

Report of the

Task Force on Generative AI in Teaching and Learning

May 14, 2024

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Committee

David Castillo

David Doermann

Thomas Feeley

Rachael Hageman-Blair

Jacqueline Hollins

Jessica Kruger

Evviva Weinruab Lajoie

Norma Nowak

E Bruce Pitman

Murali Ramanathan

Dominik Roesch

Atri Rudra

David Salac

Catherine Ullman

Carol VanZile-Tamsen

Overview

In September 2023, Vice-Provost for Academic Affairs Graham Hammill charged this Task Force on Generative AI in Teaching and Learning at UB with investigating and making recommendations about the use of Generative AI (GAI) throughout the curriculum, across all schools and programs at all levels of study. Specifically, the Vice-Provost requested the committee:

- Review and assess existing research in the use of generative AI for teaching and learning.
- Consider ethical guidelines and recommendations, addressing issues such as data privacy, algorithmic fairness and transparency, and ownership of course-related data.
- Consider pedagogical guidelines for leveraging generative AI in teaching and learning across undergraduate, graduate, and professional education.
- Assess the technical requirements and infrastructure needed to support the integration of generative AI into teaching and learning.
- Consider recommendations regarding professional development and training to support further integration of generative AI into courses and curriculum at UB.
- Consider recommendations for policy development and governance structures.
- Consider a communication plan to disseminate the findings of the task force both at UB and across the higher education landscape.

Our Approach

This report details how the committee did its work and its recommendations.

The committee met as a whole several times during early fall, and decided to break into subgroups – STEM departments, Arts/Humanities and non-STEM, and Professional Schools – to better gauge the needs of different constituencies. Each sub-group set up schedules to meet with faculty and student groups to gather input.

In addition, the committee crafted a survey of all faculty members, asking about faculty member’s knowledge of and comfort with GAI and their current use of GAI in the classroom. We received 229 responses to the survey. The STEM subgroup conducted a survey of students, hearing from 162 students – 48% of which were undergraduate and 52% graduate students, from mostly but not exclusively engineering programs of study.

Discussion from the various sub-group meetings were gathered and summarized. All these findings and summarized in appendices. Based on these findings, committee recommendations to the Vice-Provost are presented in the next section.

Recommendations

To begin a discussion, it is important to recognize that the use of Generative AI technology cannot be ignored. Whatever one's individual opinion on the potential benefits and risks of GAI, it is being integrated into all the digital platforms our students will confront in their daily lives, both as students, and as citizens of the world. We believe it is vital that we educate students about those benefits and risks and help them learn to navigate and thrive within the complexities of this new and changing information and technology landscape than to ignore the situation.

During faculty conversations, the committee became aware of significant discrepancies among instructors in the level of awareness about and experience with GAI. At the same time, faculty members recognize the presence of GAI in the workplace and the needs for students to be prepared to enter the workforce and are working to formulate appropriate instructional materials for students at various stages of their academic careers.

As we discuss GAI, it is appropriate to set definitions for terms that will be used in this report¹.

GAI products are readily available tools with relatively low barriers to entry that employ AI, such as Chat-GPT, Dall-E, Microsoft Copilot, and Zoom AI Companion. GAI platforms allow developers to train and integrate AI models for customized use. Platform development requires significant infrastructure and appropriate skill sets. Platforms include Microsoft Azure AI, OpenAI Developer, and Salesforce Einstein.

We remark that platforms could be "in the cloud" or on premises. In the cloud platforms come with data security and privacy concerns. Vendors may agree explicitly to secure data as part of a contract or may not.

Throughout the survey responses, from a large number of respondents, concerns arose regarding ethics, bias, and academic integrity. The task force recognizes that equity includes access to AI tools. Recognizing and addressing these concerns must help guide the campus response to the introduction of GAI into our society.

1. Faculty need a long-lived, multi-level and multi-channel resource for training on the use of GAI in the classroom. Such workshop training might begin with examples of summarizing long text documents or learning about prompts or producing short code blocks. More experienced faculty members may wish to delve more deeply into prompt engineering or using a GPT to produce an annotated report. The University should offer guidance on preferred products and associated privacy and security concerns as well as any Intellectual

¹ These definitions appear in a UBIT AI Initial Assessment Committee Findings document.

Property issues that might arise from faculty using their teaching materials to train an agent. Faculty and students should be made aware of HIPAA and CMMC guidelines regarding data security, and the implications regarding widely available university resources such as Microsoft's Co-Pilot and freely available Chat-GPT4o.

2. As part of an on-going commitment to training, and perhaps working with the Teach Anywhere team, the University should sponsor a small grants program, to encourage instructors to explore and develop new approaches to incorporating GAI into the curriculum, and to share ideas among the faculty on how GAI is being used in various courses. In addition, the University should consider building on the work of CATT and establishing a Digital Commons, as a location to share best practices and explore emerging ideas.
3. Professional societies and affiliated groups are developing guidelines and best practices regarding expertise in and use of GAI within the profession. These guidelines should be integrated into the curriculum of the several schools and departments, to help students develop requisite skills. Faculty and thus students ought to be aware of the different regulations among the states and between the US and other countries.
4. Faculty members and students need training on academic integrity, data privacy and security, and on bias and ethical issues associated with the use of GAI.
5. The University should develop and/or revise policy around the ethical and safe use of GAI across the campus, incorporating issues of academic integrity and intellectual property. The several schools and the College should be mindful of varying accreditation guidelines, and augment University policy accordingly. Departments and faculty members should develop policy around the acceptable use of GAI in each course.
6. The University should consider providing (i) an AI testbed on which faculty can learn and test the use of GAI tools, and (ii) a series of training sessions for instructional staff in using these GAI tools. UB should consider whether to provide its own instance of a GPT, trained exclusively on UB data and disconnected from external networks, to ensure data safety. Alternatively, campus should consider entering an enterprise licensing agreement with an AI provider to provide access to advanced GAI tools for faculty and student use. Faculty and students should have access to advanced GAI tools as part of their university education.
7. Departments should develop policy and practice around the use of GAI through their curriculum. In the course syllabus, instructors should provide clear guidance for acceptable use of AI for each specific assignment. These conversations should be informed by the needs of students as they progress through their career and prepare for the workforce. Consultation with and guidance from the Office of Academic Integrity should be included in these deliberations.

Discussion

Here we include several observations arising from discussions and the surveys.

- Overall, faculty members are familiar with the concept of GAI in the classroom, many having used some GAI tool such as Chat-GPT, Bing Chat, Bard, or Dall-E. However few faculty members have extensive experience with these tools, especially in the classroom setting.
- There is concern among the faculty about students using GAI tools to cheat on their assignments, and the inability to catch cheating using standard tools such as Turnitin. Academic integrity policies should be reviewed and updated.
- More generally, there is a need to assess the efficacy of AI tools in teaching and learning. Likely such assessments will differ across disciplines.
- There is a recognition that text-based GAI tools may be biased against students for whom English is a second language. Likewise, there is a recognition that students from higher socio-economic groups might be able to afford subscription services allowing them better access to more up-to-date tools than others might be able to afford.
- Campus discussions should consider whether components of the recommended training might be required of all faculty and/or students.
- Our discussions highlighted the obvious but nonetheless relevant fact that our students, especially undergraduates, are products of high schools from across New York and other states and countries. High school students are interested in GAI, but their schools are often without the resources to provide adequate training and education to these students about the ethical and safe use of GAI. The University should consider partnering with local high schools, to help inform faculty and students about the complexities in using GAI.
- The student survey provided two particular insights. First, these students overwhelmingly use GAI as a personalized study aid, augmenting their course materials and helping personalize their learning experience. Second, almost 2/3 of the student respondents are concerned about the impact GAI will have on their employment prospects. This result is significantly higher than the 44% of faculty who thought GAI would negatively impact students job prospects.

AI Resources

Detailed recommendations from Universities

- <https://drive.google.com/file/d/101zhMpzr67SRePbbxfHc87j-5mSlkuOL/view?pli=1>
- <https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>

Learning GAI in a University setting

- <https://academictechnology.umich.edu/get-help/training/instructional-support/genai-workshop-series>
- <https://www.fitnyc.edu/gateways/employees/faculty-academic-support/cet/aitaskgroup-fact2-document-101223.pdf>

Teaching and writing with AI

- <https://teaching.berkeley.edu/understanding-ai-writing-tools-and-their-uses-teaching-and-learning-uc-berkeley>
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4475995
- <https://broadviewpress.com/product/talking-generative-ai/#tab-description>
- <https://journals.sfu.ca/jalt/index.php/jalt/article/view/843>
- <https://publications.coventry.ac.uk/index.php/joaw/article/view/820>
- https://www.writinginstitute.pitt.edu/sites/default/files/PDFs/how_to_talk_to_your_students_about_ai_6.1.23.pdf

AI in graduate writing

- <https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/>
- <https://grad.uga.edu/policy-on-use-of-generative-ai-in-theses-and-dissertations/>
- <https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/additional-information/ai.aspx>

General Guidance on use of AI

- <https://www2.ed.gov/documents/ai-report/ai-report.pdf>
- <https://www.common sense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools>
- <https://hai.stanford.edu/news/ai-will-transform-teaching-and-learning-lets-get-it-right>
- <https://hai.stanford.edu/events/aieducation-summit-ai-service-teaching-and-learning>
- <https://www.teachthought.com/the-future-of-learning/roles-for-artificial-intelligence-in-education/>
- <https://www.brookings.edu/articles/the-role-of-ai-in-education-and-the-changing-u-s-workforce/>

- <https://aipodcast.education/>
- <https://www.washingtonpost.com/technology/2023/09/05/tips-using-chatgpt/>
- <https://er.educause.edu/articles/2023/12/7-things-you-should-know-about-generative-ai>
- https://www.educause.edu/ecar/research-publications/2024/2024-ai-breakout-report-perceptions-of-planning-and-readiness/introduction-and-key-findings?utm_source=Selligent&utm_medium=email&utm_campaign=cio_newsletter&utm_content=04-23-24&utm_term=&utm_i=mIEzljKSY3dc1%2BY4pxflgzKphO%2BEIUui5CKiNGmrmBjplkxBvmFPsfofd_jX8rSYXirBA0%2BrOj5dOoXyDcHc0X8YHtsONjmmB&M_BT=9133099384
- <https://www.educause.edu/ecar/research-publications/2024/2024-educause-ai-landscape-study/introduction-and-key-findings>
- <https://melaniemitchell.me/>
- <https://tech.ed.gov/ai-future-of-teaching-and-learning/>

Ethics, Compliance in a University setting

- <https://www.ucop.edu/ethics-compliance-audit-services/compliance/uc-ai-working-group-final-report.pdf>

Ethics issues

- <https://ethicspolicy.unc.edu/news/2023/04/17/the-ethics-of-college-students-using-chatgpt/>
- <https://lens.monash.edu/@politics-society/2023/02/13/1385448/chatgpt-old-ai-problems-in-a-new-guise-new-problems-in-disguise>
- <https://www.wired.com/story/how-to-tackle-ai-and-cheating-in-schools-classroom/>
- [https://www.thelancet.com/journals/landig/article/PIIS2589-7500\(23\)00019-5/fulltext](https://www.thelancet.com/journals/landig/article/PIIS2589-7500(23)00019-5/fulltext)
- <https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00133-4>

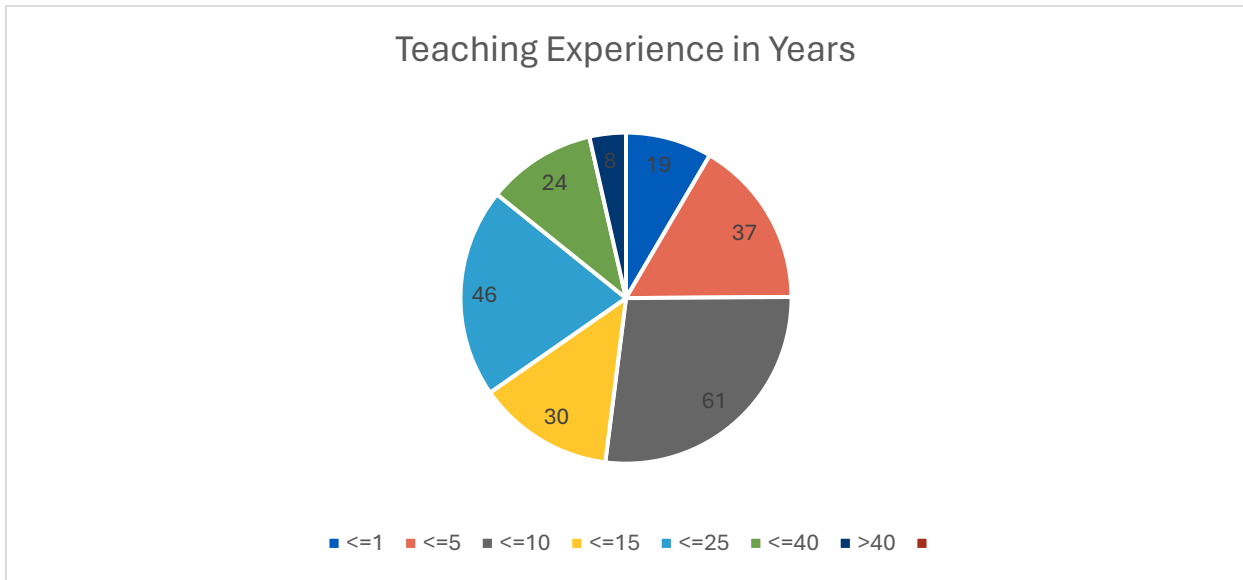
Appendix 1: Faculty Survey

Survey Questions:

Q2	Name (Optional):
Q3	Academic Department:
Q4	Years of Teaching Experience:
Q5	Select Your Appointment Type:
Q6	What types of courses do you teach? Please select all that apply.
Q7	How familiar are you with the concept of Generative AI in the context of education?
Q8	Select any/all of the following applications you use or have used: - Selected Choice
Q8_11_TEXT	Select any/all of the following applications you use or have used: - Other - Text
Q9	How do you feel about Generative AI and its potential impact on education?
Q10	Have you integrated Generative AI tools or technologies into your teaching methods?
Q11	You indicated that you have integrated Generative AI tools and/or technologies into your teaching. Please briefly describe how you have integrated Generative AI into your teaching.
Q12	You indicated that you have not integrated Generative AI tools and/or technologies. Are you interested in learning how to AI tools and/or technologies can be incorporated into your teaching?
Q13	Select the aspects of Generative AI and its potential uses that you feel students should know about:
Q14	Select the aspects of Generative AI and its potential uses that faculty should know about: - Selected Choice
Q14_5_TEXT	Select the aspects of Generative AI and its potential uses that faculty should know about: - Other - Text
Q15	Are there specific kinds of courses that would benefit from Generative AI (e.g., introductory versus advanced courses). If yes, please list them here:
Q16	What kinds of courses could be harmed by using Generative AI? Please list these below:
Q17	What challenges or concerns, if any, have you encountered in incorporating Generative AI into your teaching?
Q18	Are you concerned that Generative AI will impact your ability to evaluate student content knowledge?
Q19	To what extent do you foresee Generative AI impacting the job prospects of students in your discipline?

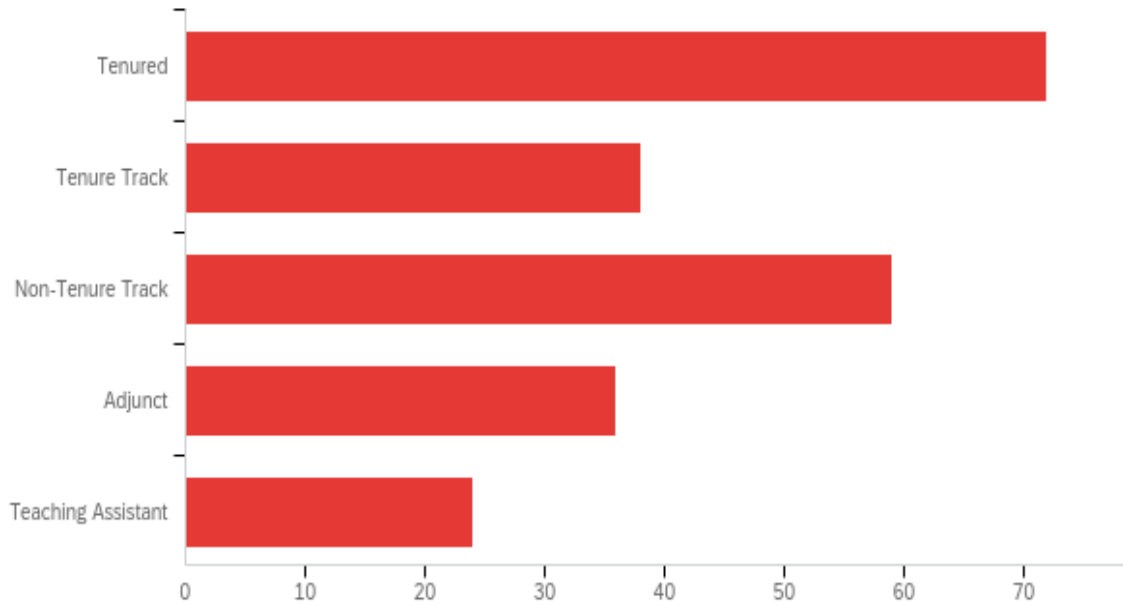
Q20	You indicated that Generative AI will have a positive impact on the job prospects of students in your discipline. Please explain why.
Q21	You indicated that Generative AI will have a negative impact on the job prospects of students in your discipline. Please explain why?
Q24_1	Please indicate which of the following you have done or experienced in your courses: - Included a policy in your syllabus allowing the use of Generative AI
Q24_2	Please indicate which of the following you have done or experienced in your courses: - Included a policy in your syllabus forbidding the use of Generative AI
Q24_3	Please indicate which of the following you have done or experienced in your courses: - Have you identified breaches of academic integrity in your courses caused by the use of Generative AI?
Q24_4	Please indicate which of the following you have done or experienced in your courses: - Have you gathered feedback from your students regarding their or their peers' use of Generative AI to complete academic work? Please share any notable feedback:
Q24_4_TEXT	Please indicate which of the following you have done or experienced in your courses: - Have you gathered feedback from your students regarding their or their peers' use of Generative AI to complete academic work? Please share any notable feedback: - Text
Q25	Would you be interested in participating in professional development opportunities related to the effective use of Generative AI in education?
Q26	Please self the types of professional development opportunities would you be interested in: - Selected Choice
Q26_5_TEXT	Please self the types of professional development opportunities would you be interested in: - Other - Text
Q27	Have you read the Generative AI guidance distributed by the Office of Academic Integrity?
Q29	What policies do you feel the University at Buffalo should draft concerning the use of Generative AI by faculty or staff?
Q30	What policies do you feel the University at Buffalo should draft concerning the use of Generative AI by students?
Q31	What infrastructure (e.g., software, hardware, servers, etc.) do you anticipate the University at Buffalo needing for Generative AI use?
Q32	How do you envision the role of Generative AI evolving in education in the future?
Q33	Are you interested in participating in a focus group on the subject of the use of Generative AI in education?
Q34	Please share any additional comments or reflections on the use of Generative AI in teaching.

