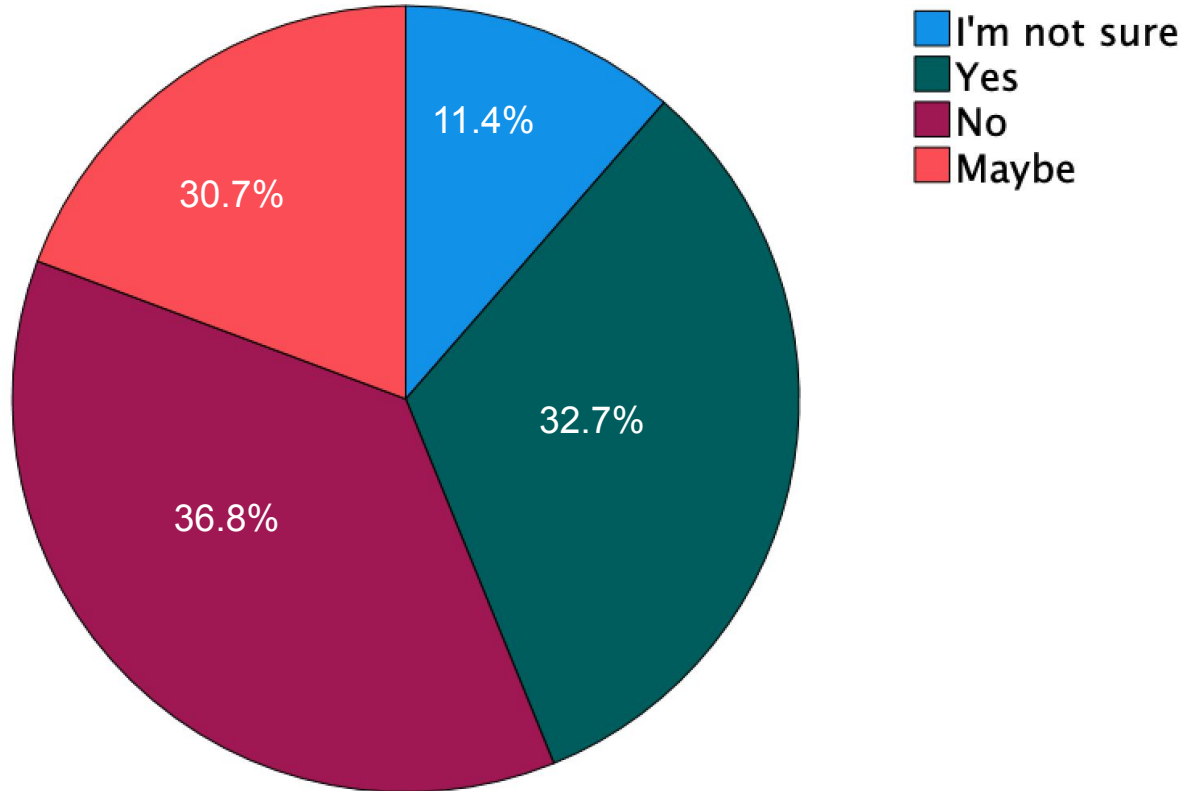
I'm not sure
Yes
No
Maybe

17.8%
20.4%
40.1%
21.7%

Key Findings

40.1% of students

say **No** we should

not develop new

norms

Do you think we SHOULD develop new norms in education where we accept work that is partially completed by generative AI and partially completed by humans?

FACULTY

Legend:
- I'm not sure
- Yes
- No
- Maybe

11.4%
32.7%
36.8%
30.7%

Key Findings

36.8% of Faculty say **No** we should not develop new norms

What are your thoughts on integrating Chat GPT writing into your own writing? That is, what is your perspective on using Chat GPT to partially write an essay? (Students)

Recurring themes found

- Students should be allowed to use AI as long as they do most of work on their own
- Some students have an aversion to using ChatGPT for school work
- Some students view using it as unethical until there are academic norms about it
- ChatGPT should be used specifically for research
- Quote 1: "Its cheating, I went to school for almost two decades to learn to read and write and if a computer does it for me what's the point."
- Quote 2: "It depends on how much of your own work you put in. If it was just a copy and paste, that shouldn't be allowed, but it can be used moderately"

What are your thoughts the possibility of norms that may develop regarding academic work that is partially completed by AI and partially completed by humans? (Faculty)

Common theme: Thoughts on AI being used seems to vary on subject matter, amount of AI use (Cite AI), and students making an effort to understand the information being input into ChatGPT.

- Adaptation to the presence of AI in education is vital but may take time
- AI should have similar norms in education to that of the workforce
- Treating AI as a new tool can be beneficial to education
- Some parts of student work being done by AI is fine, but not all
- Quote 1: "AI isn't going anywhere. If we don't develop new norms for the "new normal" we'll cease to effectively function in our role as educators. That said, resistance to change, especially within educational institutions, is a huge and significant barrier."
- Quote 2: "I think there are parts of research that can be done with AI (running numbers for data, for example) but I think it will take time to determine where that is legitimate (I.e., which disciplines)"

Do you think we WILL develop new Norms where we accept academic work that is partially completed by generated AI and partially completed by students?

