UNIVERSITY SENATE AD HOC COMMITTEE ON GENERATIVE AI

FALL SURVEY REPORT

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FALL SURVEY RESULTS OVERVIEW

RESPONDENTS, ATTITUDES, KEY FINDINGS

48 opened the survey

28 submitted responses
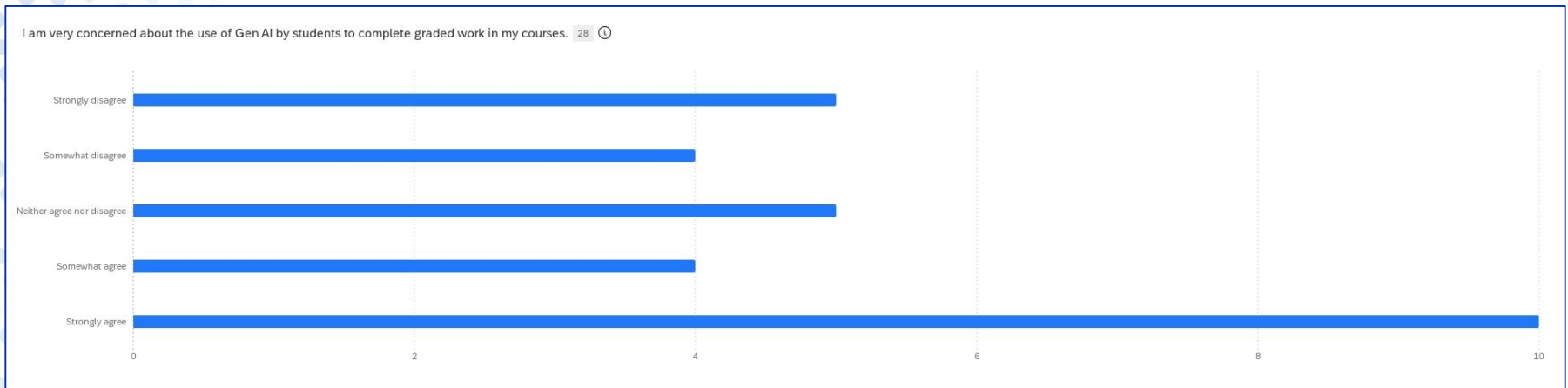
Responses arrived between Aug 9 – Aug 27

Primarily reflective of pre-semester hopes, concerns, and anxieties (but CELT confirms that the attitudes persist to present day)

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HOW HAS GENERATIVE AI (GEN AI) **AFFECTED YOUR TEACHING** TO THIS POINT?

1) none yet (but it will) (9)

2) adjustments made to assignments or course (6)

3) existential threat to uni, hybrid/online & college writing; harm to teaching & learning (2)
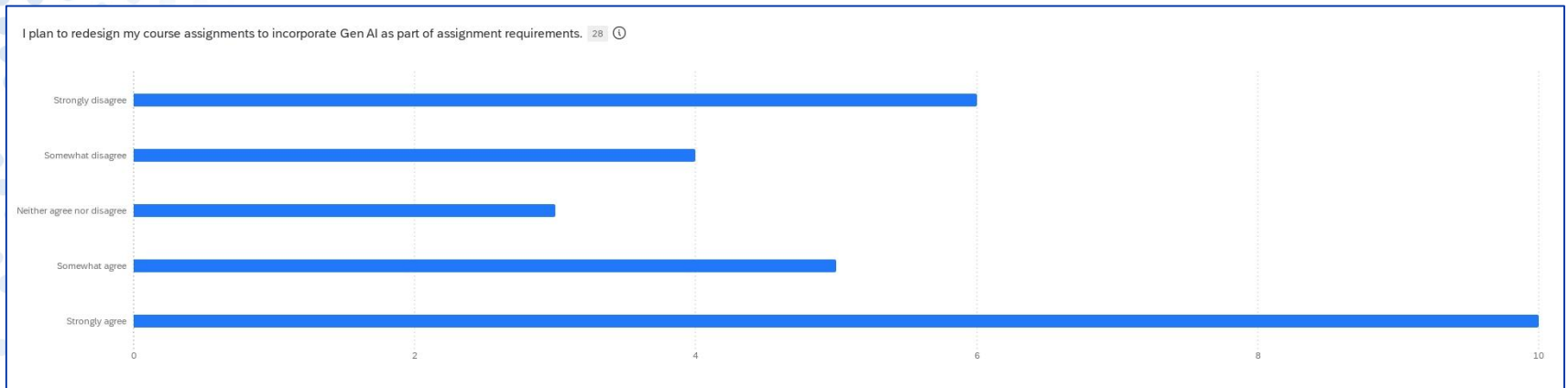
4) enthusiasm about new horizons and capabilities (2)

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LEVEL OF CONCERN RE AI COMPLETING STUDENT WORK

serious concern: 14
little to no concern: 9
ambivalent: 5

I am very concerned about the use of Gen AI by students to complete graded work in my courses. 28 ⓘ