Q4 -Years of Teaching Experience:



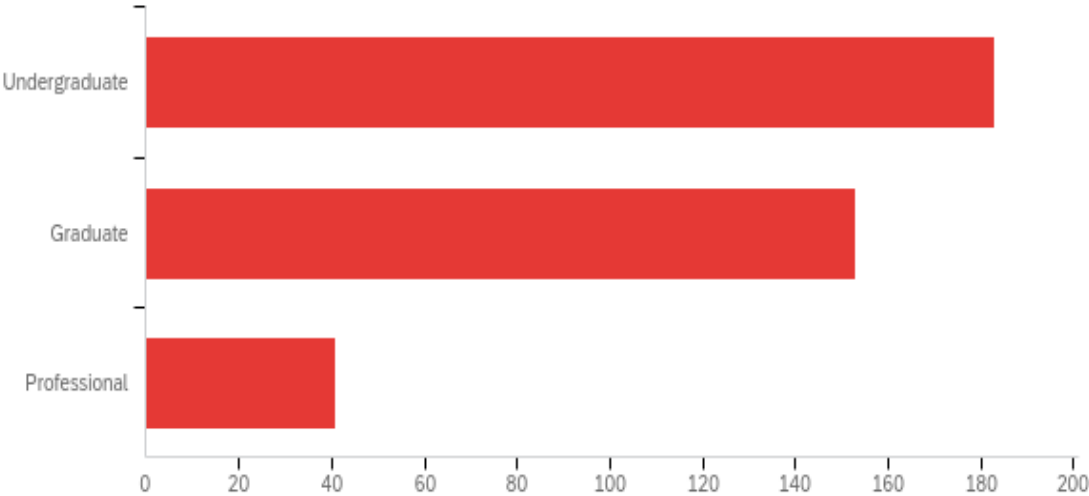
	Answer	%	Count
1	Tenured	31.44%	72
2	Tenure Track	16.59%	38
3	Non-Tenure Track	25.76%	59
4	Adjunct	15.72%	36
5	Teaching Assistant	10.48%	24
	Total	100%	229

Q5 - Select Your Appointment Type:



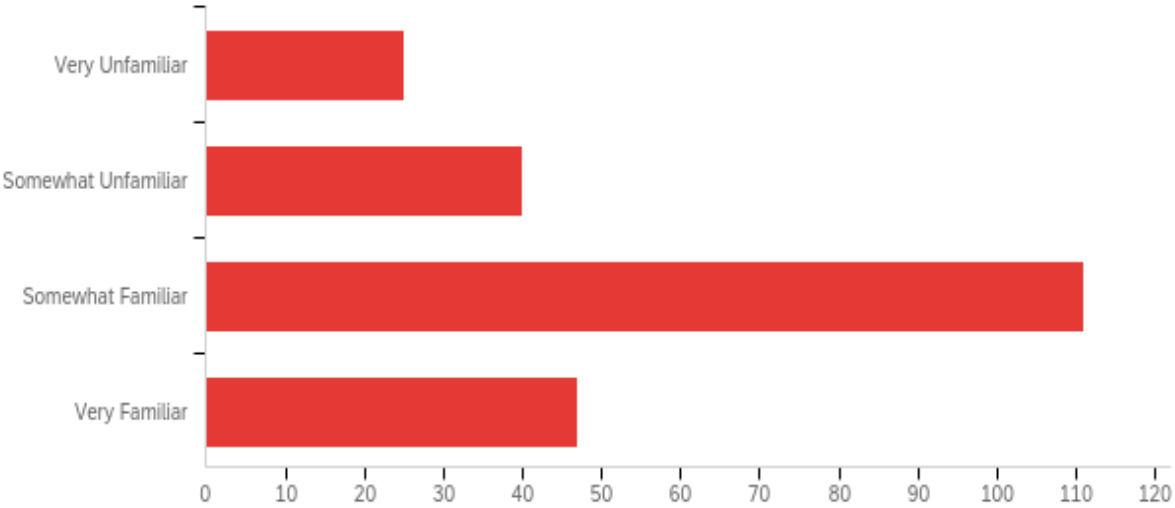
#	Answer	%	Count
1	Tenured	31.44%	72
2	Tenure Track	16.59%	38
3	Non-Tenure Track	25.76%	59
4	Adjunct	15.72%	36
5	Teaching Assistant	10.48%	24
	Total	100%	229

Q6 - What types of courses do you teach? Please select all that apply.



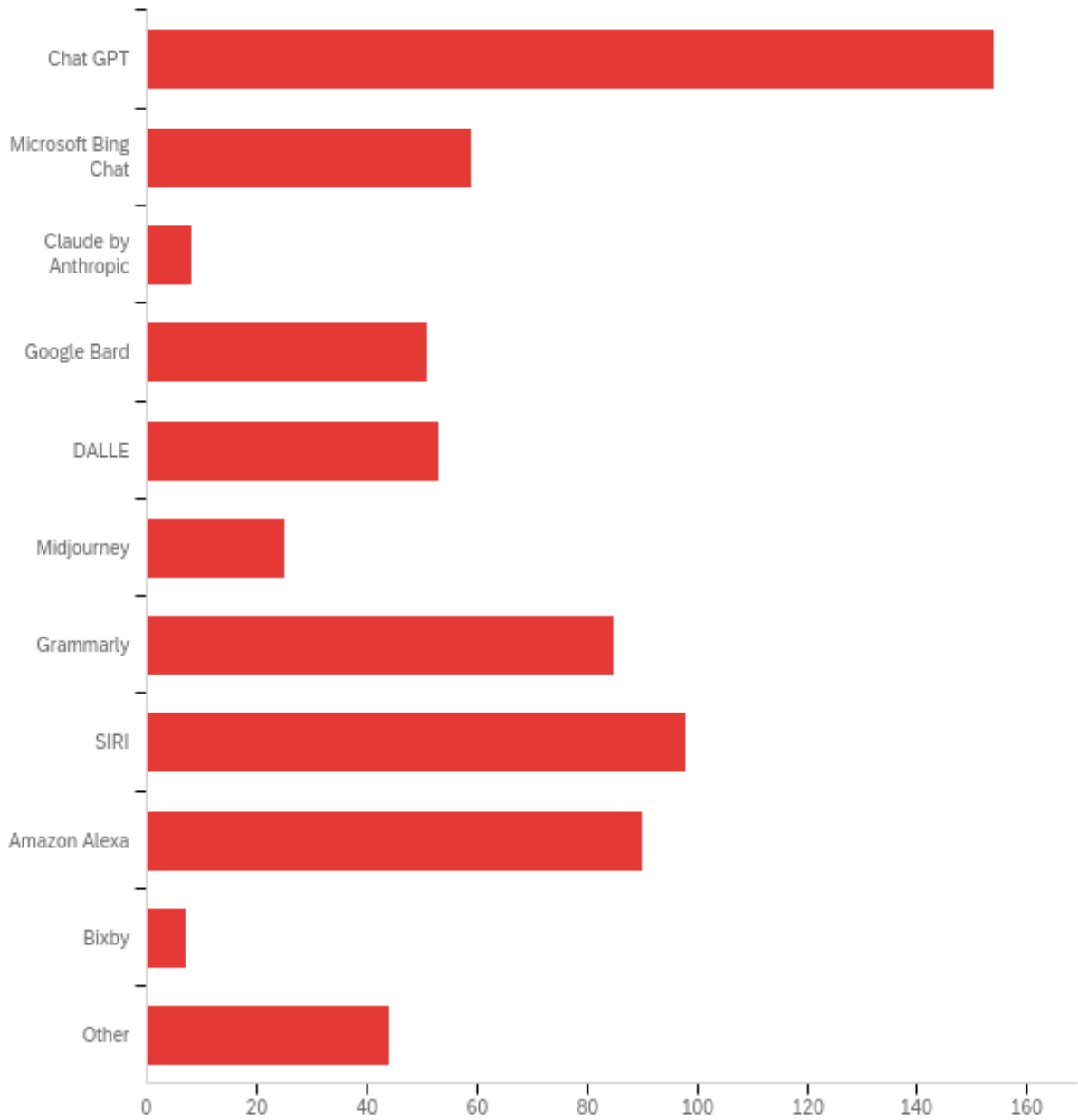
#	Answer	%	Count
1	Undergraduate	48.54%	183
2	Graduate	40.58%	153
3	Professional	10.88%	41
	Total	100%	377

Q7 - How familiar are you with the concept of Generative AI in the context of education?



#	Answer	%	Count
1	Very Unfamiliar	11.21%	25
2	Somewhat Unfamiliar	17.94%	40
3	Somewhat Familiar	49.78%	111
4	Very Familiar	21.08%	47
	Total	100%	223

Q8 - Select any/all of the following applications you use or have used:



#	Answer	%	Count
1	Chat GPT	22.85%	154
2	Microsoft Bing Chat	8.75%	59
3	Claude by Anthropic	1.19%	8
4	Google Bard	7.57%	51
5	DALLE	7.86%	53

6	Midjourney	3.71%	25
7	Grammarly	12.61%	85
8	SIRI	14.54%	98
9	Amazon Alexa	13.35%	90
10	Bixby	1.04%	7
11	Other	6.53%	44
	Total	100%	674

Q8_11_TEXT - Other

Mixtral

Microsoft [Copilot](#)

OpenArt, Gencraft, AI Teaching Assistant, Picsart,

Lexis+AI

Perplexity ai, Elicit.org, stable diffusion

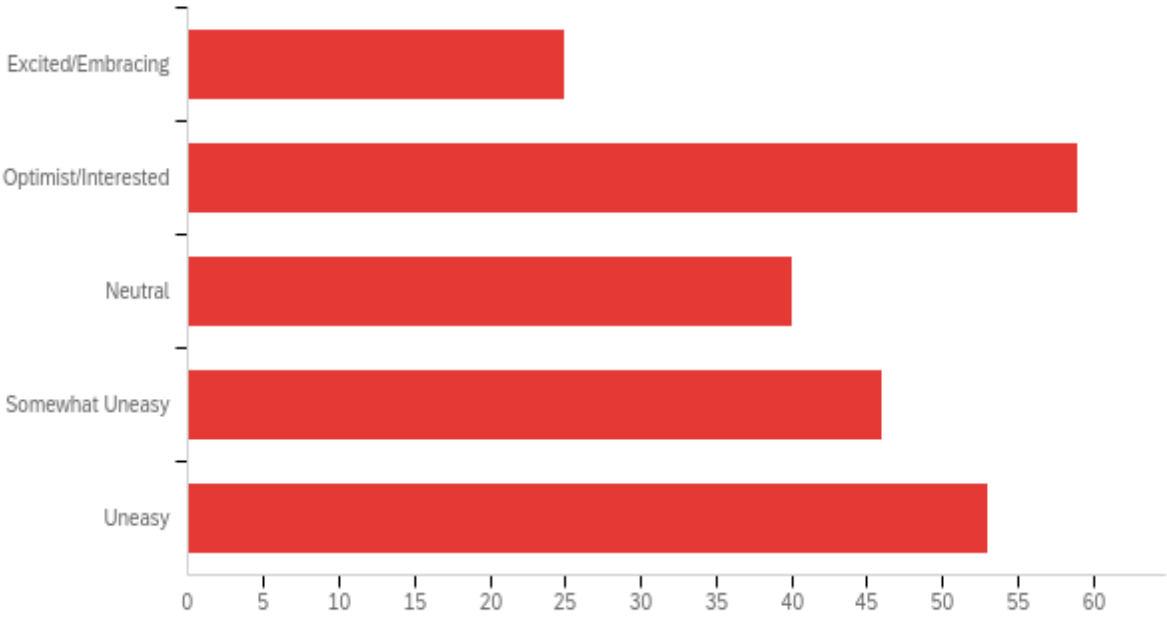
RYTR

Canva, copy.ai

Jasper

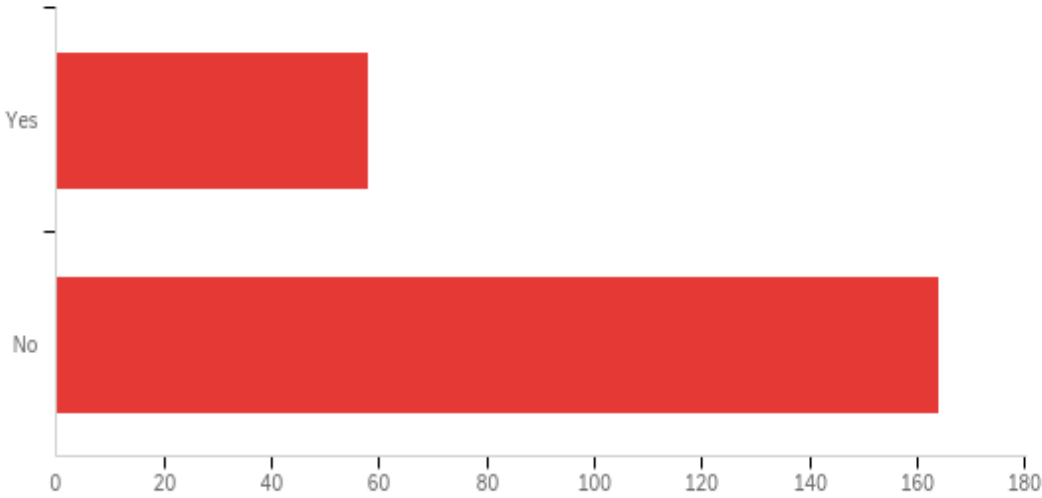
Prome ai

Q9 - How do you feel about Generative AI and its potential impact on education?



#	Answer	%	Count
1	Excited/Embracing	11.21%	25
2	Optimist/Interested	26.46%	59
3	Neutral	17.94%	40
4	Somewhat Uneasy	20.63%	46
5	Uneasy	23.77%	53
	Total	100%	223

Q10 - Have you integrated Generative AI tools or technologies into your teaching methods?



#	Answer	%	Count
1	Yes	26.13%	58
2	No	73.87%	164
	Total	100%	222

Q11 - You indicated that you have integrated Generative AI tools and/or technologies into your teaching. Please briefly describe how you have integrated Generative AI into your teaching.

You indicated that you have integrated Generative AI tools and/or technologies into your teaching. Please briefly describe how you have integrated Generative AI into your teaching.

I allowed my students to use it for their projects in my course.

I use examples and images generated by Generative AI. But it is important for me to select/modify them to fit the course/student needs.

Had students use Generative AI to write unit tests for code.

generate text, bullet points, summary, improvement of texts and letters

Asking students to try chat gpt with course relevant queries and reflect on the output

I am asking students to use Generative AI as a form of brainstorming of ideas for a project in the class. It will not be used for their actual writing assignments.

I have shared how these emerging technologies can provide value in chemical engineering practices in industry. I also encourage students to use these technologies in their assignments - this also promotes the use of external resources by students to promote their learning

I teach ENG 105: Introduction to Writing and Rhetoric. I try to discuss AI openly and present it as a tool that may help some writers get started or generate ideas, but that it carries a lot of ethical problems and it doesn't remove or lessen a writer's work/labor--it just changes the kind of work you have to do. Today, we looked at an AI-produced draft of an essay for our current assignment, and we looked at all the ways the draft would need to be filled in, fact-checked, and improved if someone were to use it as inspiration for the essay (basically driving home the fact that AI doesn't just spit out perfect essays--writers just have to do a different kind of work if they choose to use AI). I will continue to demonstrate various ways that writers may use AI as well as the limits of AI. I also incorporated an AI unit into my syllabus (weeks 5-8 of the semester). During this unit, we will read and debate about various perspectives on language production and AI. In addition, students will use AI for class exercises and reflect on the experience. Finally, students will draft and complete an opinion/response essay about the limits, potential, and ethics of generative AI.

For my 101 students I do an intro to AI, ML, Neural nets and LLMs. I then evolve this into a discussion on best practices (prompt engineering) in using GenAI with an emphasis on responsible use whilst gaining competitive through the responsible use of the tech. In my info-sec classes I teach how GenAI is being weaponized and what enterprises can do to defend against this.

Having students critique responses

I teach students how to use chatgpt to generate reflective questions and answers on their research topics, refine research questions, create user personas, and think about ethical issues related to the use of tech in social work

I use ChatGPT to help me create some multiple choice items for tests based on readings in special programs; I used it to generate some explanatory articles on American historic sites and customs that I didn't have 4 hours to research in the special program. For my regular Academic English classes, I only use ChatGPT to brainstorm some ideas for content. Otherwise, I create my own material or use material generated by other teachers in the shared curriculum.