FACULTY

- I'm not sure
- Yes
- No
- Maybe

17.5%
30.7%
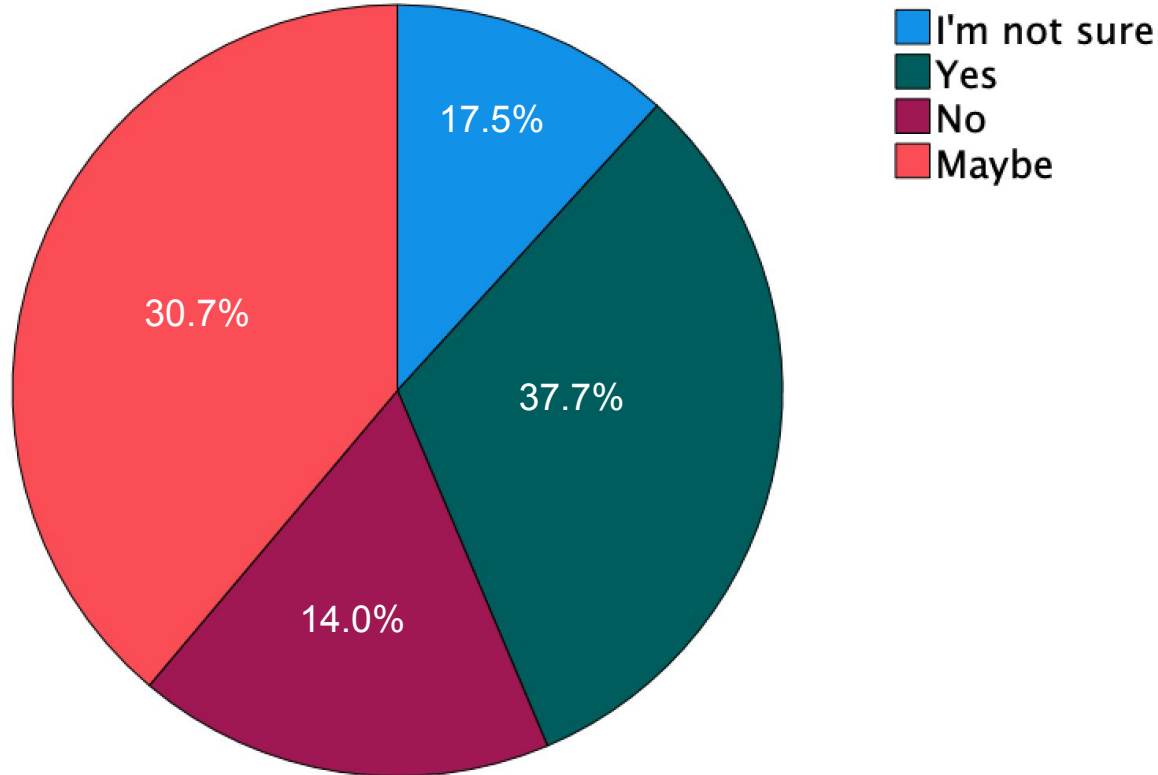14.0%
37.7%
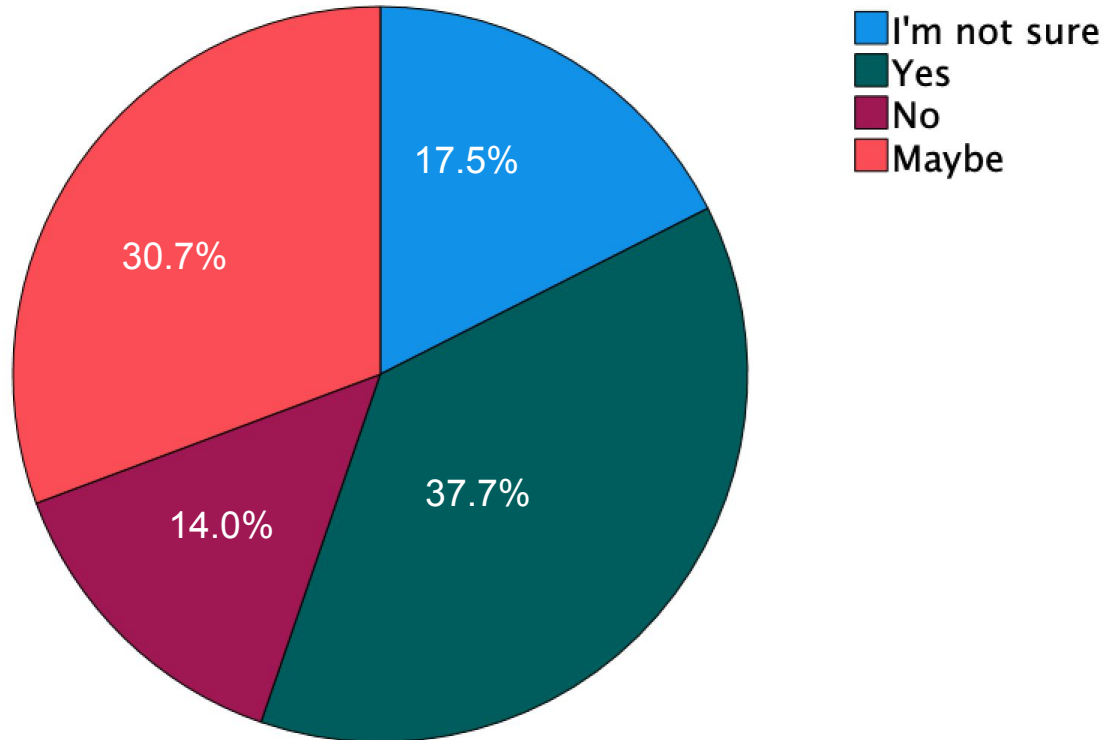
Key Findings

37.7% of Faculty

do think that new

norms will be

developed

Do you think we WILL develop new Norms where we accept academic work that is partially completed by generated AI and partially completed by students?