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COURSE REDESIGN PLANS

some to significant redesign plans: 15
no major redesign plans: 10
ambivalent: 3

I plan to redesign my course assignments to incorporate Gen AI as part of assignment requirements. 28 ⓘ

Strongly disagree	6
Somewhat disagree	4
Neither agree nor disagree	3
Somewhat agree	5
Strongly agree	10

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PERCEIVED EFFORT ON PART OF FACULTY IN MONITORING STUDENT USE OF GEN AI

moderate to a great deal: 22
none to a little effort: 6

How much effort do you believe faculty will need to invest in monitoring how students are using Gen AI in coursework. 28 ⓘ

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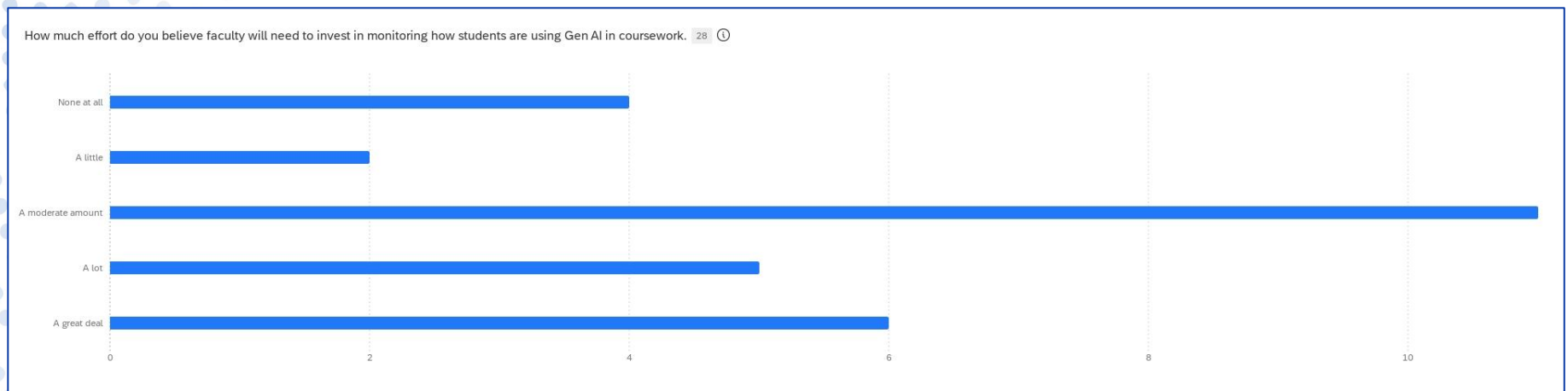
WHAT **CHANGES DO YOU PLAN TO MAKE** IN YOUR COURSES DUE TO DEVELOPMENTS IN GEN AI?

- adding explicit use of AI to assignments (10)
- ban (or try to safeguard against) usage (7)
- more in-class assessment via oral exams, pen and paper (5)

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WHAT **CONCERNS** DO YOU HAVE ABOUT GEN AI IN THE CONTEXT OF TEACHING/LEARNING?

- cheating, loss of learning (8)
- GenAI produces incorrect outputs, misinformation (5)
- how to teach sts to use it well (4)
- credentials of ac policy makers (1)
- impossibility of monitoring (1)
- need for limits on use in grad education (1)

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WHAT KIND OF **TOOLS OR GUIDANCE** WOULD YOU LIKE FROM UK TO SUPPORT YOU IN TEACHING IN AN ENVIRONMENT WHERE GEN AI TOOLS ARE READILY AVAILABLE TO STUDENTS?

- guidance, best practices, CELT workshops, models of productive use in teaching/learning (6)

- a university-wide ban / plagiarism statement (4)

- reliable AI detector (2)

- buy institutional license, get LLM that can be trained with custom data for X field (2)

- slow down, take more time to consider implications (1)

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WHAT POLICIES WOULD YOU LIKE TO SEE FROM **UNIVERSITY SENATE** AS IT RELATES TO GEN AI TOOLS?

- Disseminate best practices for integrating AI in ways that preserve integrity of learning objectives
- Protect flexible policies to support individual instructors and disciplinary differences
- Consider how to integrate AI detection tools as part of deterrance
- Total ban on AI use in assignments
- Develop clear system of reporting violations
- Create policies focused on discouraging use in graduate exams and dissertations
- Account for AI in the SR rules on cheating and plagiarism

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PROPOSED NEXT STEPS

- Revision of current SRs on plagiarism and cheating (SR 6.3.1, SR 6.3.2)

- Revision of current suggested syllabus language for courses where the instructor allows students to use generative AI (based on feedback from the faculty survey)

- Develop a proposal to amend the current syllabi requirements to include a statement on the use of generative AI in the course

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