Code debugging and routine programming is recommended to be used with AI. I used to spend a lot of time on syntax in programming, not doing that any longer. We are focusing on the big picture

To catch plagiarism, to challenge personal creativity and to prompt empirical investigation of them so that they can respond in formal speaking and writing.

to illustrate how it can be used as a research tool and to help them explore its precision and accuracy in that regard. Also to illustrate how it should not be used. I've done this in a couple of classes, here and there as appropriate. After a few experiences in class, I've added it to my syllabus - my expectations of how it can be used and how it should not be used.

I've used Perusall, which is a social e-reader platform designed to promote reading and engagement.

Creating teaching materials for language courses, brainstorming ideas for curriculum development, using prompt engineering to generate written texts to engage students in comparisons with their own texts to identify similarities and differences.

I teach a unit on AI in k12 classrooms. Students learn about AI, wrappers and use ChatGPT to complete a project

I show students the responses Gen AI provides to our assignments and discuss the issues with them. I also say that Gen AI can be a good tool for drafting and brainstorming.

I have group discussion assignments. I stated that students can use AI to get ideas to answer questions. In the first one I ask them to read paper about ChatGPT (2 pages) and discuss barriers and opportunities of application of AI in solving professional problems including HW. After that, I am encouraging students to use AI to learn how to fact-check AI provided ideas across multiple group discussions.

I teach a political comm class- students work in groups to create a satire news segment about an issue. I ask they develop a script themselves, then after we review that, they are allowed to use AI to see how they might be able to improve the script.

I ask students to develop questions about course topics to post to ChatGPT that will generate the best responses. Then they need to verify the information in those responses.

I have not officially put it into practice, but I have developed lesson plans that use Generative AI to assist with topic development and research question refinement

Starting CATT-seed-funded project on generative AI for enhancing game development in Game Studies courses. Will be having students try Dall-E, Get3D, and other tools for some asset generation this semester.

I presented examples showing students both what these tools can do, and what are their limitations (e.g. how they can provide wrong answers).

As a semester project, having students gain a basic understanding of AI and researching how it is currently being used in industry relating course concepts like planning, control and operations.

I'm Program Director for the MS in Real Estate Development program, so integrate it into the courses that I teach in that program.

I encourage students to utilize generative AI to make improvements to their employment materials/profiles AFTER they attempt to create them without AI.

In my teaching, I encourage student use Generative AI tools and require them to read journal articles on AI tools / tech related to course topics.

I've barely started using it, but I have used it mainly to generate ideas for topics and to generate quiz questions.

I've had ChatGPT generate solutions to complex physics problems to see how capable it is, and to also test different styles of questions that can currently be solved more or less successfully by generative AI. I've used ChatGPT to help come up with helpful feedback for students. I've used DALL-E and Adobe Firefly to try and create illustrations for physics problems. I've encouraged students to critically examine ChatGPT solutions to physics problems to identify issues with those solutions – I believe that "wrong" (or problematic) solutions generated by AI can be productive learning tools for students (similar to human-generated "wrong" solutions to problems can be productive).

-Chat GPT and Grammarly for the student evaluation for proofreading and making gender-neutral. Occasional rephrasing the feedback. - Used DALL-E and stable diffusion to create flowchart.

Used ChatGPT to help write multiple choice questions; used AI image apps to created images for PowerPoint slides; explored options for students to use generative AI as a tool for written analysis of problems.

To generate example essay drafts for discussion in class To test my writing prompts To explore how it defines concepts students might ask about--just seeing how it works

Discussing but not using them

Having students use it to help with their writing skills

Developing peripheral materials (example diets, questions for a reflective response). Emails to students so I come across as nicer.

Use of Grammarly to improve student writing

I encourage students to use generative AI to help them program in my model-based reasoning course. I don't care about whether or not they can program, I care about whether they can think through how to model something. Using generative AI lets them be a bit more ambitious in what they do.

coding debug

I recommend to my students that they can use chatgpt to help digest topics they've already learned without needing to email their professors. I suggest they avoid using it to learn new topics from scratch, but they can use it to help them get started on learning new things.

Mainly as examples of the underlying racist, ableist, colonial, and transphobic design. In particular, we discuss Ruha Benjamin as well as concepts of data sovereignty. We also discuss how many tool like Turnitin have take student data without explicit permissions.

I have used the built-in plagiarism tracker in TurnItIn.

I have designated the writing assignments in my CL2 courses as either "Use of Generative AI completely disallowed for research and composition" or "Use of Generative AI is allowed for research and composition. All uses of Generative AI must be cited." In class, we practice using GenAI to create common workplace documents in response to general and specific queries, and then assess the efficacy of those documents.

I have students do assignments that require the use of genAI tools with respect to their course learning goals. I have added genAI learning goals to each course. My objective is to ensure that students understand the effective and ethical uses of genAI tools.

Policies outlined on syllabus, Consensus app for research methods

I have already started allowing students to use Generative AI to flesh out code skeletons and simple software tasks in my Computational Physics class.

Students write their composition and submit it for assessment. Students then run their composition through generative AI. They do a comparison, analyze the results and compose a short reflective paragraph on their comparative observations.

It's helped me to research and create a more seamless structure to the topics I hope to cover in my classes, as well as enhance assignments and projects to better relate to learning outcomes. Additionally, I allow students to use AI to generate ideas for projects, but not to generate content for those projects. It has also helped me to connect patterns with students (behavioral patterns, motivations, personalities, etc.) so that I can tailor support, assignments, and aspects of the curriculum to each group of students.

Allow my students to use AI on position papers (memos in which they have to argue for position).

Use it to assist in developing rubrics, rewriting assignment instructions for clarity, and creating case scenarios. I have used it to provide feedback on students' written assignments, but this almost got me fired as students hear from the university that AI is bad and not to use it, so I have to stop doing this. I imagine in a few years, it will be as normal as Grammarly or other suggestive AI. I am amazed at how fearful my peers are when it comes to AI and are not willing to even explore it and it's possible applications. I did have an AI assignment that I have since pulled since the students and university are not ready to explore this yet.

Content creation, graphic creation, method development for generating entrepreneurial ventures, rapid deployment of articles based on class discussions, rapid deployment of customized decks for project feedback, creation of exam questions, student confidence building through AI generation of work, enhancement of student writing output using AI tools

Development of simulation scenarios using ChatGPT

Using generative ai for image making in architectural designs

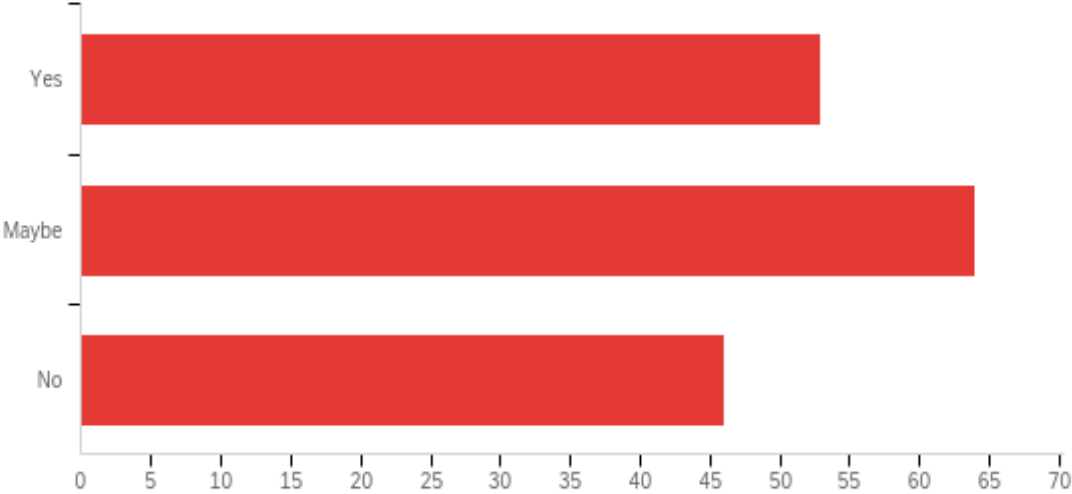
Using generative AI for accelerating learning outcomes that are coding related (includes QC). Also using ML techniques for teaching modern data analysis techniques.

I use generative AI to help me come up with case studies, discussion questions, in-class-activities, etc.

I am incorporating VR into one of my courses and teaching them how to use it to generate/envision sustainable communities.

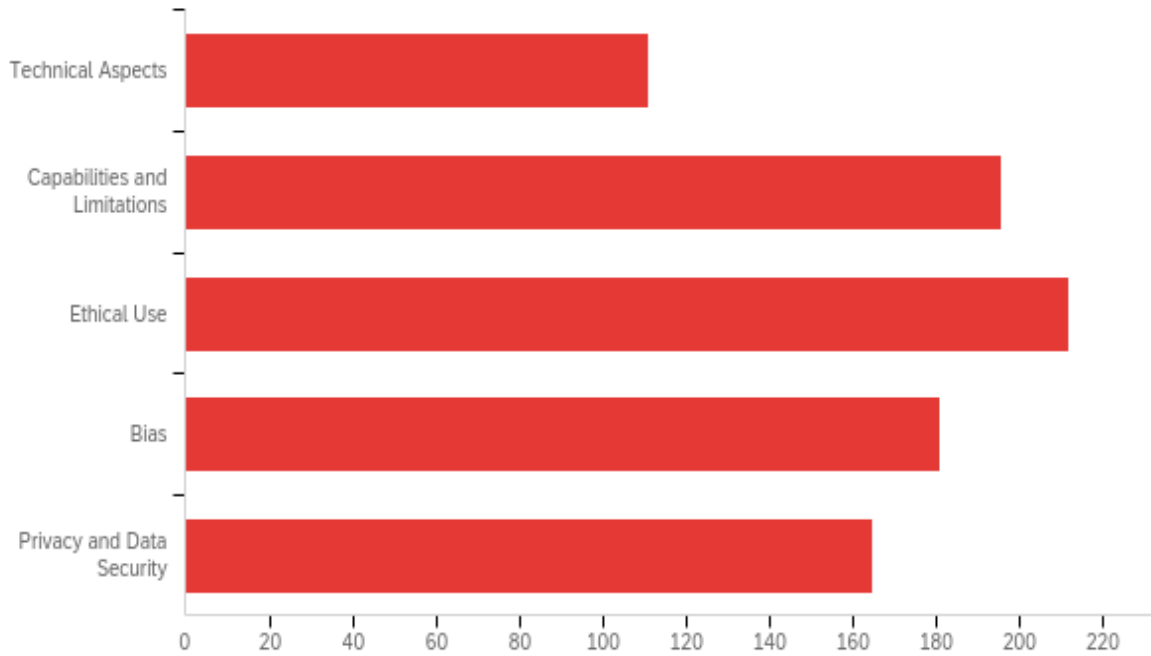
Student can use generative AI to help them understand problem statement and difficult concept.

Q12 - You indicated that you have not integrated Generative AI tools and/or technologies. Are you interested in learning how to AI tools and/or technologies can be incorporated into your teaching?



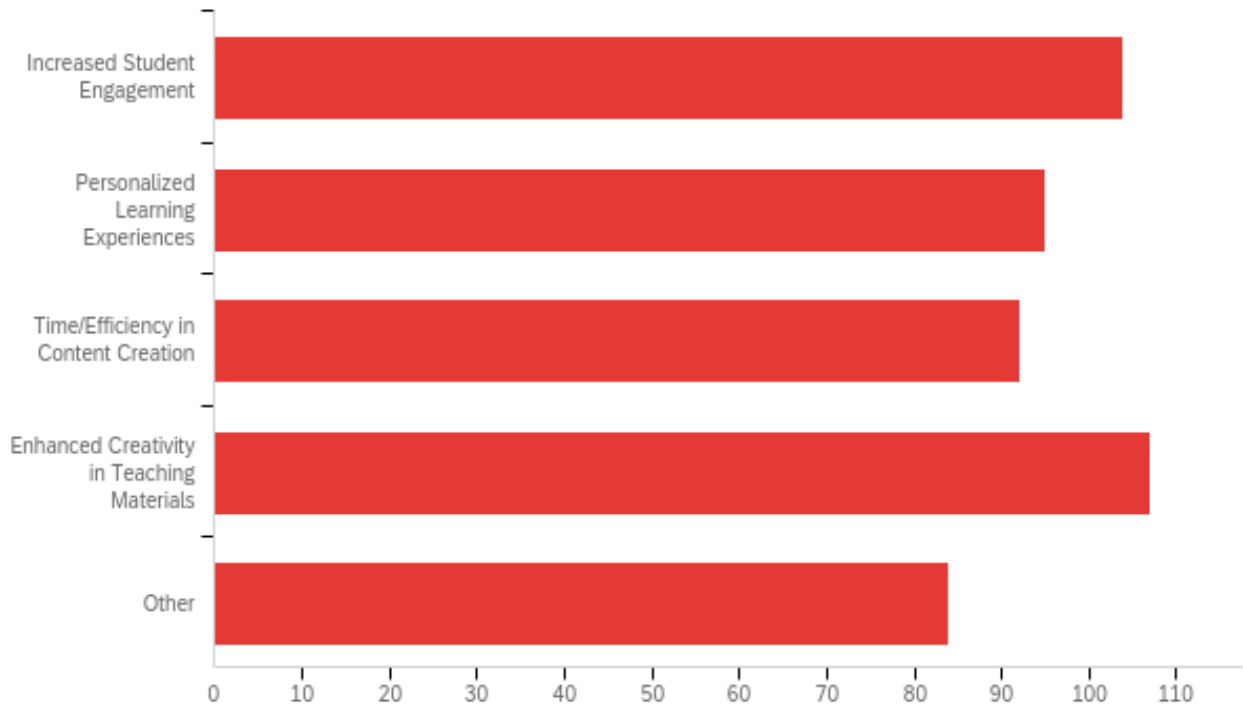
#	Answer	%	Count
1	Yes	32.52%	53
2	Maybe	39.26%	64
3	No	28.22%	46
	Total	100%	163

Q13 - Select the aspects of Generative AI and its potential uses that you feel students should know about:



#	Answer	%	Count
1	Technical Aspects	12.83%	111
2	Capabilities and Limitations	22.66%	196
3	Ethical Use	24.51%	212
4	Bias	20.92%	181
5	Privacy and Data Security	19.08%	165
	Total	100%	865

Q14 - Select the aspects of Generative AI and its potential uses that faculty should know about:



#	Answer	%	Count
1	Increased Student Engagement	21.58%	104
2	Personalized Learning Experiences	19.71%	95
3	Time/Efficiency in Content Creation	19.09%	92
4	Enhanced Creativity in Teaching Materials	22.20%	107
5	Other	17.43%	84
	Total	100%	482

Q14_5_TEXT – Other

Academic Integrity issues

Dangers, intellectual theft, intellectual atrophy

Ethical use and user's responsibility

Are there peer-reviewed and replicable studies showing it has any benefits?

What I think it really important is educating faculty on how to detect its use.

Its fallibility and computational expense

The ways in which AI changes the writing process (and that it doesn't remove the need for revision, research, critical thinking, etc.)

generalized use as a digital assistant.

Ethical and professional usage

None--I literally loathe it.

Plagiarism of assignments

This survey is clearly biased towards promoting AI in education. Faculty should learn about how AI can be used to cheat and fraudulently produce material. They should learn their rights to refuse the use of AI in their classrooms. They should learn about the racial bias and surveillance potential that go hand-in-hand with AI.

I'm sure it's useful for certain disciplines but not in my field and certainly not in the classes I teach.

I think faculty should know about potential for bias and the ethics of AI, and possibly how the technology works.

Faculty should know about all potential uses/benefits of AI

application to future work students will be exposed to, using good prompts, strengths/weaknesses of the various platforms, writing syllabus guidelines for use

The inverse of all of the above. Just as these tool may increase the potential of all of the above just so they need to understand the negative implications.

I'm not sure I haven't had a chance to think about it yet

It is inevitable and we must embrace it.

how students can use AI without it harming student learning

I don't think it is useful to instructors

Accessibility, Assistance for international students

Same as for students

Limitations, hallucinations, ethical aspects, potential for academic dishonesty, potential for all the four alleged improvements listed above to involve significant errors

Limitations, bias, ethical use

Bias. Ethics. "Objectivity".

I am not interested in the uses of AI in higher education at this time: it is an unproven technology that relies on exploiting the labor of educators

Teaching students about bias and inaccuracies in online material

How GenAI works, and how hard it is to detect AI generated content automatically.

ethical standards of use

Whatever other uses it might have, the core skill of writing involves being able to formulate a coherent argument in response to a particular topic/issue: even if students edit an initial structure given to them by ChatGPT, they are still failing to learn the only fundamental skill that really matters.

Violations of academic integrity

The serious ethical risks

I don't know what you've asked here because the prompt is "click to write the question text"

Faculty should probably avoid using it to create lesson plans. They should use it for advice but not to actually make their materials.

The colonial logics and theft build into many of these models - Mahelona, K. (2023, July 20). Big Tech Won't Revitalize Indigenous Languages w/ Keoni Mahelona—Tech Won't Save Us. Tech Won't Save Us. https://techwontsave.us/episode/177_big_tech_wont_revitalize_indigenous_languages_w_keoni_mahelona.html

I'm not sure any of these will be obvious or direct results of using GenAI.

Plagiarism and bias

I have a problem with thinking about ideas and engaging in critical thinking as merely "content creation." Those processes are much more than that.

Faculty should be aware of the capabilities and limitations of Generative AI.

Students will use this tool to circumvent the thoughtful composition process. They will use AI as a substitution for critical analysis. (Yes, I've seen this occur in my classes.) One cannot necessarily prove beyond a reasonable doubt that a student used generative AI for their compositions.