STUDENTS

I'm not sure
Yes
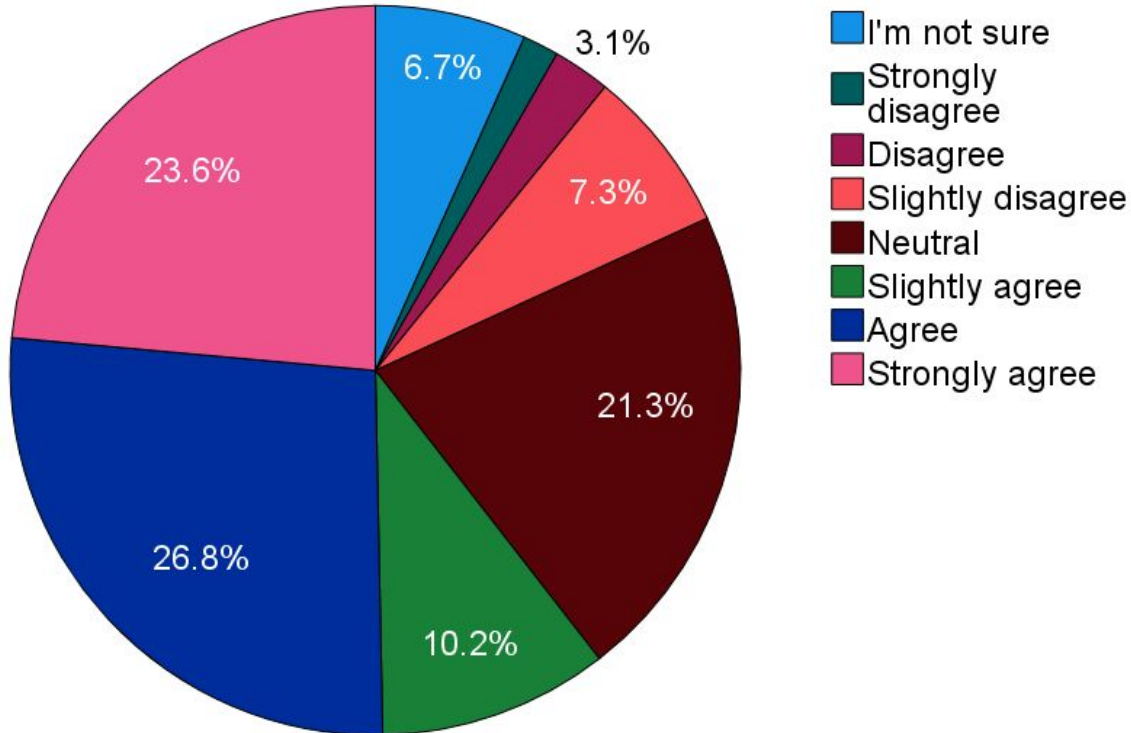No
Maybe

17.5%

37.7%

14.0%

30.7%

Key Findings

37.7% of students say **Yes** new norms will be developed

Section F

I believe the college should develop an official policy about instructors using generative AI to generate feedback for student work.

STUDENTS

3.1%
6.7%
23.6%
7.3%
21.3%
26.8%
10.2%

I'm not sure
Strongly disagree
Disagree
Slightly disagree
Neutral
Slightly agree
Agree
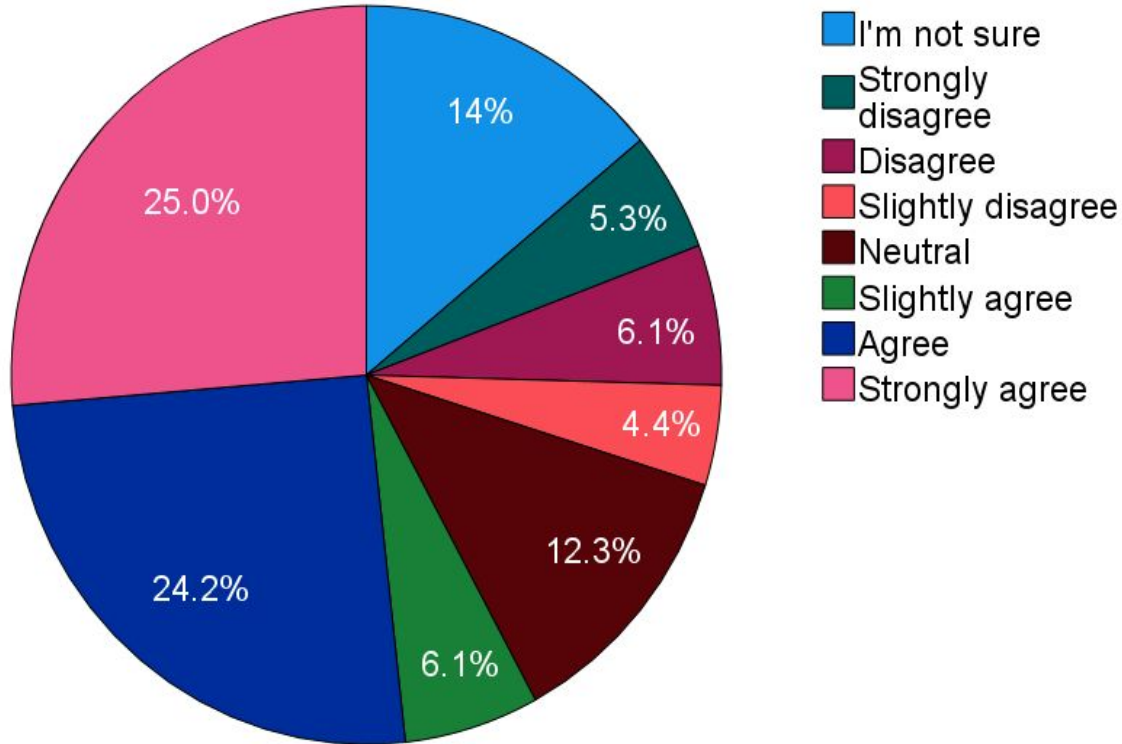Strongly agree

Key Findings

60.6% students think the college should have a policy

28% neutral/not sure

10.4% students disagree

I believe the college should develop an official policy about instructors using generative AI to generate feedback for student work.

FACULTY

I'm not sure
Strongly disagree
Disagree
Slightly disagree
Neutral
Slightly agree
Agree
Strongly agree

