

Ongoing Considerations and Recommendations concerning Generative Software (“AI”)

FROM ACADEMIC INTEGRITY DIRECTOR JACOB RIYEFF

The Current Status

Last term we saw a jump in academic integrity cases involving the unattributed use of generative software as a total share of cases. To be clear, this included violations in courses in which students were invited to use generative software if they so desired, as long as they also provided their chat logs (which meant no extra analysis work).

In a number of these cases, we heard students explain that they didn’t “write” their assignments with generative software but did use generative software systems throughout the process of making their submitted work in ways that incorporated unattributed ideas and text into that work.

There were also several cases in which students reported being confused by allegations and hadn’t had a chance to speak with their instructor before the Academic Integrity Council reached out to them.

Recommendations

Given all this, the AIC earnestly recommends the following:

1. **Please make explicit in every syllabus** what your expectations are regarding student use of generative software in your coursework ([the CTL has sample language here](#)). *It's not too late to incorporate this if you haven't yet!*
2. Ideally, **please also discuss with your students** the rationale for your position as an instructor in your discipline, with relation to the cognitive labor involved in the coursework and to the course’s learning outcomes and objectives. *It's not too late to do this if you haven't yet either!*
3. **If you plan to do so, please make explicit for your students** that you will use strategies to detect generative software-produced text (while you might not enumerate explicitly what strategies you will use, making clear *that* you will provides some helpful advance notice).

4. If you suspect the use of unattributed generative software-produced text in a student's work, **please arrange a conversation** with that student if at all possible to discuss the situation. *Ignatian pedagogy is founded on person-to-person presence.*

Student Perspectives: Some Contrast and Balance

Also, the current trope circulating in much popular media and reproduced in many conversations I've had over the last term that claims "all students use 'ai'" is of course an overgeneralization. In the hopes of making our current campus discussion around these matters more nuanced, you can read student pieces that dissent from that view [here](#) and (from one of our own Marquette students!) [here](#).

A Community Note: Making Things Clearer for our Students

If you find that generative software has little to no valuable place in your goals for your students but have not sought out how to articulate that for yourself or your students: please investigate resources that will help you understand for yourself exactly why this is the case *and* that will help you help your students understand why this is the case. Sources like [this](#) and [this](#), for example, are recent ones that discuss how to frame pedagogy and assessment actively. They do not have all the answers, of course, but sources like these can serve as **sound foundations for building your own repertoire of assessments, classroom strategies, and questions.** Acknowledging the new sociotechnological context of academic work is important, even if we do not see a place for generative software in our coursework.

If you find that generative software does have a valuable place in your goals for your students, please make clear for your students why this is the case and that this does not necessarily apply out to other disciplines, classes, and instructors' positions. The AIC continues to hear from students that some of their professors promote the use of generative software, so they are confused as to when its use is appropriate and why other instructors do not. Taking students at their word, we can all work together to help students understand that generative software use interacts with the activities and methodologies of different disciplines, learning goals, and assessments in different ways, leading to differing preferences and expectations.

Let's navigate this new context together! +AMDG