Professional training in how to use AI (since it is becoming widely used in the workforce)

Q15 - Are there specific kinds of courses that would benefit from Generative AI (e.g., introductory versus advanced courses). If yes, please list them here:

Are there specific kinds of courses that would benefit from Generative AI (e.g., introductory versus advanced courses). If yes, please list them here:

Any programming related course

Introductory

I don't know at this point. I haven't seen the potential applications in STEM courses.

Every course can benefit potentially from Generative AI regardless of the content or level. But before any decision to use (to any extent), faculty training and student orientation are a must.

I believe all courses could benefit from Gen AI. Gen AI can create programming samples to helping students gather relevant facts. Let's use Gen AI to 'raise the bar' for students.

All levels, but always with critique of the output. Particularly good for coding

Courses which evaluate and study generative AI. Generative methods are basically useful only for removing busy-work; we should not be assigning students busy-work.

Advanced courses where generative AI can be used as a tool to enhance student learning.

I think I would expect the type of aspects of Generative AI that vary according to the level of course, e.g. at introductory course is more focused on ethics and what to use it vs when not to use it, and for advance courses more on the how to use it.

The English Department, perhaps in conjunction with the Linguistics Department, should develop an introductory course on large language models and generative AI. In addition, I think most English Department CL2 courses could eventually benefit from some incorporation of technical knowledge about how to use AI effectively, the limits of AI, and discussion of ethical use of AI (these CL2 courses include Professional Writing, Technical Writing, Writing about Science, etc.). Eventually, I think most disciplines and departments will need to develop an introductory course on technical skills and ethical use of AI in that discipline and related industries.

problem solving-based courses that rely on identifying from a large data base various approaches to problem solving

I feel that GenAI should be woven into any course where there's a relevant use case.

Negotiations and Community Organizing, graduate level.

PHY107

Absolutely not. AI does not belong in the classroom unless the class is about learning to design AI for non-educational purposes.

Epidemiology and Health Promotion

any practice course or research course - potentially lots of others

I think introductory courses would benefit much more from AI than advanced courses. The more advanced courses should have more original thinking and more "real world" content to draw from without needing generative AI.

All programming classes

That would depend on what you mean by "benefit."

I think based on my limited understanding that it could be useful as a research tool and in that sense applicable to all levels, but maybe advance courses more so.

I honestly don't know. If asking about courses where students could use generative AI to help themselves, I'm not sure I see it. I suppose translation services for international students may help. But students learning to prompt an AI is not the same thing as students learning to think critically about a question nor is it the same as students practicing a skill, and I'm not sure there's any class where the former is preferred to the latter. If the question is about AI-generated class materials, then I suppose that's possible, but I think there are hazards of ethics (effectively stealing other people's class materials the AI has found), and homogenization (classes become less unique to the professor and are the same everywhere by everyone).

Both introductory and advanced architectural design studios, if carefully framed.

I think any course can benefit from AI; it's the way it's introduced and the purpose that will differ depending on the course levels.

AI makes it easier to teach engineering student non engineering concepts (ethics, justice, etc.). Any non-programming courses that involve programming but does not requires a official programming skills. For example, transportation demand analysis using Python statistical tools for civil engineers.

I think any course could benefit, even practicum experiences.

I think advanced courses would benefit- 400 level.

Courses with creative content and critical questioning benefit from Generative AI.

Maybe use for searching large bodies of work for specific concepts in advanced courses to help direct research

I think any courses could benefit from thoughtful use of Generative AI

Our intermediate & advanced production courses, to allow students to create additional materials for their projects.

Advanced courses emphasizing explorative work

For mathematics, I guess most advanced courses, especially ones involving writing mathematical proofs. Students can practice by verifying validity of mathematical arguments generated by these tools.

There may be some. But I have not seen a single plausible example, when the case was looked at in detail.

Engineering SEAS, Business SOM

I have found it useful to introduce the possibilities of AI in the introduction courses and then describe how to use them in more advanced courses.

Research courses

I think that all levels of courses could benefit from generative AI use, but different levels probably will need to deal with different kinds of challenges and have different kinds of learning outcomes.

Advanced courses where students already have an understand of the material. This will prevent them from just accepting what a chatbot might say

Advanced courses that work with case studies

New and developing subject courses where the body of knowledge has not been generally agreed upon.

All the courses. Generative AI is going to be the present and future. Its a tool that should be utilized.

All levels of courses could be benefited.

ENG105, ELI105, all CL2 courses, and the two types of undergraduate transfer seminars. All 500 level graduate courses.

Writing courses, with an emphasis on proofreading, stylistic refinement, etc.

In departments like mine, I cant think of any. In the sciences, perhaps.

Editing courses

Most courses involving writing or memorization would benefit from some sort of integration of AI. It may be useful in organizing ideas, quizzing students on material ahead of a test, and so on. Using AI in teaching shifts the need to teach students away from memorization and digestion of content to synthesis and editing of ideas. This is more sophisticated and will likely need to be taught in smaller groups.

Potentially Intro courses; Lab Courses

Rhetoric, journalism

I can see how some very introductory courses might benefit from it--particularly first-year writing.

Introductory courses

I think it is less intro versus advanced, and more whether using generative AI lets students "skill up" in areas that are not the focus of the course, so they can focus on the core material.

All topics that are well known and documented online. Introductory courses and advanced courses both benefit from it. Currently it sucks with math so it's not a great idea to use it with math applications, but it can help digest complex ideas in simple language. This is invaluable for complicated ideas since often professors forget to pre-digest information before presenting it.

Advanced courses are more likely to benefit, as the risk that students substitute rather than supplement their efforts with AI seems larger earlier in their educational careers.

Introductory courses with a writing component and UB Seminars can benefit by using generative AI to teach students editing, research and citation skills. Checking the accuracy of content or a works cited list generated by AI is a great way to learn how to research any topic.

CS courses that are writing a ton of code.

I don't think it's a question of "benefit". We need to learn how to help students learn how to USE it ethically, productively, and in a way that benefits them intellectually and ultimately professionally as well.

Many different ones will help, especially advanced programming classes.

I think performance-based classes could benefit from Generative AI, such as public speaking or projects that involve an alternative assessment (compared to term papers)

I think both could and should! Introductory courses could use it to help students with foundational knowledge (maybe like relating a difficult topic or idea to something that they do already) and advanced courses could use it to further the advancement of ideas and address barriers that might otherwise be difficult to solve.

It's difficult to make a blanket statement about benefit or harm because you'd have to evaluate a specific application in a specific setting. So to claim that all use of generative AI in the context of, for instance, English composition is harmful would do a disservice to an English composition instructor who includes an assignment where students use generative AI in thoughtful, critical ways to explore different aspects of expository writing rather than simply producing content they use to cheat. So I'm unwilling to make blanket statements of this kind, either for classes I've taught or for anyone else's.

This needs to live across the curriculum, and students should be exposed to it and talk about it in all courses.

I imagine every class can benefit. Students need to integrate this into their capability set for all courses or risk having out-of-date skill sets.

Every course could use it.

Courses in the school of medicine could use AI to compare AI-generated diagnoses with physician-based diagnoses.

Architectural media

Digital, Sciences, Mathematics, STEM

I think it very much depends on context. I would be hard pressed to say a whole class of courses would benefit or be harmed.

Perhaps a methodology course

All my courses could benefit from generative AI. EVS 118- Introduction to Environment and Sustainability EVS 330- Sustainability and Communities Sustainable Entrepreneurship Sustainable Methods Environmental Problems

I think courses at all-level would more or less benefit from generative AI. Maybe introductory course will benefit most.

I think the type of incorporation will depend on the level of the course.

Q16 - What kinds of courses could be harmed by using Generative AI? Please list these below:

What kinds of courses could be harmed by using Generative AI? Please list these below:

Computer Science, Programming, writing

With improper oversight, all courses.

Introductory programming classes. Students need the practice writing simple programs, which generative AI is very good at.

All the Humanities, most everything else

I do not think Generative AI itself harms student engagement/learning and campus culture. It depends on for what purpose it is used, how it is actually used, and how it impacts student and college life.

misuse

Gen AI should not be used on any type of exams.

Anything that requires students to write high school level essays on genetic topics because AI does it very well.

Literally any course in the humanities or that requires written analysis as a core component of assignments. In every course I've taught I've had at least one student per written assignment attempt to submit an all-AI paper. It's frankly unacceptable that the university is taking such a positive attitude towards AI when it is quite literally killing critical thinking and analysis by giving students another outlet for plagiarism. Even though we discuss in every class that using AI to generate a written assignment is plagiarism, the lack of strong guidelines on the part of the university (and, frankly, the outright encouragement of AI usage by the university in some cases) makes it infinitely more difficult to encourage students to develop their own critical thinking and writing skills.

I don't think that courses can be "harmed" by Generative AI, but I do think that endorsing the use of Generative AI in any classroom can be misinterpreted by students. If AI is being used in the classroom, this may encourage students to over-rely on AI and use it for purposes that do not contribute, or even detract from, their educational experience.

Introductory courses where generative methods are simply causing students not to gain experience, and advanced courses where generative methods are not capable of synthesizing new material or material with the depth that the course requires.

I'm concerned about Generative AI being used for process-based courses. I believe social work students must reflect on their own experiences before entering the field.

Introductory courses where answers to basic questions can be done by Generative AI. If students have the easy options to use generative AI to do their assignment they'll do it.

writing courses

Needs to be learnt

I think all of them can be harmed in different ways, like those that require given answers like coding or math, and also those that require more critical thinking and expressing own views.

I think it could be harmful in almost any course if it is approached in a way that leads students to use it mindlessly without understanding its limits and ethical issues. If professors ignore AI or try to ban it completely, some students will use it anyway, and they will do so without guidance regarding the pitfalls and limitations of AI; banning AI can also lead a professor to take on a policing role or to display a primarily suspicious attitude towards students, which shifts the emphasis away from learning and inquiry. Finally, if a professor embraces AI enthusiastically--that is, encourages AI use without discussing the many ethical issues involved and the range of cautionary tales of real people who have misused AI or misunderstood AI, thereby harming others and/or disrupting their careers--students are at risk of misunderstanding and mis-using AI themselves.

the arts and creative writing

writing courses (potentially)

Upper-level classes with focus on writing.

writing heavy courses

Any course which involves experiential learning.

Experiment related courses where students need to put effort in writing reports

Intervention/Practice

All. Generative AI may cause to retire early.

As an English professor, I have already noted multiple instances of generative AI being used to draft writing assignments, usually with poor results, hallucinations, false references. This use short circuits the application of the student's critical engagement with the course materials, undermines their ability to conduct complex arguments, and hampers their progress in writing style.

Literally every course. Students need to learn to think for themselves, not how to prompt AI to commit successful fraud. Using generative AI to produce material that is submitted as ones own is always an act of cheating and should be banned from this and all other campuses.

Math, Physics

Introductory science courses whether students need to develop a foundation of knowledge & facts

Any courses that require writing. I am already seeing students trying to use it to write papers. It is lazy and dishonest. For my courses I aim to strengthen students' abilities to read, write, and speak critically and effectively about course content

I think all types of courses could be harmed by using Generative AI, though it would depend on how it is being used and to what aims.

I am most concerned about writing courses and use of Gen AI.

any course, if the right guardrails are not in place

Writing courses. Any course where students are expected to write and research and then produce original work.

classes requiring essays, summaries etc.

All course potentially. Anything that deemphasizes critical thinking and the autonomy and perseverance that it takes students to produce good work should be taken very skeptically on the face of it. Who has such a handle on this stuff enough to promise that we aren't heading hell bent toward disaster? I don't.

Any course that has a writing assignment if it is used to write the work.

Anything where students are asked to write. Generative AI provides written answers that are not the student's ideas or work, but rather a synthesis of other people's work. This is clearly plagiarism to me, prevents the instructor from evaluating the student's effort/thinking/learning, and prevents the student from reaping the benefits of being made to think/practice/challenged.

Both introductory and advanced architectural design studios and history/theory classes, if framed without care.

Writing courses in which students write all their texts outside class without any benchmarking or scaffolding done in class. The "harm" will come if as faculty we do not change the way we teach some courses.

Writing and composition

All courses where writing skills are a major SO, and writing essays is the major assignment.

anything where personal creativity production can be replaced

Any course the requires open-ended, synthetic thinking, including but not limited to humanities courses and first-year writing courses.

Any course that has not considered the use of AI for plagiarism could be harmed. To clarify, student learning would be harmed maybe not the course itself.

Courses that require reiterating content that is already out in there could be harmed with Generative AI.

Any course that is asking students to think or write. I want to see what they can think on their own, not what they're channeled into thinking through AI.

It's entirely instructor dependent, setting boundaries and ground rules regarding use

Any kind of course with case studies, literature courses

Any of our production classes, if students use it to generate the project elements that they're supposed to be making themselves in order to understand the process.

Coursework with a lot of exercise needed

There are a few math courses that involve writing simple computer code. Generative AI can do this correctly, and I don't see a way to verify if such code was written by a student or by AI.

Possibly courses with heavy writing requirements.

Potentially, all of them. No doubt we will figure out a way to deal with this. But it is hard to underestimate the negative impact its presence has on basic tasks such as teaching students to write more effectively. More generally, one of our main goals is to help students come to understand things, and there are serious difficulties related to the fact that these tools make it much easier than it was before to fake understanding.

Courses where concepts are new to students so the tasks they need to do to learn some of the basics are easily done with AI and eventually will be automated in some way, but the learning how to do them helps in understanding the bigger concepts.

Arts especially, but, any course which may require students to do research or critical thinking (i.e. case study submissions).

Where independent, creative writing is involved.

My impression is that it would be generally harmful overall

All courses could be harmed by using AI. There are countless examples of how AI tools and technologies are biased and can lead to unethical and unfair outcomes.

I don't know about "harmed," but I think that it might be necessary to rethink how certain types of courses are taught. Arguably, courses that focus on having students memorize information are more prone to feel obsolete to students, since "facts" can just be retrieved from genAI. So, it's more about helping students understand and embrace the necessity to learn certain information and not rely too much on technological tools.

Many introductory courses could be harmed

Coding based courses/ essay writing

Very focused courses with a well-established body of knowledge

Courses that depend on rote information or there needs to be conceptual teaching. Grading is based on entirely digital written material. Time to teach in interactive case-based teaching module. Grading can be changed to written assignment with concept testing.

Ones requiring more one-on-one interactions between faculty and students

All could be harmed if not using them carefully but again AI could be beneficial if all courses. Creativity in senior courses and student engagement in entry level courses.

coding courses, intensive writing courses, humanities that rely on critical thinking. This is a really difficult question answer because without knowing what types of generative AI can be applied to a course or students can use to show conceptual learning I don't know what "harm" generative AI could do.

Writing and research-based courses

Large introductory courses

Fundamental writing skills courses

From the point of a humanist, the process of writing is central to the learning experience. I no more want my students to outsource writing than I'd want to give a 6 year a calculator to do arithmetic. Learning how to do it manually is the point. To this end, I am wary about how Generative AI is used in humanities courses.

large classes which cannot help students develop ways of working with AI

Research, professional writing

Programming courses

any course that involves writing scholarly essays (I think it could be beneficial for creative writing)

Writing courses, English Literature courses

Any that includes writing assignments

All of them that require independent student work.

Research papers, essays,

Any literature or theory courses that involve advanced writing.

Research courses

I believe any course could be harmed by AI. But I am most concerned about writing courses.

The boring answer is that Generative AI is going to write a lot of essays for students, and it will help with doing math homework. Basically, any rote task where we are trying to get students to learn by repetition, or by repeating things back to us, they will likely start using AI to do it for them.

Writing courses, including domain specific courses with a major writing component

Programming is double edged. It can make functioning codes currently but it doesn't really help student's understand their codes and why they work. At some point generative AI may become so powerful that it can do this work perfectly, but in the meantime, we need to make sure that our students are learning the material first and foremost, but I think AI can help give working examples that can reinforce what students learn in the classroom. English and social sciences are super easy to cheat. If you know anything about a topic and know how to check your work you can easily write a perfect essay in a quarter of the time that it would take to write it manually. I think verbose and grammar aren't the most important things to learn, but the ideas themselves in these papers can be stolen, so I think encouraging verbal sharing of ideas can be helpful to avoid the online aspect.

Almost all if the models are built on unjust, unequal knowledge structures

Any course asking students to generate information (papers, etc.) that could easily be generated by AI.

Anything involving writing or literature review. The students that rely on ChatGPT mostly avoid reading and have difficulty engaging with technical topics in the courses I've taught. I've only observed mis-use.

Courses where students need to share their experiences, courses that use short answers as formative assessments and students do not know the value of going through the exercise of writing an assessment themselves.

Courses in which students are tasked with creating original, creative content or courses that lack a personalized, critical analysis aspect might be at risk.

I would be eager to learn more about the potentials of GenAI to increase student engagement and personalize learning experiences. I am open to those possibilities, but I suspect it will take sustained resources to realize those outcomes. I would caution the committee, however, to resist the idea that GenAI presents new horizons of "efficiencies" that can be realized in research, teaching, or civic engagement. (Please recall the gap between the promises and realities of MOOCs.) If anything, incorporating GenAI into student learning experiences will actually be less efficient -- it will require more resources and sustained engagement from faculty to adjust to evolving technologies, shifting standards, emerging genres, and legal practices.

Faculty teaching writing, or relying on written reports may encounter the most difficulty. However, with rapidly advancing data analytic capabilities in genAI tools, many science fields will be affected, both positively and potentially negatively.

Any course with writing in which students use Generative AI to plagiarize

Courses that teach the writing process and that also engage in teaching critical thought and information literacy.

Any and all if not used appropriately.

writing intensive courses

I think "harmed" is a loaded word here. "Changed" is more appropriate. It's like a calculator, or Mathematica... it's a tool. Students will use the tool. We can make problems that address the tool's use.

intro comp, upper level courses that are trying to develop students' communication skills

I have no idea

COMPOSITION COURSES, COURSES requiring critical thinking and analysis.