14%
5.3%
6.1%
4.4%
12.3%
6.1%
24.2%
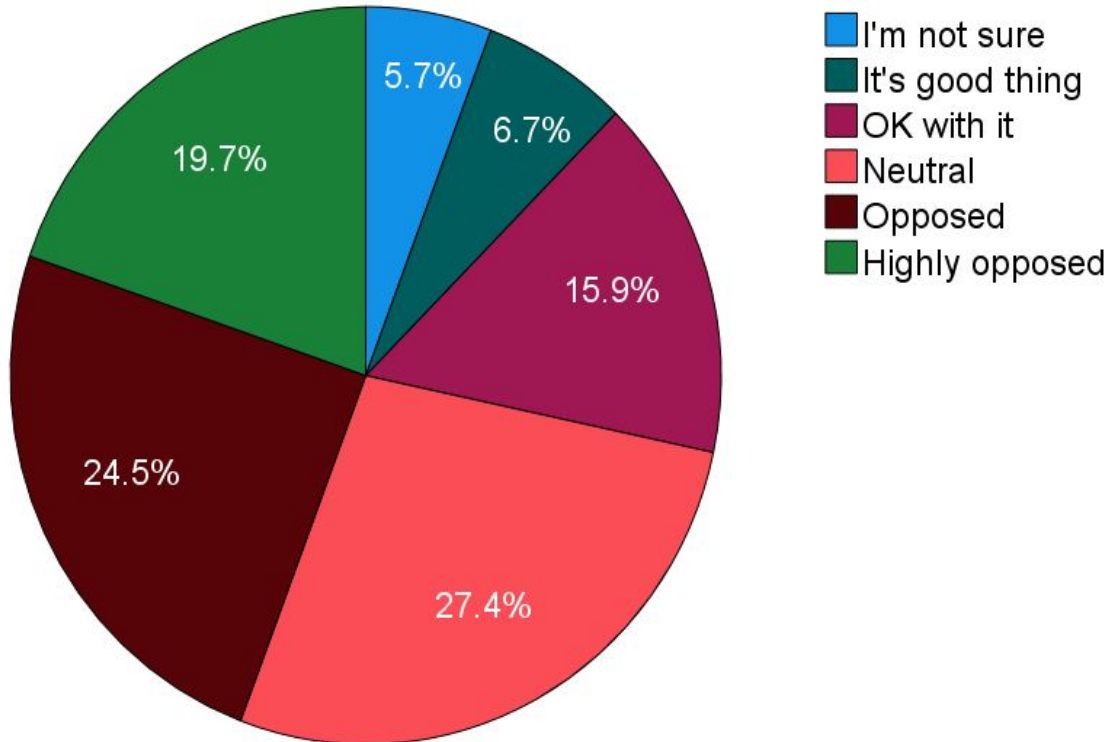25.0%

Key Findings

55.1% faculty think the college should have a policy

26.3% neutral/not sure

15.8% faculty disagree

How would you feel about professors using AI to provide feedback on student work?

STUDENTS

Legend:
- I'm not sure
- It's good thing
- OK with it
- Neutral
- Opposed
- Highly opposed

Pie chart values: 5.7%, 6.7%, 15.9%, 27.4%, 24.5%, 19.7%

Key Findings
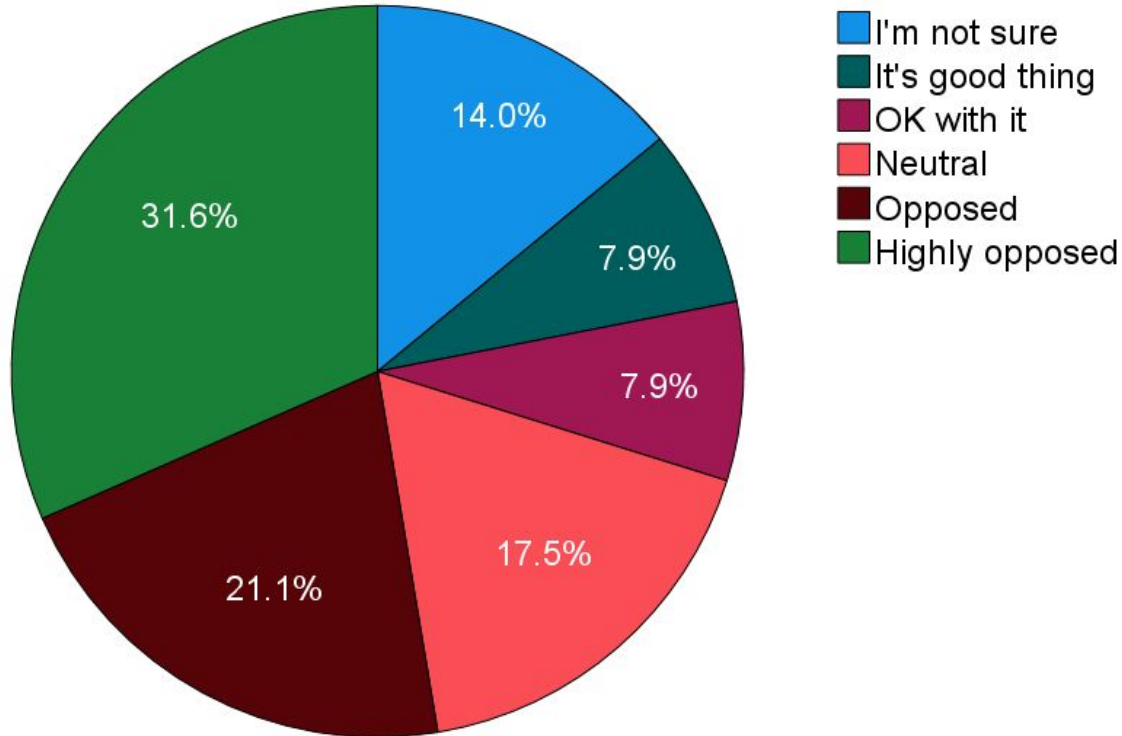
44.2% students opposed

32.1% neutral/not sure

22.6% students OK/think it's a good thing

How would you feel about professors using AI to provide feedback on student work?

FACULTY

Legend:
- I'm not sure
- It's good thing
- OK with it
- Neutral
- Opposed
- Highly opposed