Academic writing courses for both research writing and English language development.

I think many math and computer science courses might struggle to use AI. If there isn't an aspect of creativity or problem solving, AI feels useless and shouldn't be used to provide exact answers to straightforward questions.

Perhaps those that involve assignments to write essays on particular topics

All. I don't think gAI is accurate enough for courses (or ethical, given how it scrapes copyright sources and its biases). Let them play with it, sure; no place in education. It'll be crutch for further degradation in writing, critical thinking, analysis skills.

Literally all history courses

All courses could be harmed by poor use of generative AI

None; AI is out there and available to students in the real world, so higher ed should show students the ethical use.

AI has helped every one of my classes.

If it is used correctly, I don't see an issue.

Courses that involve papers that students submit as course projects.

Courses that require a lot of writing

Improper image crediting/writing courses

Courses that privilege students sharing their own experiences

Any course involving writing assignments of any type.

All the Humanities, especially courses based around history.

Anything that teaches writing or asks students to critically engage with competing perspectives

I do worry about this in educational courses because students need to be the authors of their own thoughts and ideas in order to demonstrate understanding. I think these tools can aid students but should not be creating final products.

I think it very much depends on context. I would be hard pressed to say a whole class of courses would benefit or be harmed.

Composition courses where students have to produce multiple small assignments. Greater temptation?

Writing-intensive courses

every course, plagiarism discourages critical thinking and environmental damage is eternal

Courses on creative writing could be harmed.

Any that involve writing or take home assignments.

Technical writing course where potential plagiarism could happen.

Any choice that the university makes to utilize generative AI which undermines its faculty and staff, will ultimately prove a detriment to students. This applies to all courses.

All humanities courses – it is a piece of machinery that can approximate sentences, which on the surface may be grammatical. But the human thought, research, and writing that went into those sentences is UN-cited, making it inherently academically dishonest (plagiarism). It also fabricates quotations and citations, which does serious damage to the body of human thought that is our archive, what we are supposed to have dedicated our lives to cultivating in a research university.

I think that if we carefully design courses with Generative AI in mind that this isn't a problem. But it will mean re-designing certain courses.

All courses involving undergraduate writing in the humanities.

Q17 - What challenges or concerns, if any, have you encountered in incorporating Generative AI into your teaching?

What challenges or concerns, if any, have you encountered in incorporating Generative AI into your teaching?

Students having too much of a reliance on AI so they completely delegate their learning.

Challenges from the rise of Generative AI--unethical use of the tools that impedes the goal of higher education and intended student learning outcomes of the courses and also lack of using Generative AI tools that could enhance student learning and engagement--are related to lack of readiness both on faculty and students' ends. When both are ready, ethically, pedagogically, and technically, initial challenges can be resolved.

Making sure that students understand the limitations of the technology.

use in replacement of creativity

Not being able to distinguish between student work and chat gpt outputs

some students are resolutely against using GAI. I think GAI raises a lot of ethical concerns regarding intellectual property that are not being sufficiently addressed. Perhaps most importantly, there is little evidence yet on how GAI actually impacts student learning (especially their writing). We need to explore first whether it enhances student writing before making all kinds of assumptions that it does.

None; I believe it promotes learning

There is such disparity in students' knowledge about AI: some students are already familiar with various genAI tools and know how to use them, some know how LLMs work, some know about infamous stories about AI gone wrong (i.e. that lawyer who cited fake cases generated by AI), and some THINK they know how to use genAI effectively; but a lot of other students don't know much at all about genAI and have barely used it. In addition, many students are afraid to talk about AI or to admit any knowledge they have because they are afraid professors will view them as cheaters. Other students are afraid to learn how to use AI because they themselves associate it with plagiarism. Another challenge is that AI is always changing and developing, so it's hard for me to stay on top of those changes. It's also somewhat time-consuming to learn to use AI and gain experience with a variety of prompts and tools (on top of lesson planning, grading, etc., which is already a full-time job).

Students just don't seem to want to critically analyze the results they get, even after hearing the limitations of GenAI.

occasionally, students will harness the tools inappropriately (but still not to the degree that I see traditional plagiarism).

I am not sure what is ethical -- I hesitate on what my students can use it for that would not be a violation of academic integrity.

Incorrect information

Students feel Big Brother is lurking around every corner and the effect can be traumatic. Therefore, I am slow to use AI in the classroom other than to show how easy it is to plagiarize everything I teach, which is essay writing and public speaking. I had one student give a speech urging everyone to not use AI. Although class policy is not to use AI unless they clear it with me, that student used AI to produce his speech. Now he has to face the consequences, which are serious.

A few students take any mention of it (even "you may NOT use it") as evidence they can use it to write their papers.

The availability of so many apps makes it difficult to test the capabilities of all of them.

Make sure my assignments are of the type that AI cannot be used to complete the assignment. It can be used in aspects but not in old lingo "cut and paste" the project from and AI app.

Students very fast start treating AI as a calculator && something that always right is correct data was imputed. Maintaining the understanding that it is not at all true is difficult.

Students spend more time on how to use AI versus understanding the course material.

Students will feel emboldened to use it to cheat. Or, students won't understand how to use prompts to generate what they need.

Bias. Copyright infringement. False information. Cheating.

Until this semester, not being able to access the most recent AI models – MS Copilot is good to have now, but until last semester, ChatGPT 3.5 was the "best" thing available to me. A campus-wide subscription to Adobe CC would also be useful to have access to Adobe Firefly and other Adobe AI tools (for general content generation, including generating images and help with video editing etc.). One of the biggest challenges is a lack of time to actually explore and be trained on the opportunities and challenges generative AI brings for teaching – faculty incentives like a course release for a semester-long faculty fellowship or similar would be immensely helpful.

Students and faculty use AI and do not correct their mistakes or plagiarize their work.

Students seem reluctant to use it when I give them the option of limited use.

I feel that I am forced to incorporate it--by the fact that students certainly use it regardless of any policy.

My own lack of comfort

The line between cheating and helping

poor flow, odd word choice

It's forced me to think more about what skills I want students to learn, rather than the task I have given them.

I think lab reports in advanced classes are pretty easy to cheat on. Especially introductions. Make sure staff keep an eye out for repetitions in paragraph structure.

Once again, there is the assumption that it is neutral and built on neutral information. Instead, it is based on the racist, colonialist, etc. knowledges across the [Internet](#)

1. The plagiarism tracking works reasonably well, but it doesn't actually distinguish fairly cited [vs.](#) non-cited materials in its evaluation. 2. Students are unable to determine whether responses made using ChatGPT are informationally vapid or not. They are enamored by it sounding good. This reflects a lack of critical reading skills.

Large class sizes, and a lack of professional development opportunities for faculty to communicate directly with each other.

Getting students to acknowledge their use. Also, I must now create all new assignments and assessments to ensure that I am assessing student knowledge, rather than the output from a genAI tool.

I had to change some homework problems that were too "rote" for Computational Physics. The Generative AI got a 90 on a midterm, so that needs to be adjusted.

Definitely the ethical use of AI. I think students see this as an out or a way to complete an assignment without doing some of the work (especially if they deem that work as busy work or something that doesn't feel relevant to them). However, I use generative AI almost daily in my work, so I can't exactly fault them for wanting to use it. If provided with appropriate rules and guidelines to ensure that AI is being used ethically and with academic integrity in mind, I think we'd be in a much better place. They will all try to use it eventually in one way or another, might as well show them how they could and should use it.

Students needing to disclose the use of AI.

Lack of clear communication to students about what, if anything, they can use it for.

There seems to be a bifurcation between strong students whose work product is greatly improved by using AI as an enhancement tool and weak students who use AI to create content in a work avoidance scheme.

Other faculty giving conflicting information because they are scared, do not embrace technology, do not embrace change.

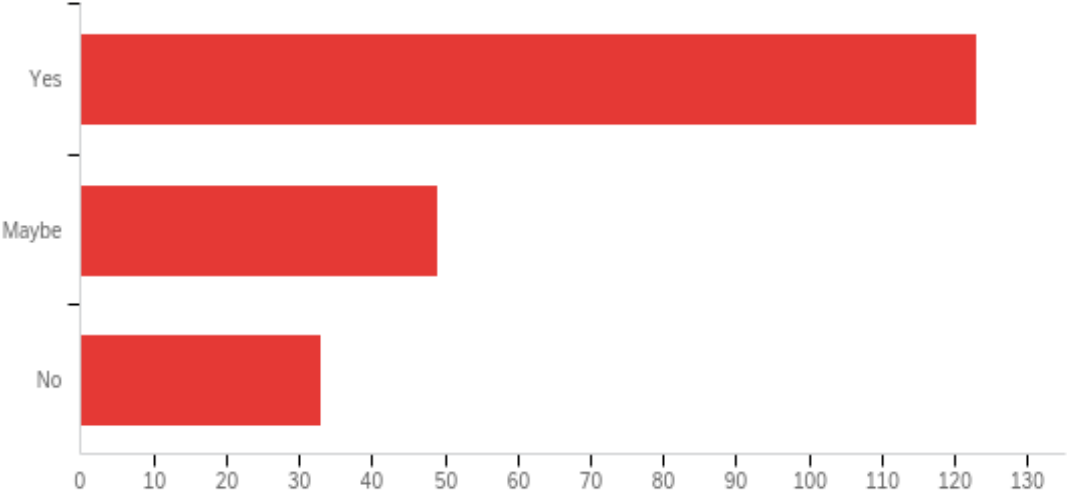
Visual features are very basic and / or imprecise for rendering and image generation. Concern of creating homogeneous aesthetic and inherent biases in the programs

Technology barrier depends on students background and experience.

Students use it to write essays and homework. So, to avoid that, I am planning to switch to using regular paper-based exams (which is a waste of resources).

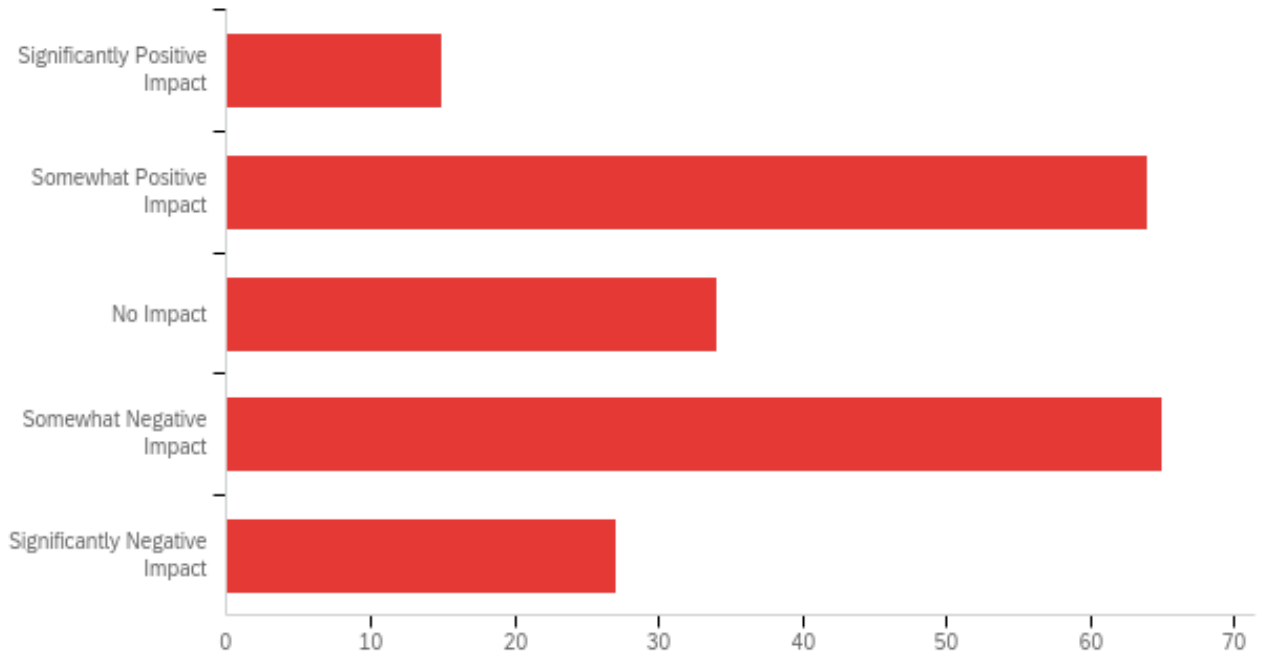
Plagiarism.

Q18 - Are you concerned that Generative AI will impact your ability to evaluate student content knowledge?



#	Answer	%	Count
1	Yes	60.00%	123
2	Maybe	23.90%	49
3	No	16.10%	33
	Total	100%	205

Q19 - To what extent do you foresee Generative AI impacting the job prospects of students in your discipline?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you foresee Generative AI impacting the job prospects of students in your discipline ?	1.00	5.00	3.12	1.20	1.43	205

#	Answer	%	Count
1	Significantly Positive Impact	7.32%	15
2	Somewhat Positive Impact	31.22%	64
3	No Impact	16.59%	34
4	Somewhat Negative Impact	31.71%	65
5	Significantly Negative Impact	13.17%	27
	Total	100%	205

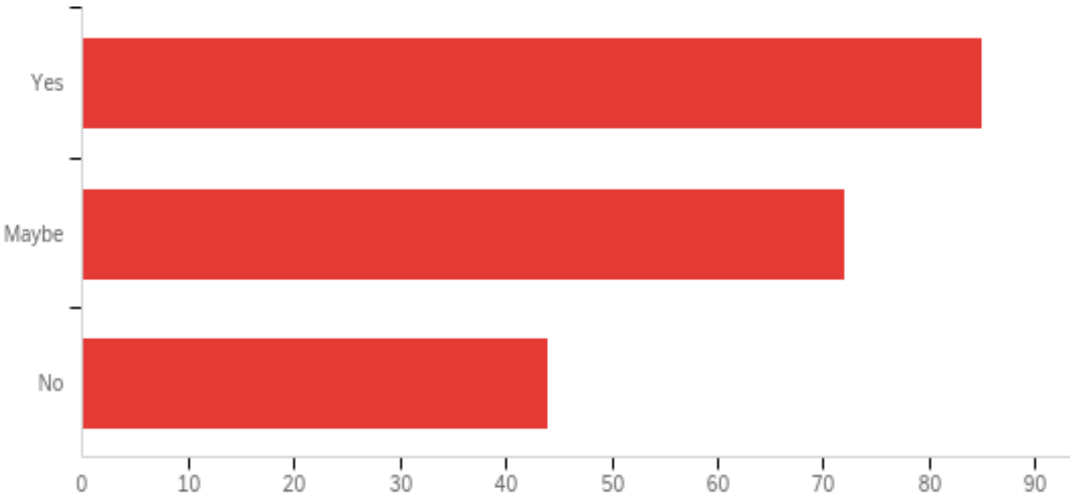
Q20 - You indicated that Generative AI will have a positive impact on the job prospects of students in your discipline. Please explain why.

Q21 - You indicated that Generative AI will have a negative impact on the job prospects of students in your discipline. Please explain why?

Q24 - Please indicate which of the following you have done or experienced in your courses:

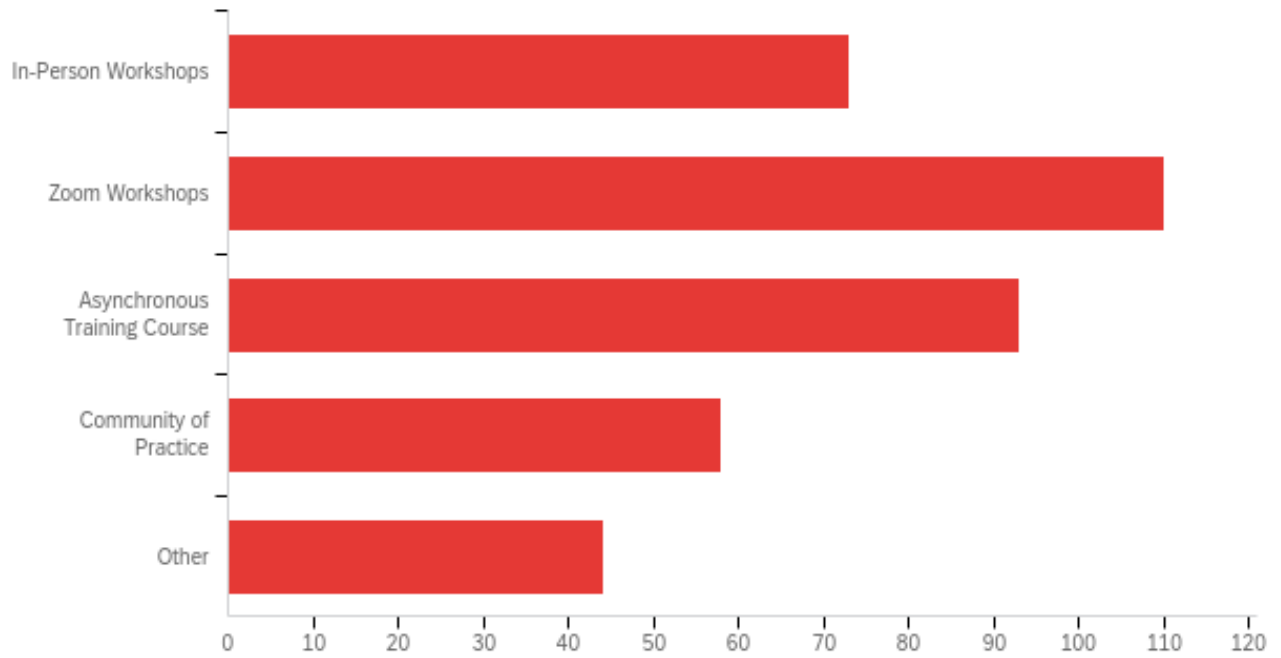
#	Question	Yes		No		Total
1	Included a policy in your syllabus allowing the use of Generative AI	29.70%	60	70.30%	142	202
2	Included a policy in your syllabus forbidding the use of Generative AI	48.51%	98	51.49%	104	202
3	Have you identified breaches of academic integrity in your courses caused by the use of Generative AI?	45.05%	91	54.95%	111	202
4	Have you gathered feedback from your students regarding their or their peers' use of Generative AI to complete academic work? Please share any notable feedback:	20.30%	41	79.70%	161	202

Q25 - Would you be interested in participating in professional development opportunities related to the effective use of Generative AI in education?