Pie chart values:
- 14.0%
- 7.9%
- 7.9%
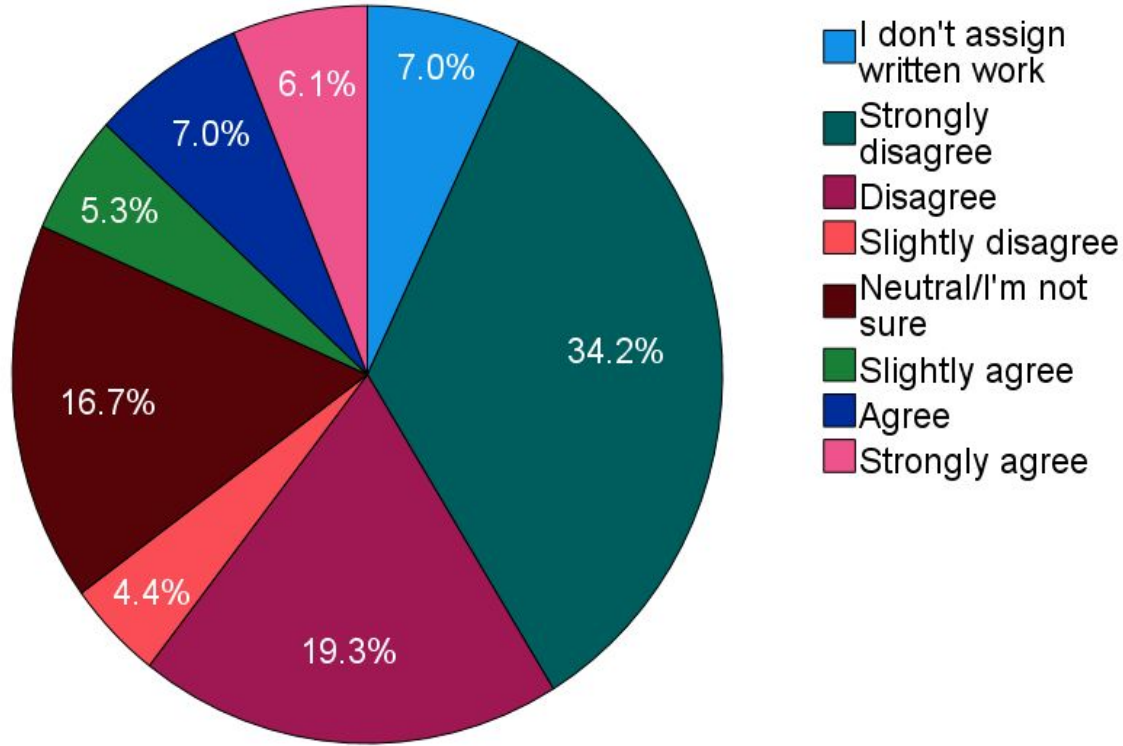- 17.5%
- 21.1%
- 31.6%

Key Findings

52.7% faculty opposed

31.5% neutral/not sure

16% faculty OK/think it's a good thing

I would personally be comfortable providing feedback to student work that is generated from ChatGPT or other generative AI.

FACULTY

Legend:
- I don't assign written work
- Strongly disagree
- Disagree
- Slightly disagree
- Neutral/I'm not sure
- Slightly agree
- Agree
- Strongly agree

Pie chart values: 7.0%, 34.2%, 19.3%, 4.4%, 16.7%, 5.3%, 7.0%, 6.1%

Key Findings

57.9% faculty uncomfortable providing AI feedback

16.7% Neutral/Not sure

18.4% comfortable

How do you feel about professors using AI to provide feedback on student work? (Student Responses)

Themes, Students Opposed or Mixed Feelings
- Feel cheated
- Feel like the professor does not care about the student's success or growth
- Removes the relationship between the student and professor
- Unethical

Themes, Students In Favor
- If students are using it, professors should be able to use it
- Increase productivity for professors
- It is the professor's choice
- In favor if it increases the likelihood of receiving feedback

How do you feel about professors using AI to provide feedback on student work? (Student Responses)

Representative Quotes Opposed:
- "I attend and pay for college to take courses in person by particular professors. I would feel cheated by having my work graded by AI. I want the teachers knowledge and perspective, otherwise I could do it on my own without going to college courses."

- "That just feels like the professor doesn't want to give an effort to help me themselves."

- "I would rather the professor give me their own opinion as I am in their class to learn from them and if I want to hear what the AI has to think I can just go ask the AI."

- "It takes out the personal relationship important between students and professors to gauge progress"

How do you feel about professors using AI to provide feedback on student work? (Student Responses)

Representative Quotes Opposed:

● "I feel the same way as I do about students using it: It's not a true reflection of the professor's actual feedback and is therefore not fair to students if professors grade work this way, in the same way that a student submitting an AI essay is not a true reflection of their actual reflective abilities."

● "That's gonna be funny when AI starts grading the work of another AI. I think that essays as a whole would become useless."

How do you feel about professors using AI to provide feedback on student work? (Student Responses)

Representative Quote Mixed:
- "Well, it depends. If they are using AI technology solely to comment on my work, then I would feel slightly insulted as they aren't really completing a core part of their job (and I would probably also notice since Chat GPT isn't that refined yet and the feedback is a bit shallow). On the other hand though, if they used it as a partial supplement to their own feedback, I would be fine with that (although they probably wouldn't do that since it would be extra work)."

How do you feel about professors using AI to provide feedback on student work? (Student Responses)

Representative Quotes in Favor

- "I think in some sense it could be a good thing. It could provide a framework for what the teacher may want to talk about without them putting as much effort as previously required. This however, must of course be fact checked to make sure that any feedback given has been revised and accurate to the work."

- "I think it's a great tool for professors to use, especially if they would ordinarily not make the time to provide feedback. However, I think professors should be giving their own, non-AI feedback at least once."

How do you feel about professors using AI to provide feedback on student work? (Faculty Responses)

Themes, Faculty Opposed or Mixed Feelings
- Unethical / Deceitful
- Duty of the profession to get to know student work and provide guidance
- Undermining the importance of higher education and faculty expertise
- Move to a model of AI-generated writing and AI-generated grading (dystopian future)
- Faculty who do this should be paid less
- Using AI is problematic for assessing critical thinking and creative thought
- AI may have biases
- Adding student work to AI data set without the student's permission

Themes, Faculty In Favor
- It's a new tool for efficiency
- The instructor should be able to decide
- Possibly more consistency in grading
- Professor should review AI feedback to ensure it is appropriate
- If the instructor is transparent there is no problem

How do you feel about professors using AI to provide feedback on student work? (Faculty Responses)

Representative Quotes Opposed:
- "A professor's job is to evaluate and nurture a student's ability to think independently and express her findings and opinions on paper and orally. The instructor is supposed to have done extensive work in their field and be experts in that field."

- "I'm not comfortable with this. What is the point of being a professor if you can't be bothered to closely review and provide feedback on student work?"

How do you feel about professors using AI to provide feedback on student work? (Faculty Responses)
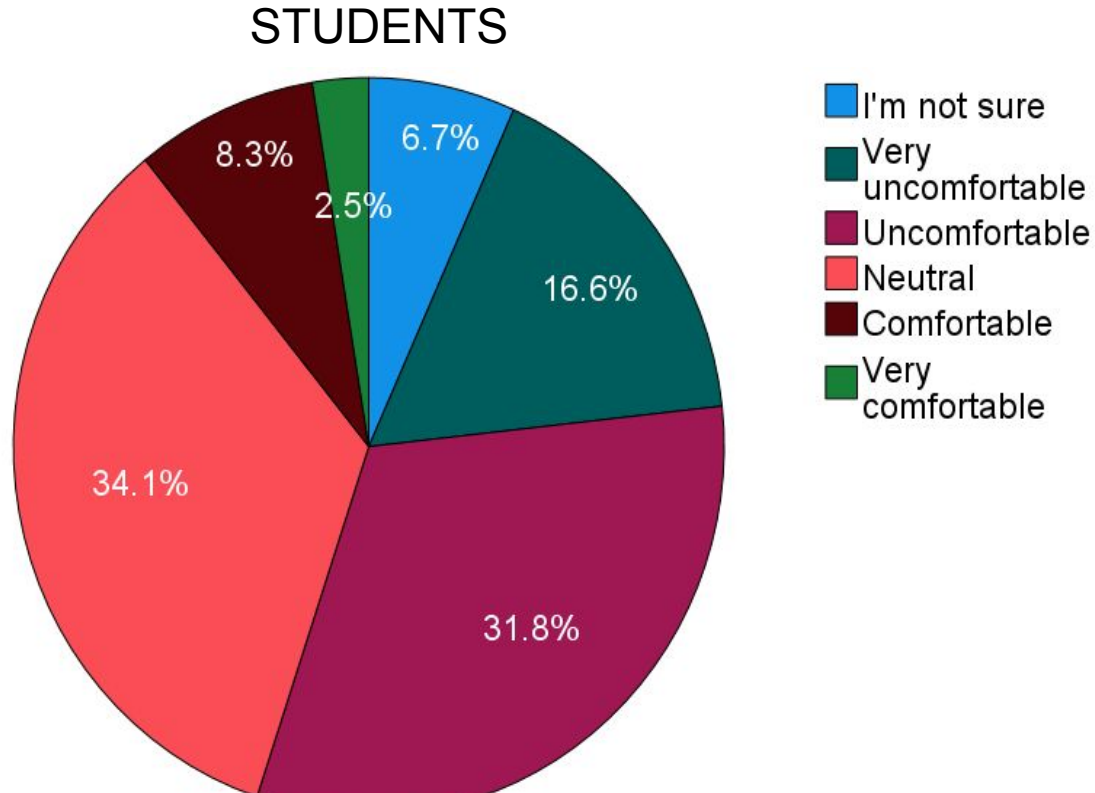
Representative Quote Mixed:

- "If they pass it off as their own feedback, then no. If it is transparent to the student it is AI generated feedback then that might be ok, but I would feel uncomfortable giving a grade based on AI generated feedback. Giving my (admittedly limited) knowledge of how AI algorithms are trained, my understanding is the AI output tends to have the same biases as the training data. While it might be tempting to think AI feedback would be unbiased, I think this assumption should be questioned and scrutinized for a every AI program/platform before implementing it."

How do you feel about professors using AI to provide feedback on student work? (Faculty Responses)

Representative Quotes in Favor
- "There are certainly times when I'd like to provide students with more feedback on more assignments. We're all limited by time. If we can provide more feedback using AI, great. This feedback probably should be reviewed to some extent for accuracy. Also, I don't think instructors should pass this off as their own feedback, they should state that it's from AI. Further, I would still expect the instructor to also provide their own feedback on enough assignments in addition to this.

- "It could lead to more consistency on some assignments. And it could free up time to work with students who need more help or want more help then using human capital to grade simple assignments."

How would you feel about receiving an email from a professor that was written by generative AI like Chat GPT?
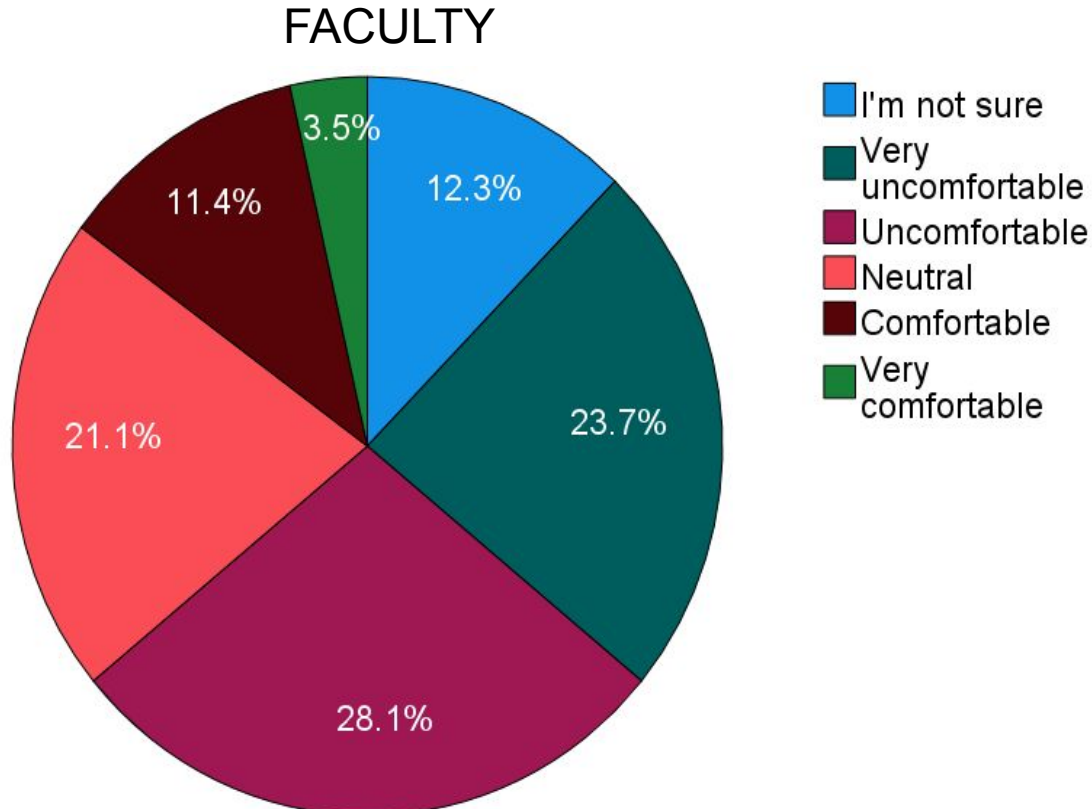