#	Answer	%	Count
1	Yes	42.29%	85
2	Maybe	35.82%	72
3	No	21.89%	44
	Total	100%	201

Q26 - Please self the types of professional development opportunities would you be interested in:



#	Answer	%	Count
1	In-Person Workshops	19.31%	73
2	Zoom Workshops	29.10%	110
3	Asynchronous Training Course	24.60%	93
4	Community of Practice	15.34%	58
5	Other	11.64%	44
	Total	100%	378

Q26_5_TEXT - Other

Only those that will result in the banning of this technology from campus. Using generative AI to complete academic assignments is ALWAYS cheating. It is appalling that this university is attempting to push AI on students and professors. Is this really just a fucking cash grab? What is wrong with you people.

Roundtables

Any type of training that offers compensation for my time.

It would be great if PD opportunities could come with a course release or other types of compensation for time spent.

Written summary of pluses and minuses

some kind of university direction, policy, standards, something similar to the plagiarism code, as of now there is nothing that I know of

I would like a safe copy of a good Generative AI program, so I can learn to use it. I am very wary of downloading it, as these things are put out by companies that have built their wealth by appropriating others' writing and data, so I do not want to simply hand them over my info.

Discussion of any actual benefits for the classroom that do not involve cheating.

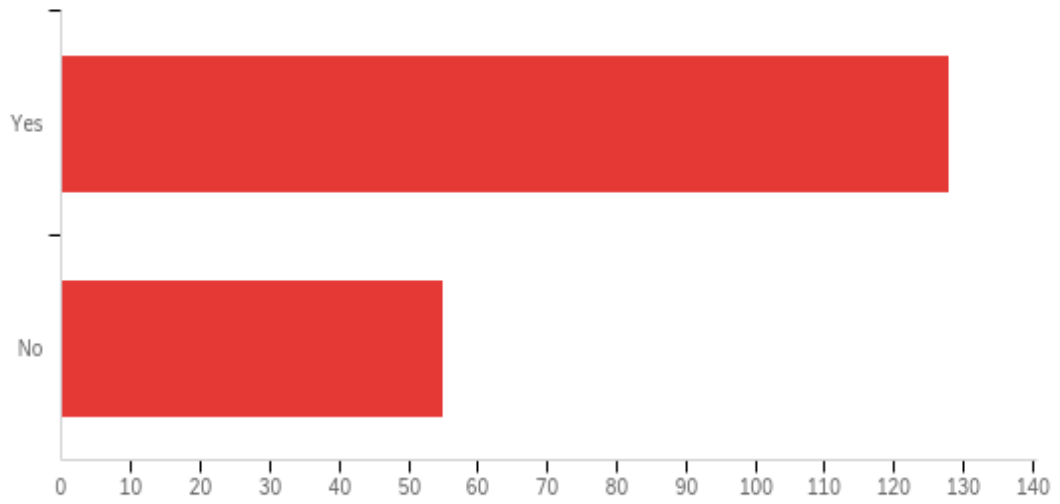
I would be really interested in seeing how it may be used to help with generating ideas.

The basics- what is it specifically? How do you use AI? The How Tos?

Workshops for my TAs (grad and undergrad)

Organizing to educate the public on the damage it can do

Q27 - Have you read the Generative AI guidance distributed by the Office of Academic Integrity?



#	Answer	%	Count
1	Yes	69.95%	128
2	No	30.05%	55
	Total	100%	183

Q29 - What policies do you feel the University at Buffalo should draft concerning the use of Generative AI by faculty or staff?

Strict policies; not allowing generative AI to be used for lectures or original content. Intro classes should not be taught by ChatGPT because professors do not want to teach. This is an extreme disservice to students.

It should be forbidden. It is theft and intellectual dishonesty.

Policies regarding data privacy and identity protection can be helpful.

Faculty and staff could build better more experiential courseware rather than just presenting facts and concepts (these can be researched by Gen AI). Basically, our courses should become more difficult or challenging if students are using Gen AI.

Ban on passing any ai output as one's own work.

hard to say at this point. there should definitely be a lot of opportunities for professional development and resources to study the impacts that GAI have on student learning.

Policies that provide some structure for faculty to understand uses that are not ethical or would not be supported by UB.

Faculty should not be using generative methods to produce content given to students as part of course materials; students can get that on their own if they want it. Staff should be permitted to use generative methods to produce boilerplate and meaningless documents required by administration and the state.

In my experience generative AI has been helpful to start the brainstorming process; however, information/data produced by AI should not be presented as our work.

Ethical use of it

Allow the student to the use of Generative AI

I think there should be something about the use of these technologies in our generation of scholarship, you never know.

Steps to take when you suspect AI plagiarism

I think most policies should be drafted by faculty members working with others in their department or working in interdepartmental teams. The kind of blanket policy the administration can/should write would mostly be warnings to avoid entering proprietary or confidential information into any AI tool that saves entries and re-uses them for training.

transparency in the use of generative AI

I think it's important that classes and instructors maintain some level of flexibility in determining their own path forward with AI. Depending on the course or discipline, use cases (or lack there of) could vary wildly.

ethics

should only use it for improving the teaching and research

Academic Integrity

plagiarism, research ethics

The latest document I've read warns students against using generative AI where prohibited by faculty. The policy should be explicitly drafted in Academic Integrity guidance.

BAN ALL GENERATIVE AI.

not needed for education , but should have policy regarding scholarly activity

Be explicit about its ethical use. It's clear it has some useful applications depending on the discipline and I don't want to be a Luddite about it, but I'm also concerned that it will make students and professors alike more lazy about academic rigor and critical thinking.

I think somehow it should be clear that not everything a Generative AI outputs will be accurate, that some of it could easily lead to accidental plagiarism, and that depending on its usage may exacerbate existing problems in society such as certain biases (often emerging from the data that these AI models are trained on). Possibly some required training for those who would like to use AI for their classes would help address these things.

I would like to be able to detect Generative AI in student's work.

Allow faculty to choose how they use it.

Same as for students, there should be a clear policy on acceptable use, and there should be mandatory professional development in the area of Gen AI.

very general principles, some benefits and risks, some resources, nothing overly specific that might limit its use

I think that faculty and staff have a pretty good idea on ethical use and what's truly permissible, so I don't think we need to stringent a policy there.

Let each professor decide the policies that are adequate for his/her work.

I like the current guidance and think it should also apply to faculty and staff, just as students.

Recognize that faculty were hired to use their minds and share their knowledge with the students, and that using generative AI for lecture material undermines that. If a class can be taught with the output of generative AI, then you don't need faculty. Maybe that's the future - students prompting an AI to give them a lecture on whatever - but I think it's antithetical to the idea of a university.

Integrity clauses, best practices

Attribution, e.g., if I use AI for brainstorming ideas for unit, syllabus, worksheet, do we include attribution?

student safety & privacy; ethical use; promotion of digital literacy; consistency; and protection against misuse

Faculties needs to know more about AI. Policies that have been provided are sufficient, imho

Use should be limited to the generation of bureaucratic boilerplate. Nothing that involves thinking should be outsourced to AI.

I think the suggested syllabus policies have been good. I would like to learn more about AI in our research, although I don't think that's the focus of this survey.

academic integrity as the tech, evolves

Consistent detection methods used.

Similar to student polities, a notice if faculty or staff are using AI.

Things created with GAI should be credited as such. Faculty/staff should not take credit for things created by generative AI.

Copyrighting and plagiarism.

Any use of generative AI should be explicitly acknowledged

Depends on the department

Should provide instructors with final say with regard to the use / nonuse of generative AI tools and technologies in their teaching.

For faculty, none. Let disciplines come up with their own policies. For staff, I do not know, but sense that no policy is needed.

I'm not sufficiently knowledgeable about this topic.

Haven't had a chance to think about this too much and don't have an opinion about specifics right now. Any policies should have "teeth" and be "enforceable," though.

I think that UB should draft policies around the acceptable use of AI in teaching

Intellectual property?

A policy to disclose the use of faculty/staff in preparing course content or grading.

It should be actively discouraged.

Policies related to ethics, transparency, bias, and plagiarism related to use of Generative AI.

Faculty and staff who use Generative AI should openly acknowledge and describe their use.

Clear sample paragraphs for the syllabus to help faculty. No general policies on allowing/disallowing use.

How to use AI.

Guidance for citations and use in research/publications

It should not constitute more than 50% of course content (lectures, slides, assessments). It should be used to track student engagement with course content. It should not be used to write research outputs such as journal articles, reports, or books. However, it can be used for rudiments of writing such as outlines or notes.

Hard for me to say at present

No opinion

Cant think of any at the moment.

Use must always be disclosed

I presume staff and faculty can be trusted to act professionally and ethically.

Use of Generative AI in email/web marketing communications.

Clear policy on use of Generative AI and what purposes. Clear information on citing use of AI.

understanding the impact this will have on fields

copyright, ownership

Assessments and detection, requiring document history, in-person and peak assessment

not sure, but would like to have something, based on the previous question, it appears that there is one, but I am unaware of it

Strong discouragement that emphasizes the negative effect on learning

Policies regarding bias and cultural harm.

I'm not sure.

Anything to reduce violations of academic integrity, and to allow faculty to assess actual student learning (about course content, not about how to use AI to mimic learning of course content).

We had a situation where a faculty member was using AI to grade student papers. They fed each paper in and had it generate feedback, then, it seems, gave them all As on their papers. This same faculty member is currently writing multiple articles for publication on AI in work and teaching, and I feel like they are the absolute worst candidate for any guidance on that. I am deeply troubled by the normalization of the use of AI in all kinds of situations that seem unethical and lazy to me. I'm sure there is a place for AI in academia, but right now I despise it.

We need to be careful about the use of our materials to supply Large Language Models.

Policy advice about the appropriate use of generative AI that offers a wide latitude to possible uses.

Transitioning from traditional evaluations to a different system.

guidelines for fair use

That tools and models of AI be built on notions of data sovereignty, justice, and equality.

Probably none

Something about what the models are actually doing. These are generative in the linguistic sense - there is no theory of mind.

Policies should generally permit the use of generative AI for teaching or research. Work should be evaluated on its substantive merit, not the process used to generate it.

Perhaps some general guidelines and stock language to use when generative AI is employed to produce classroom materials.

Acceptable and unacceptable uses, when and how to cite

Due to the variety of course subjects, a policy is unlikely to be helpful. The focus should be on helping faculty and staff learn how to use the tools effectively and ethically.

FORBID IT AT EVERY LEVEL

Ones that require the disclosure of the use of generative AI in professional work

I think that the use of AI by faculty and staff should be left up to the individual as long as anything that is generated by AI is identified as such. All AI should be identified and cited.

No policies; Allow us access to all of the AI resources because our peers have them and we're going to fall behind.

This should be at the discretion of the faculty in question teaching the class.

None. Note that this is NOT to say that no policies should be drafted, just that there are no policies I FEEL should be drafted.

Any sort of guidelines would be appreciated! I haven't found an instance where I felt like it shouldn't be used, especially in my area in Student Engagement, but I also think these could be helpful for faculty and staff who do a lot of research and work closely with students in academic settings.

Rather than making recommendations on how to police use, I think a necessary component of any policy project should prioritize effective training for, and use by, all stakeholders: faculty, staff, and students. Such training would, first, unlock the full potential of AI for everyone, would address ethical and intellectual issues with the products of generative AI, and encourage students - and, where relevant, faculty and staff - to be reflective and socially conscious users of AI. Only when stakeholders actually know how to use the tool for what it's designed to do, and above all WHY they should use it in certain

ways and not others, does it make sense to formulate policies that prohibit or limit certain kinds of use. Otherwise the institution frankly risks giving access to a very powerful piece of technology to very young and not uniformly well-informed people who have neither the practical nor the ethical sense necessary to benefit from AI and to prevent it from causing harm.

Boilerplate policy suggestions for syllabi, if these do not currently exist

I honestly don't understand enough about what AI even is to even answer these questions. I would like to have AI for Dummies- basic explanations. Every training I've gone to has been so far beyond my basic comprehension that it is not useful. Policy should protect rights and maintain academic integrity.

I think students need to understand how AI gets its information and that it is essentially plagiarism. (Especially with respect to Art and Humanities)

AI can be used for background images on slides and organization, but professionals should not be using it for actual lecture material or for homework problems.

It is here and alive and well, and we need to teach our students and our peers the safe, ethical use of AI and how it can enhance our work.

Data governance and data protection; use cases on how to identify when AI is being used, and what to do about it; preferred AI platforms

Policy should contain examples of how AI could be used productively to enhance the educational experiences of our students.

Use at dissection of the member of staff. Training courses that educate members on the negativities behind continuous use of this platform, as well as positive. Though, I am biased and am against the use of AI.

Legal/ethical use of Generative AI

IP and Originality of works/teaching

I think any product created with Generative AI should be clearly identified as such.

Clarify how it relates to existing guidelines about plagiarism.

They should be completely banned unless guaranteed to be fully open sourced with the appropriate content license

Policies which specifically protect the intellectual property of faculty and staff.

Probably none - our peer review mechanisms in our disciplines should catch and harshly penalize any use of it in our scholarship.

Precautionary principle! Use AI sparingly.

Policies in-line with those recently shared by NSF about acknowledgement and responsibility.

Q30 - What policies do you feel the University at Buffalo should draft concerning the use of Generative AI by students?

What policies do you feel the University at Buffalo should draft concerning the use of Generative AI by students?

Strict policies; students using generative AI should be subject to disciplinary action including suspension and expulsion. A university should uphold the integrity of education, not champion short-cuts for a degree.

It should be forbidden. It is theft and intellectual dishonesty. It also cause intellectual atrophy.

Policies regarding ethical use and original, responsible work to own their education and degree can be helpful.

Gen AI could be used as reference material (similar to Wikipedia) or as a starting point to create content. Students MUST modify and improve any generated content.

policies related to academic dishonesty, and when it is okay to use GAI and when it is not.

It needs to be more explicitly stated that generative AI usage is plagiarism in the context of written assignments, just like using any other source that you did not create yourself without proper citation is plagiarism. The university is too broadly supportive of "leveraging" AI in the classroom that it has overlooked the plagiarism epidemic that has descended upon classrooms, which began with the transition to online learning in the wake of COVID-19 and has continued ever since.

I think there has to be a stronger policy regarding deterring its unethical use.

I don't see the use of generative methods as substantially different from other resources, except for its tendency to produce incorrect content.

Same as above, information/data produced by AI should not be submitted as students' work.

Perhaps some sort of honor code that students pledge to not use generative AI unless explicitly allowed to do so in their course?

Ethical use of it for content creation

Allow them to use and promote the concepts and how it has helped them

I think this one is tricky because in these ones are more defined by faculty, so it would be more critical to train faculty on how to make such decisions.

How to ethically use generative AI

Policies should be left up to instructors, with guidance and education offered by their departments.

clearly defined restrictions that can be enforced

I think these need to primarily focus on academic integrity, acceptable use, and how to cite the use of these tools.

Ethical and appropriate use of AI, especially regarding paper submissions

Completion of course requirements.

ethics

Should not use it to do homework, or exam. Should not use it to write report or manuscript.

Academic Integrity

prohibition in most cases

Plagiarism in writing assignments exploded in the year since Chat GPT was released. We should have a very detailed document about why students still need to do their own work. I use Turnitin, and my own considered expertise, to identify cases of plagiarism.

BAN ALL GENERATIVE AI. Using AI to complete assignments as if you did them yourself is always cheating. We're not talking about using a machine to produce clearly printed letters or store large amounts of data. We're talking about using it as a substitute for actual learning by the student. It is disgusting that this is even being considered.

Discourage

when it can and cannot be used

Something needs to be done regarding identification of its use. The generative AI detectors aren't very good so proving a case of academic dishonesty is challenging. But I saw multiple examples of its probable use in a course last semester as the tone of students' papers changed and there were sometimes obvious giveaways.

It should be clear that usage of AI when it has not been explicitly allowed to do so is akin to using material from a random webpage (cheating if just cited directly, and no guarantee that it will yield accurate information)

Clear policies that could be included in our syllabi to clearly outline what is acceptable and what is not, and what consequences will be.

very general principles, some benefits and risks, some resources, nothing overly specific that might limit its use

Students need to have a lot more guidance on how to use AI ethically. They are pretty aware of when it is NOT ethical, but since most businesses and non-academic fields and forums are embracing AI, I think we need to give them guidance on how to use AI in permissible ways.

should be included in the syllabus template and set limits on amount or percentage of paper that can be AI generated.

Don't use it for illegal activities, like deep fake.

Use of any form of AI can be done only with the permission of the teacher beforehand.

I like the current guidance.

Recognize that the output of a generative AI is not the student's work, but rather the synthesized work of thousands of other people. As the output is not the student's work, its use in graded material is plagiarism.

Integrity clauses, best practices

Until we get more faculty comfortable with its use, students should refrain from using it unless faculty encourage them to do so and with clear guidelines on what is acceptable use.

student safety & privacy; ethical use; promotion of digital literacy; consistency; and protection against misuse

I think there should be explicit mention that submitting Gen AI content as your final work is a problem.

Students can learn from AI (course background or codes) but cannot use AI to write down everything. In my opinion, AI is just a great study tool like Google. We should allow the use of it, but students definitely cannot use AI to finish the assignments.