STUDENTS

Legend:
- I'm not sure
- Very uncomfortable
- Uncomfortable
- Neutral
- Comfortable
- Very comfortable

Pie chart values: 6.7%, 16.6%, 31.8%, 34.1%, 8.3%, 2.5%

Key Findings

48.4% students uncomfortable receiving AI generated email

40.8% neutral/not sure

10.8% comfortable

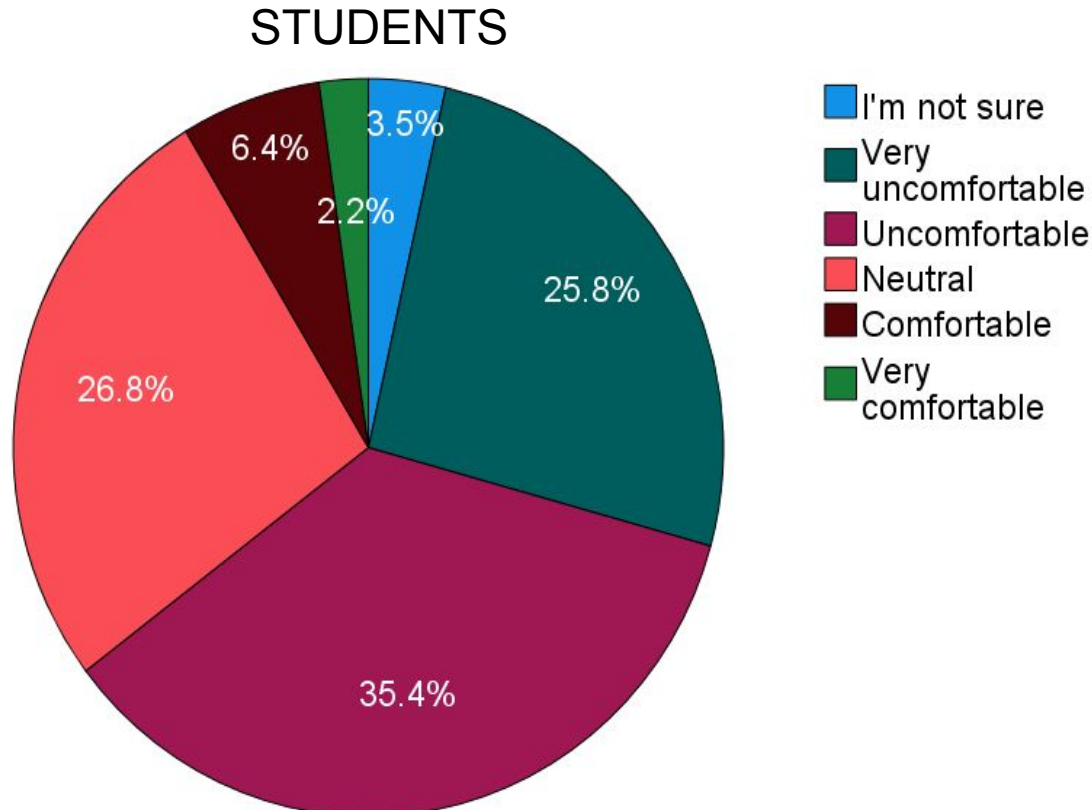# How would you feel about receiving an email from a student that was written by generative AI like ChatGPT?

FACULTY

Legend:
- I'm not sure
- Very uncomfortable
- Uncomfortable
- Neutral
- Comfortable
- Very comfortable

Pie chart values: 12.3%, 23.7%, 28.1%, 21.1%, 11.4%, 3.5%

Key Findings

51.8% faculty uncomfortable receiving AI generated email

33.4% neutral/not sure

14.7% comfortable

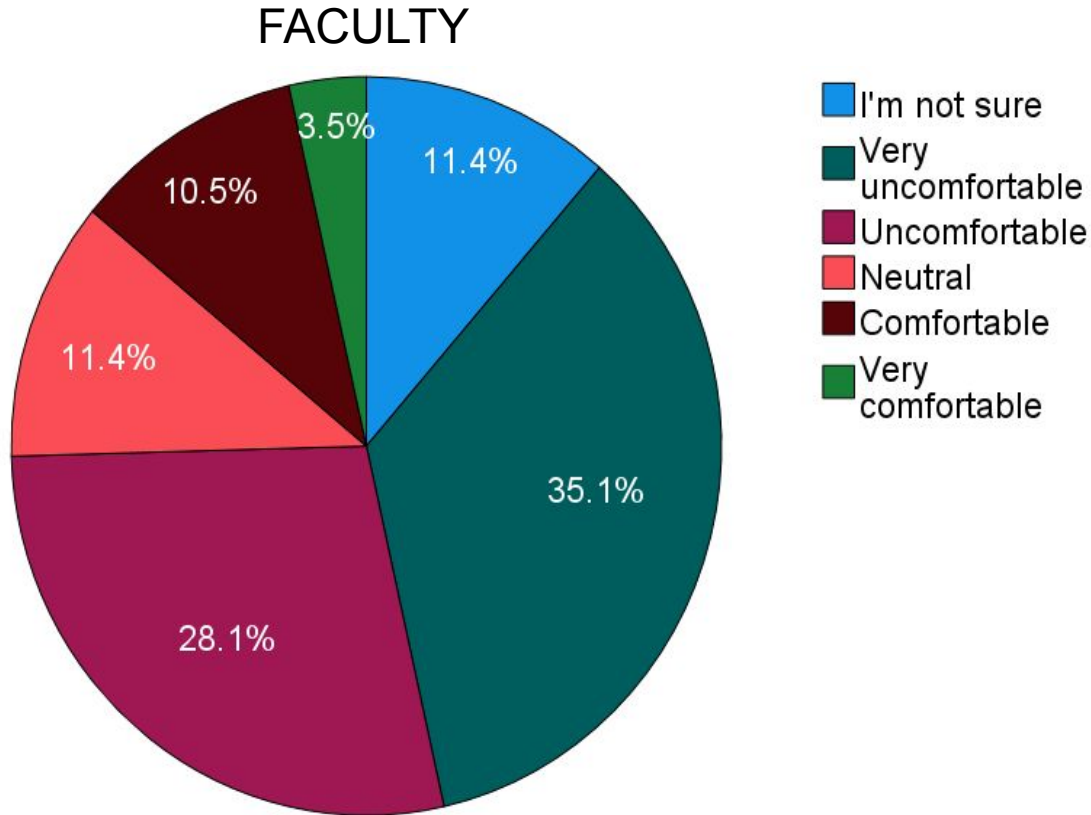# How would you feel about sending a professor an email that was written by generative AI like Chat GPT?