Policies that have been provided are sufficient

It should be banned except in specific instances where a student has an official accommodation, and even then its use should be limited to proofreading or grammar-checking.

It would be interesting to require students to disclose their use (or non-use) of AI for all assignments. So, a little disclosure that must be included upon submission. I am not opposed to AI for student assignments but I would want to know how a student used it to ensure that it is appropriate.

don't know enough to know what's needed

that it is at the instructor's discretion

when and how it is acceptable use

N/A - This should be up to the faculty members based on course content.

I don't think it makes sense to allow it in my field but obviously students in computer science or other fields will need to have familiarity with it

I don't think we should dictate as a university how a faculty member chooses to use or not use AI in their course.

General statement issued to the student body and faculty.

Similar to what exists today in student policies.

Things created with GAI should be credited as such. Policies may differ depending on the department or course. What is the end goal? We want students to learn how to evolve with technology and use it responsibly. We don't want to keep them in the dark or encourage deceptive practices.

Copyrighting and plagiarism.

Any use of generative AI should be explicitly acknowledged

Depends on the class

Should seriously consider the negative consequences of generative AI tools and technologies.

Generative AI is a computer program, and in essence is a "resource" like Chegg. I don't think Universities have any reason to treat AI differently from things like this.

Haven't had a chance to think about this too much and don't have an opinion about specifics right now. Any policies should have "teeth" and be "enforceable," though.

Academic integrity/plagiarism, online /asynchronous exams

To ensure that they don't let AI do the final work for them. To advise them of its limitations and how it enhances what they do, rather than replaces their contribution

It should be actively discouraged. It should also be integrated into the UB Academic Integrity policies.

Policies related to ethics, transparency, bias, and plagiarism related to use of Generative AI.

Students should follow the policies set in their instructors' syllabi. Different disciplines and different teachers should be free to define how AI should be used in their classes.

The policy should be that the advising/teaching faculty must define the policy and that students always should refer to that policy.

Can only be used when allowed by instructors

What is permitted and what is prohibited.

Guidance for citations and use in research/publications

Generative AI can be used for classroom notetaking with the permission of the instructor. Generative AI can be used for outlines, notes, and first drafts of assessed classwork. Generative AI can not be used for final outputs of assessed classwork.

Should leave it to instructors

What to do in the case of suspected unethical use that cannot be proven. There are instances where it is hard to tell if a student just did badly on an assignment or if they used AI.

Please go through this short article:

<http://www.elegantbrain.com/edu4/classes/readings/depository/misc/ChatGPTandTermPapers.pdf>

Use must always be disclosed

Use of generative AI in image creation and in text creation. Specifically, some understanding of how to cite this form of "collaboration"

Ensuring that students do not use this as a way to get out of doing any classwork

academic integrity

Identify acceptable use, citation of use

Strong discouragement that emphasizes the negative effect on learning

policies regarding labeling work that has been created with the use of generative ai

Anything to reduce violations of academic integrity, and to allow faculty to assess actual student learning (about course content, not about how to use AI to mimic learning of course content).

Strong policies to NOT unless specifically allowed by instructors.

Guidelines on how to annotate and acknowledge what is generated by AI vs. students (transparency).

Students should be advised not to use it in writing essays. The idea that it simply helps them 'scaffold' things is bunk: it is an invitation to producing content without effort.

We need to be clear when it is allowed and when not.

Students should be allowed to use it to supplement their work and to do more advanced work. It should roughly be the same idea as when we allow calculators.

Policy that indicates use of generative AI by students is based on faculty guidance.

Encourage change?

guidelines for fair use

It should be considered plagiarism when passed off as original work.

If UB were to forbid use of certain technologies, then students would use them anyways. I think the whole approach to include more generative AI is misguided.

Policies should generally permit the use of generative AI for assessments. Work should be evaluated on its substantive merit, not the process used to generate it, except in circumstances where the process itself is integral to the learning process.

Specific situations in which it is allowed vs. prohibited.

Acceptable and unacceptable uses, Include specific guidelines and defined exercise in all UB Seminar courses.

Due to the variety of course subjects, a policy is unlikely to be helpful. The focus should be on helping students learn how to use the tools effectively and ethically.

FORBID IT AT EVERY LEVEL

Ones that require the disclosure of the use of generative AI in coursework

I think that that should be on a course by course and discipline basis. One size can not fit all here.

Strict rules only permitting its use when explicitly permitted by an assignment

The current guidance/policies are so general as not to be helpful. Other institutions have helpful guidance and examples. E.g., <https://www.niu.edu/citl/resources/guides/class-policies-for-ai-tools.shtml#:~:text=If%20AI%20is%20permitted%20to,and%20agree%20to%20these%20policies>.

This should be at the discretion of the faculty in question teaching the class.

in informal language, "go ahead and use it, but remember that its output resembles a student bull****-ing their way through the paper the night before it's due, remember that you're responsible for its output if you use it, and remember that in the end gpts are your employment competition, not your tool"

.

We need to all come together on this issue. The lack of a fundamental institutional agreement of how, when, why etc. of Generative AI really hurts our ability to curtail unethical use in the class.

None. Note that this is NOT to say that no policies should be drafted, just that there are no policies I FEEL should be drafted.

Firmer guidelines around when they can actually use them. They will all use something eventually, so flat out forbidding them to use it feels like it might cause a lot more issues than allowing it with certain guidelines. I'd like to see more examples to help students understand using it to generate ideas vs. generating content, but also how it can be used to help with solving difficult problems or understanding a difficult-to-dissect topic.

Students should acknowledge use of AI when it has been employed

Policy should protect rights and maintain academic integrity. Policy should help students to fully understand what it is, how it can be used and provide cautions so they don't get in trouble.

I think we have the policies. We need much greater support for academic integrity infractions-- the time sink, the retaliation. I believe consequences for violation should be stiffer

I think we are too quick to jump on this bandwagon. There are great things AI can do. But it is VERY limited and dangerous when used by students who do not understand how it works.

Disallow use of generative AI for all assignments.

It is here and alive and well, and we need to teach our students and our peers the safe, ethical use of AI and how it can enhance our work.

There needs to be something about student conduct and plagiarism. It may be too tempting to use AI in classrooms and how do faculty know if and when it's being used.

I am not a policy-oriented person and do not have a suggestion.

Policy should contain examples of allowable/productive use of AI as well as examples that are problematic for academic integrity.

Treat it the same as plagiarism

Ways that AI should never be used (like in lieu of actually reading, or using verbatim text)

Students should not be permitted to use Generative AI in any course involving writing assignments. Already I have seen significant abuse of the software by students in a way that directly prevents them from developing their abilities as verbal communicators.

Stronger penalties for AI usage in a course prohibiting it, as the information is not only not the student's work, but will have falsities and plagiarized statements. AI is not advance enough.

Legal/ethical use of Generative AI

There needs to be a balance and understanding of the ethical implications of AI.

Use and academic integrity issues

I think any product created with Generative AI should be clearly identified as such.

Give faculty the power to limit the use of AI if they so choose.

They should be completely banned unless guaranteed to be fully open sourced with the appropriate content license

UB should have very clear and focused policies on the use of Generative AI and its implications. Students need to be told the dos and don'ts of using Gen.AI for their course work.

relevant to potential plagiarism.

Academic integrity policies

The current policies that leave it up to faculty are fine.

Policies in-line with those recently shared by NSF about acknowledgement and responsibility.

Unauthorized use of AI to generate writing for courses should be considered a form of plagiarism.

Q31 - What infrastructure (e.g., software, hardware, servers, etc.) do you anticipate the University at Buffalo needing for Generative AI use?

What infrastructure (e.g., software, hardware, servers, etc.) do you anticipate the University at Buffalo needing for Generative AI use?

Hopefully none.

Faculty will find helpful automated grading (according to a given grading rubric) and individual feedback software. Students will find helpful individualized time management/study planning and tutoring software. Also, institutional subscription/access to the higher level (4.0) of ChatGPT will be helpful for teaching and learning and also research purposes.

Probably University wide licensing of Gen AI products such as the most powerful models from ChatGPT or Gemini (Google)

I don't know enough about AI to anticipate these types of needs.

Preferably none, it is tremendously energy-wasteful.

If the students are not allowed, then methods to detect use of Generative AI in their assignments

GPU enabled compute containers would be nice to that individual areas have the ability to rapidly deploy their own apps.

Training for instructors on effective use in courses and how to identify AI plagiarism in student work.

Anti-plagiarism software such as Turnitin; perhaps an institutional license for GPTZero or similar detectors.

a policy for when students might be disciplined and a restorative class/resource for when students have been referred for inappropriate use of AI; a video professors can insert in their class designed for students about the benefits and risks of AI, and that they need to follow guidance from their instructor; a list of AI tools and their strengths and weaknesses are more pressing needs than infrastructure. It is hard to know how these tools will emerge, but there's a growing need for data storage given the ways AI can help generate and organize data.

Definitely better AI detection software for writing assignments -- with clear links to how the software recognizes it as AI. So we can avoid false positives.

we need accurate software that can assess what and how much AI is being used

More storage space for databases, Faster download speeds for research in AI

I guess a well-functioning stand-alone (not just integrated in Brightspace) detection tool would be useful.

We should have an enterprise server as a sandbox to test some of these apps.

Trainings on: what is AI (for non STEM faculties), how to use Open AI tools, including creating your own AI from Open AI to handle your data.

None, because AI is a grift and shouldn't be used in higher education.

None. Please don't waste money on it.

Subscription for faculty (i.e. chat GPT). Software detection.

Additional memory storage!!!

There is a need for Universities to have software that can check if written materials are generated from AI.

Definitely free access for faculty to the most common tools, including Adobe Firefly, Dall-E, ChatGPT 4, etc. Appropriate licensing agreements that ensure that information we (faculty AND students) enter remain with UB and not the providing company.

Something for proctoring exams

Integrating seamless current tools in the market into Brightspace and other internal platforms.

Beyond that which it already has? None.

In person assessments

Detection software

I have not learned enough about AI or detectors to answer this question.

There's an arms race for AI detection software. Turnitin gave me a 0% AI generated score on a paper that was absolutely written by AI. If we don't have good tools, I'm going to stop asking students to write papers because I don't want to read garbage generated by AI. And then no students will know how to write.

First and foremost, you should offer these tools to faculty, free of charge (as you should also do with advanced software like Professional Adobe), so that we can learn to flourish with them. I doubt many faculty actually want to go to zoom training sessions; most of us can probably learn a lot on our own, if we are given the tools.

I'm not sure

It would be nice if we had significant hardware for providing internal LLMs, especially if we could easily facilitate custom LLMs with specific training data. This would help out with data privacy issues, and allow faculty to innovate. I'd love to be able to custom-train an LLM with a restricted set of texts.

I think digitizing and training a model on the UB library might be helpful.

Probably more computing infrastructure.

Software that can detect when it's being used by students (does that exist?)

It should be a matter of faculty debate whether or not the university purchases a campus-wide subscription to a GenAI service.

UB is getting \$400 million in funding to build a resource center from NY State.

FORBID IT AT EVERY LEVEL

AI detection software

We need increased compute power if this is going to be widely deployed. CCR is a major computing center that would be able to put us at the forefront of this new technological development.

none except in introductory composition courses to identify gpt output

Assuming some type of software could be useful, though I know that many of the "AI detection" programs are super flawed. But beyond that, I'm not quite sure! Infrastructure isn't my wheelhouse@

Unsure

Since I am not privy to project details for any current or future AI project on campus, such as Empire AI, and since I don't work in directly applicable disciplines, it would be foolhardy to even venture a response here.

We need forensic academic integrity investigators: people other than the profs or TAs who can devote the hours it takes to investigate and document AI use in cheating. I stopped counting after 50 hours' work in 5 cases last semester.

Just educate students on ethics and do not simply embrace this as new and cool and great (as it seems is happening)

AI should be built into our LMS and the university should provide students paid access to ChatGPT 4.0 or higher so they have the latest systems to learn on.

All of the above. The opportunities may lie in developing very specific use cases for AI models and we will need tech to do that.

Microsoft now provides an AI feature in their software, which should be made available to the UB community.

a way to archive possible AI breaches of conduct (to learn more about what professors should be aware of)

Stronger copyright/plagiarizing/AI usage checker. A platform that can recognize the flags quickly and fluidly.

more support of paper grading like Remark where possible to be able to test knowledge independent of ai usage

software -- free subscription to pro version of chatgpt. Or what's better is UB hosts its own generative AI model.

The plagiarism detection sites that tell you if something was written with AI are getting better -- perhaps down the line we will need premium access to one of those.

Q32 - How do you envision the role of Generative AI evolving in education in the future?

Happening whether we want it to or not, due to the principle of least effort and greed.

Destroying educations as it slowly replaces humans because it is cheaper. And "cheaper" is all that matters to academia.

Generative AI will impact and change every step from A to Z of education, inclusive of curriculum development, content generation, lesson planning, teaching, assessment, accreditation, conference activities, research/publication activities, and so on.

Gen AI is not going away, so we have to figure out how to incorporate into our work. As for testing student's knowledge: I think most exams should be essay or even verbal, where students have to explain certain concepts or "think on their feet" - like we have to do in industry.

Reductions in critical thinking skills and eventual societal decay. Maybe that's a bit dramatic, but I am quite skeptical of Generative AI.

Honestly, I think it is going to make it much harder for faculty to accurately assess their student's knowledge and their ability to think independently.

Very strong impact

Some things will be more efficient and some things will be flawed

It's hard to say at this point. I do think that primary and secondary schools need to offer media literacy courses, which should soon include information about privacy concerns, ethical issues, limits of AI, etc.; these students should also learn technical skills, the way that students today are taught how to use library search engines and how to use word processors. At universities, I foresee most departments developing a discipline-specific AI course for interested students. There will probably be an uptick in less expensive alternatives to traditional universities--like the University of Phoenix, but with most of the labor and grading left to AI. I have also read that there will likely be some significant backlash against universities as the gap widens between workplace/industry values (efficiency) and university values (e.g. the value of a liberal arts education, the value of critical thinking that comes with the writing process, the value of personal voices and diverse styles, the value of debating and critiquing systems that silence or misrepresent marginalized communities, etc.).

faculty and students will incorporate generative AI in their teaching and learning

Like most other industries, we're building this plane as we fly it. I think that areas of advisement, grading, targeted-recruitment, curriculum development, concierge chatbot support, TA/Tutoring, career coaching (resume and cover letter development), admissions app reviews can all be impacted. I don't see where I can upload a form but EAB has a really nice infographic on this. <https://attachment.eab.com/wp-content/uploads/2023/11/PDF-ITASAS-AI-Promises-Infographic.pdf>

it could be a tool for creating simulations and other teaching tools for students. For example, there are emerging AI tools used in negotiations and law that students could use to learn related skills.

it's inevitable progress that should be embraced but with careful ethical consideration by faculty, staff, and students.

provide personalized learning experiences

Unchecked, it could completely vitiate the evaluation and assessment of student work.

We live in a capitalist society, so I assume that it's use is inevitable and will contribute to the destruction of the U.S. education system. Any incorporation of this technology for the purposes of completing schoolwork is a mistake.

I see generative AI stunting the development of our students as thinkers.

I think it depends on what types of technology and tools we end up including under the umbrella of Generative AI. In its current version, I see it more as a fad that a lot of industries are trying to jump on even though it has not yielded that many benefits and a lot of bias and ethical problems have been pointed out for them. Maybe in the future it will be more accurate, but currently AI models often generate a lot of false information that just looks right. I don't see how introducing a tool that most people don't understand how it works and that may yield accurate or inaccurate information will be beneficial to education.

with trepidation, but a desire to be optimistic

Providing good data for disease management

Continued use.

The area of writing will turn more towards how to properly and ethically use AI tools to enhance your writing. The use of oral presentations and the spoken word will be even more essential in academia, as that will remain an avenue with less influence of Gen AI on student outcomes.

- more responsive opportunities for students (specific to their learning needs); more call for guidance, support, and practice innovation from the community, students will be working directly with AI in their jobs and need guidance about how to use it appropriately; more use by instructors who deploy it in grant writing, assignments, grading, and other tasks. Auto grading features driven by AI will emerge/are emerging. Students will be able to get AI feedback before they even turn in a paper. The abilities of AI will be overwhelming to both professors and students, and they will need help choosing tools, organizing, and building in human touches. The roles of instructor and student will shift to organizing information, prioritizing options, and applying a critical lens to generated content. Professors will need to design assignments with the expectation that AI will be used, and even encourage students to use it- evaluation will have to shift to how it is used and how students work collaboratively with it, applying disciplinary knowledge and critical thinking. Professors will need help adjusting to this and preparing for it/integrating this.

I think we will find that it can be used to redevelop the "search" functions for finding material in the library databases. I see it as being useful for summarizing articles and condensing information. I also think it could be a game changer for paraphrasing and proof-reading.

Everything has already changed. Evaluations, assignments need to be adapted to the new reality

I see it becoming another dramatic example of a solution that will create more problems than it can possibly now how to deal with at this point.

I'm not sure. I want to say it is here now and so it requires some thought and likely adjustments. But I have also found that the type of information it provides has errors sufficient to make it not reliable and maybe that will mean it will be less of a focus or emphasis? Similar to Wikipedia

I imagine it undermining learning and creating gulf between students who actually want to learn and gain skills and those who just want to pass courses and get a degree.

We will have to learn to work with it but this is an anxious time for many of us. Not only in terms of teaching procedures and tools, but also professional implications for our students. We always train them to be lifelong learners and not be constrained by software, but it seems like most AI tools are vulnerable to abuse and serve as yet another invitation for deskilling.

It will become more prevalent until the next "new" thing comes along. It reminds me of what happened with Google Translate and now it is not such a big deal; we learned how to use it or not. More importantly, these technologies force us to grow, evolve and change our teaching into more student-centered, hands on teaching. And that is a PLUS, always.