STUDENTS

I'm not sure
Very uncomfortable
Uncomfortable
Neutral
Comfortable
Very comfortable

3.5%
2.2%
6.4%
25.8%
26.8%
35.4%

Key Findings

61.2% students uncomfortable sending AI generated email

30.3% neutral/not sure

8.6% comfortable

How would you feel about sending students an email that was written by generative AI like ChatGPT?
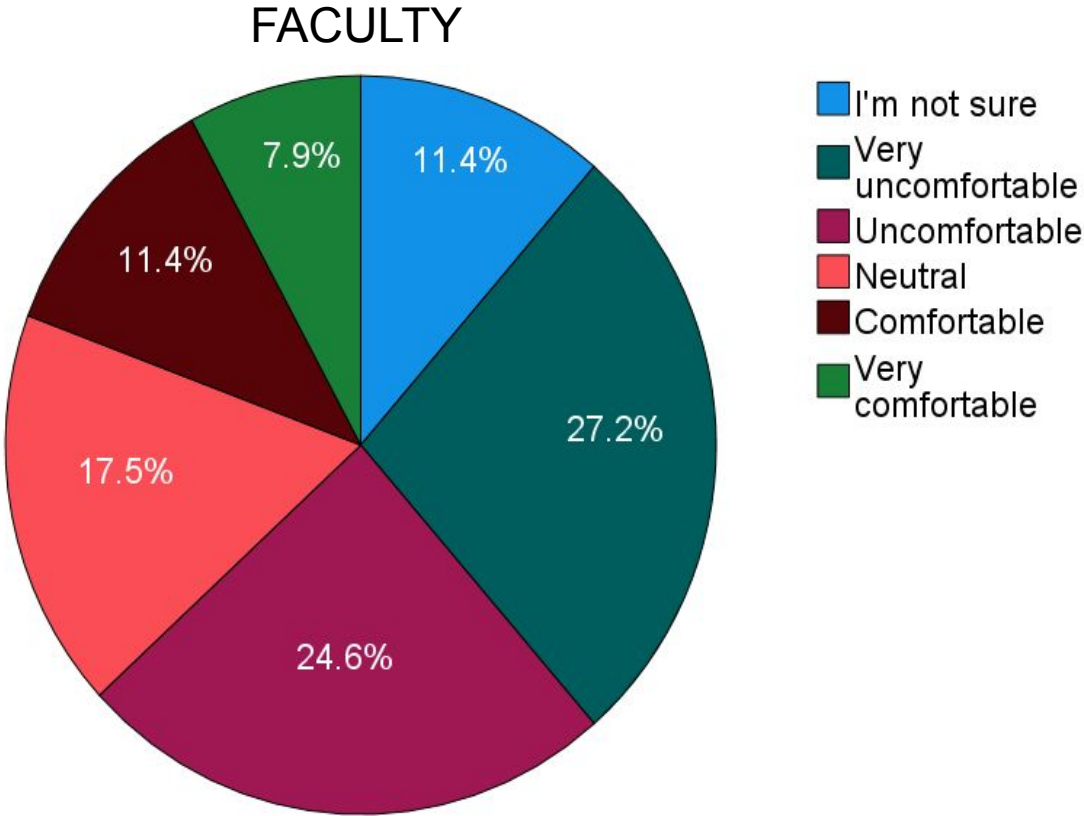

FACULTY

Legend:
- I'm not sure
- Very uncomfortable
- Uncomfortable
- Neutral
- Comfortable
- Very comfortable

Pie chart values:
- 11.4%
- 3.5%
- 10.5%
- 11.4%
- 35.1%
- 28.1%

Key Findings

63.2% faculty uncomfortable sending AI generated email

22.8% neutral/not sure

14.0% comfortable

How would you feel about sending students a class announcement that was written by generative AI like ChatGPT?

FACULTY

Legend:
- I'm not sure
- Very uncomfortable
- Uncomfortable
- Neutral
- Comfortable
- Very comfortable

Pie chart values:
- 11.4% (I'm not sure)
- 27.2% (Very uncomfortable)
- 24.6% (Uncomfortable)
- 17.5% (Neutral)
- 11.4% (Comfortable)
- 7.9% (Very comfortable)

Key Findings

51.8% faculty uncomfortable sending AI generated email

28.9% neutral/not sure

21.3% comfortable

Vanderbilt apologizes for using ChatGPT to write message on Michigan State University shooting

Daniel Wu, The Washington Post

Feb. 21, 2023

Conclusions & Recommendations

Recommendations

1. This technology has the potential to reshape many aspects of education and many social norms regarding communication.
    - Be engaged and think critically about this technology
    - Immediate granular issues to address in education
    - Larger macro effects of impact on society, employment, democracy, etc.

Recommendations

2. Keep an open mind to both sides of this issue. This technology will be another extension of human nature.
   - Benefits
   - Negative consequences
3. Address the real and acute academic integrity concerns
   - Revise assessments & course designs
   - Academic credit should be based on demonstrable learning, not merely the product of AI-generated responses.

Recommendations

4. The college should develop an official academic integrity policy for both students and faculty that provides guidance about the use of generative AI.
5. The district and the union may want to develop a policies that provide guidance around work related duties as they relate to generative AI.
6. **Keep in mind equity-minded pedagogy!**
    ○ This technology seems to have the potential to both help and hurt equity goals depending on how it is utilized.

"Definitely much to contemplate and learn - it's a crazy time for educators. The cool and challenging thing is… it's our opportunity to figure out these new developments and shifts in educational culture. Indeed, this is perhaps why we have the advanced degrees and why we have chosen a career that requires reflection, contemplation, and innovation. We'll figure our way with this too - or another generation will build on what we've only begun to uncover. Interesting times, but we're used to interesting times. Lets go."

- Dr. Matais Pouncil, Vice President of Academic Affairs, Evergreen Valley College