Rapid increase of AI involvement. More personalized teaching for students with special needs. More efficient online education.

It will have an increasingly large impact as years (months?) pass. It will become more sophisticated, more difficult to detect, and more integral to everything we do. I already use it to create meal plans and grocery lists for the week! It will be everywhere and, maybe for better or worse, interwoven in all aspects of education. This includes instructors' methods for assessing assignments, generating course content and assignment guidelines, and instruction itself.

helping with grading; helping with writing exam questions

will continue trend of automation in content delivery, unfortunately

I see AI as a companion that provides ideas for refining and developing work.

Finding ways to embrace it versus finding ways to prevent use of it.

Quicker than we can keep up with, especially from a policy perspective, considering how long it takes a committee to achieve goals. We need to catch up and help our students and faculty understand the implications, pros, cons, etc. We should be at the forefront, leading the way, not behind the times racing to catch up.

It will play a large role in education moving forward.

I think that its limitations will outweigh its usefulness and this will become apparent rather quickly. The current hype cycle will deflate and a lot of AI companies will go under. Uncritical embrace of current AI will be a waste of university time and resources.

Generative AI will probably encroach on all aspects of life, in much the same way that the internet and smart phones have. My hope is that it will be beneficial. For example, the way I do research now is much enhanced as a result of the internet and smart phones. I can hardly wait for when Generative AI is seamlessly integrated into my researcher endeavors. They already have in some spaces (such as my use of Elicit.org or Perplexity AI to do literature searches). These spaces should be explored by the University Library since that is their realm. But rather than speculating on an envisioned future, it's best to just focus on the changes that have happened and deal with them as they come. For now, I believe this means keeping an open mind, accessing the most cutting edge technology for researchers, and working with Generative AI experts on solutions to plagiarism (and related issues).

Generative AI could be tremendously helpful for providing personalized, student-centered feedback to problem solutions and other student assignments. It could also help with generation of novel problems (thinking about physics here), as well as content generation for illustrations, videos, instructions, feedback, etc.

As a support tool, it enables students to practice and self-assess themselves.

I can see AI becoming a tutor

I hope that it does not have a role in higher education in the future.

It's a great tool. Utility depends on the individual using the tool. Education will hugely benefit from AI as it will remove human bias, and machine learning will be able to improve our probabilistic abilities.

I'm worried it will take over faculty jobs

It may have both positive and negative impacts.

It will depend on how people change their views re: the value of education and respond re: enrollment

I see it undermining the integrity of a degree. Employers will have a difficult time knowing what exactly a graduate "knows" versus what they can program a computer to do.

It will need to be assumed to be a commonly-used tool

It will be of great use in some fields and hollow-out and destroy others.

As I mentioned above, Generative AI will likely play a role in student writing. This is a technology that we need to accept and help them to use, and not try to "keep out". When students shifted from using typewriters to word processors their way of thinking and writing changed, and the teaching around that also needed to change. Arguably, both the teaching about writing and the writing itself improved with the change in technology. The same is likely here. Generative AI can

certainly help the (large) portion of writers who struggle with "writer's block". However, the skills of editing and synthesis become more important, and critical thinking (e.g. "Is this correct? How do I know?") move from implicit to explicit requirements. We just need to have clear thinking about how to work in this new way. Fighting this technology will only set us years behind.

From where we stand today, I believe Generative AI is a starting point. It think there may be a large time saving elements for ground-mid level information that could still be added to in a reflective way by students. The potential is higher level thinking as the lower levels of foundational learning are provided. In addition, there maybe ways to ask Generative AI for say 3 different examples to a problem and students would then need to analyze and build on that vs. starting from scratch. I think I am already seeing how Generative AI may help me in the more time consuming activities of development and literature review. That is exciting.

It's going to get worse if people believe GenAI are filters or curators of truth/facts. People need a realistic understanding of how exactly GenAI works.

I am concerned that it will have a negative affect on student learning.

If it were up to me, it would disappear, but obviously that isn't going to happen.

I'm so thoroughly disgusted by the whole thing that I don't even want to contemplate this. Aren't we supposed to be an institution of thinkers????

Teachers need to figure out how to still be relevant while incorporating AI into their curriculum

Helping to personalize course learning, identify individual gaps and provide information.

Very complicated; not a binary question; very dependent on discipline - way too little awareness of AI and the arts

Positive

The cost savings will mean that content creation will increasingly be done by AI. That will mean even fewer jobs for liberal arts majors.

It will just become part of the background of our training and being a productive scholar, just like other tools.

I think generative AI will prove very disruptive to teaching writing and critical thinking skills, and will force new ways of teaching these skills.

I think it's the future. I think we need to adapt to accept it since its impossible to get rid of it. Be open to changing things that may have worked well before. Encourage graded discussions.

While it might lead to some interesting abilities, I am more concerned it will continue to bake racism and White supremacy among other things into the world

I envision students being unable to write or analyze data themselves. Maybe if more students write essays with ChatGPT I can just ask ChatGPT to grade them. Then none of us will do any work.

I think it's going to really challenge what we view as the outcomes of the education process. Generative AI means many of the soft skills we currently teach - how to write a good essay - aren't going to be particularly relevant for students. The pursuit of higher education for the sake of intellectual curiosity remains valuable, but we need to be creative about how to get students to learn to use these new tools in a productive way to make them competitive in the job market for the upcoming decade.

It would be great if generative AI could help me create a slick slide deck. But I hope it's not at the cost of my students' abilities to develop as independent thinkers.

I may be very wrong about this, but at the present moment I suspect it will play out similar to the advent of effective search engines and the modern internet (circa 2005). Various performing arts labor movements have already won concessions from their industries insisting upon the primacy of human authorship and involvement, and I am guessing a similar move may be necessary for written works--even short, informal, social media posts. (This message was written entirely by a human!)

We will have to modify assignments and assessments and incorporating genAI tools for our subject fields.

FORBID IT AT EVERY LEVEL

I am concerned about lack of attribution to material used to train AI, as well as bias in AI

It will go one of two ways: it will either work like the main ship computer in Star Trek the Next Generation or it will become Skynet, become self-actualized, and send the Terminator back to 1984 to find Sarah Connor.

I think it will negatively impact students writing/communication skills

Facilitating diagnostic algorithms

As of now, it is making life difficult to discern whether a fair-to-average student is using AI. We need to adapt to the new technology, same as we have in the past many times.

I assume that eventually it will settle down into a tool for initial development of papers

I see this is a "make or break" moment in education, at least for a few years. While I am concerned about ethics and academic dishonesty, for example and I do think that this creates a very real challenge for assessment of students, I also do envision some great uses for it as well, especially for project-based learning.

I think it's going to be used to really enhance the field and solve a lot of problems in unique ways. That, and helping to automate some of the tedious work that is required in our positions, giving us additional time and space to do meaningful research and support our students.

This is an enormously complex question which cannot be adequately summed up in a single survey response. I think on the most fundamental level we will see a culture in which AI is as important, if not more important than search as a pathway for everyone in higher ed to gain access to information. But since generative AI works on an entirely different architecture and has a completely different end product than search, and since most of our ways of thinking about information retrieval at present are firmly rooted in the technology behind search, this will require multiple cultural, technological, and intellectual shifts, some very pronounced, some very subtle. At a bare minimum, because of the way AI actually generates new information products, questions around originality, authenticity, and citation will become increasingly urgent, and questions around who owns and controls language and ideas will become increasingly complex and fall even more frequently into conflict with the existing and sadly outmoded armature of copyright law. But as with the rise of nuclear energy in the 20th century, the most important and lasting disruptions we will end up owing to AI are those which we cannot even begin to foresee right now, such that a high degree of confidence in any prediction is destined to look foolish by next year, possibly even next week.

Help increase the thoroughness of thoughts that go into discussing topics

Weakening students' writing and critical thinking skills. Replacing adjuncts' jobs. Weakening the role of teaching faculty and their push for the same status as research faculty. Profiting from professors' intellectual property. Good times!

I see it evolving into lazy professors using AI to write bad lectures

It will change how to teach students to think critically and gather information.

I think there's a lot of upside and something that we need to teach students on how to harness while recognizing the challenges of AI. It will be a career-enhancing tool so the sooner our students know how and when to use, the better prepared they will be for careers.

It will be used to create specific educational programming to meet the very specific capability development needs of consumers and companies. I believe it is a significant threat to the current business models used by universities.

I see increased use as it improves and as users better understand the potential uses.

AI has the possibility of producing an initial framework that could promote discussion and further human refinement in the creation of a completed project. Projects might be completed much more quickly and with greater vision with an initial framework suggested by AI.

Use as a tool like any other (spellcheck) but original written and visual content must be prioritized. I think it will make take home tests and essays more difficult.

Writing as we know it will likely be radically changed, and the expectations of what portion of the writing process should be human, and what should be AI, and what is acceptable as co-created text

I envision a disastrous outcome for verbal communication and comprehension among students unless the university restricts the tools' usage.

It may be useful for some disciplines, but not for others. It may cause corruption of true work and is putting too much leniency on the person doing said work. It is all dependent on the situation.

It will be part of the technology toolbox of students.

Possibly to limit busy work, bookkeeping, or as starting idea generation? It could also be great to create opportunities for fact checking or editing.

It will be difficult to keep up with the evolving nature of AI. Right now it is unreliable (false citations etc.), but that may change quickly.

Just like any technology, it will have both positive and negative effects. I am hoping that the stakeholders put it to good use.

It will greatly facilitate student learning and how students approach a problem. It will have a positive impact on education if it is used in a proper way.

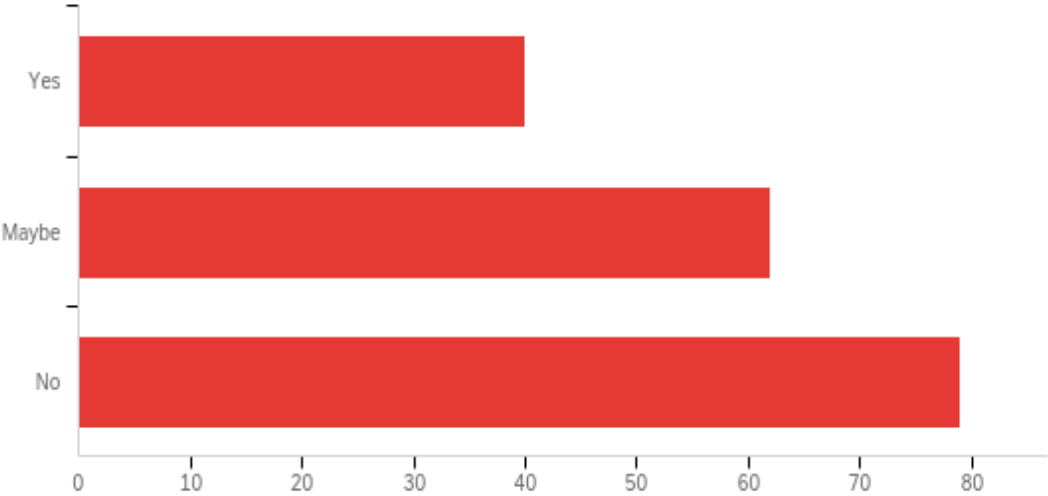
The main issue is not the use of generative AI in education. I mean, eventually it could likely replace the classroom and professor as a personalized tutor. But the main issue is that it will replace these white-collar jobs we are training students for, so motivation to attend college and enrollment will decrease. College admins are preparing for these classroom-level issues when they need to be preparing for this broader social/employment shift.

I think a big part of our job as educators will now be to make the case to students that they should value actually educating their own minds and cultivating their own abilities to think and write. Not something I thought faculty at a research 1 university would have to do, but here we are.

We should teach students to think for themselves, not use a crutch like AI to do it for them.

I kind of view it as the next spell check or grammar check. It is something that will just be incorporated into life that frees up time and lets us all focus on other different things.

Q33 - Are you interested in participating in a focus group on the subject of the use of Generative AI in education?



#	Answer	%	Count
1	Yes	22.10%	40
2	Maybe	34.25%	62
3	No	43.65%	79
	Total	100%	181

Q34 - Please share any additional comments or reflections on the use of Generative AI in teaching.

Please share any additional comments or reflections on the use of Generative AI in teaching.

I hope UB focuses on AI's dangers and holds off until much more study can be conducted. Do not throw students and faculty into the AI gamut until the technology can be better understood.

I would highly appreciate a series of professional development opportunities on the 'use' of Generative AI in teaching as the field already began tackling this much needed area and students expect faculty (and staff members) to provide them with high quality education that reflects innovative technologies including Generative AI.

I think we should be teaching 'prompt engineering' or building prompt building into our specific courses.

I find that when asking specific questions, ai can't deliver content like students, so that's what I.

there is very much we don't know yet. AI should not be used to make teaching and learning more EFFICIENT. that would be a disastrous result for students and faculty. Learning is an inherently messy, inefficient process with a lot of forward and backward steps. And it is labor-intensive for both students and faculty. We should never lose sight of that.

N/A

I think that AI is a challenge for faculty, especially those of us who are in clinical lines and teaching numerous courses per semester. Unauthorized use is much more difficult to detect and places an added burden on faculty. We are encouraged to use assessment that make it more difficult for students to rely upon AI, but developing new assessments is also an extra burden. I also worry that students are going to begin to rely upon it too much and this is going to impact their growth of knowledge and skills in a negative way.

Allows for student growth and prepares them for industry

Using generative AI honestly and accurately should be emphasized. It cannot be stopped so it must be harnessed

It's important to recognize that there are both upsides and downsides to genAI. It's important not to make sweeping or final decisions (or policies) about a technology that is so rapidly changing. It's important to have forums for faculty and staff to seriously consider a range of perspectives on AI rather than shepherding everyone towards a certain attitude. As a teacher, I think it's important to explore AI along with students.

it is the Sunami wave of the future

I completed this survey the old-fashion way - by myself, not using chatGPT :-)

UB could use an AI tool to write its guidelines for AI, this would save staff time

AI is as dangerous to the future of humanity as climate change and disinformation.

How are we even considering allowing students to cheat as a matter of policy?

Discourage students to spend time on it

I've been speaking on this topic in our program and at other universities. It's transformational, risky, and here to stay. Students need clarity on appropriate use. Currently, because of lack of guidance, instructors are inserting their own biased lenses in their guidance to students, which probably do not match students' reality related to their future job readiness

I have been having my students writing about AI in education and AI ethical uses while also doing some first hand research focused on their own interests within this. The students are coming up with some great informal data to support their views. I am encouraging discussion and understanding of this rather than just laying down rules.

I am skeptical but optimistic. I'd like to imagine a day when all the serious concerns that we are having now about AI seem in retrospect, kind of silly and naive.

I do not have a lot of depth on this topic and am unsure what polices would look like so it was tough to have a stance on that aspect.

No way to avoid. We should embrace it everywhere.

UB is positioned to be a leader in this area and I hope we take the opportunity to do so.

Focus on the greater good and where appropriate introduce the ethics surrounding it.

Welcome to the future.

It's early days. Maybe AI can cut down search time and drafting time, making students more time-efficient

We need to have an open discuss amongst faculty about this issue. We also need to bring in speakers like Tristan Harris from the Centre for Humane Technology and Mo Gawdat, former Google X director to help us understand the positive and negative implications of what we are about to embrace.

Currently, AI is bad at writing and responding to assignment prompts, but that may change. AI is also a useful search tool when traditional search engines are unhelpful, such as when trying to find a solution to a specific problem

I am a late adopter of new technology, perhaps interested parties could apply Everett Rogers diffusion of innovations theory to AI. This would help understand my hesitation, others' non hesitation, and still others' distaste for AI.

I hate everything about this.

It is not going away; it is eating time; the students are well beyond faculty in their acceptance/comfort/use

Please provide us with Generative AI in a safe form, so all the answers I have here about my not knowing enough about it can shift. If it's so vital for the future, then why can't I download it from UBIT right now, like I do MS Word?

AI is an existential threat to education. Not because it produces better content than a human, but because it is so cheap. There is no need to hire a journalist, or lawyer, or historian, as long as the written product of AI is "good enough." Writers will go the way of buggy-whip makers.

Don't ignore it. Try to embrace it where it makes sense. Adjust evaluation systems to adapt to it. Try to get away from the standardization and ranking system that plagues education. A student isn't a number, they aren't their GPA, they're thoughtful people. We should worry more about nurturing their education than extracting a grade from them.

We should be reading folks like Ruha Benjamin and Sasha Costanza-Chock and learning from and with collectives like Design Justice Network. I am concerned that right now we are looking for money in and looking merely at the economics of it all. Even when we use terms like Ethics, I have yet to hear explicit conversations about racism, knowledge and cultural theft, and data rights.

Repeating a comment from earlier in this survey: please do not automatically assume that GenAI offers new horizons of efficiencies to be realized in research or teaching. It is possible that major breakthroughs are possible, but they will only be manifested through sustained, committed and careful investment in *people* -- namely, the faculty of all contracts and ranks who fulfill the teaching, service, and research mission of the university.

There is massive change coming.

AI will mean the death of art.

Let's be careful and do this correctly and with prudence.

How 'bout we just sell degrees? Thank you NOT, UBIT for rolling out Microsoft's product. People can't do simple math (dependent on calculators) and now they can be dependent on generative AI to do their thinking.

I am chairing the UB Libraries' AI Advisory Group beginning at the end of February and I welcome any and all opportunities for my group to work with administrators at the decanal or provostial level around these important questions. There is a great deal more for me to say about some of these questions than I was able to fit into a survey response.

I would love to learn more. I'm not tech-savvy and I recognize the world is changing but I can't see to even find a basic training that starts at the beginning. I don't know how to help students or to also track if they are misusing AI because I don't know how to even use it myself.

The University needs to quickly develop and publish a policy on this that embraces the use of AI, or students will continue to get mixed messages and fear using it.

I have had to cease all electronic quizzes and examination delivery due to AI. There was uncontrolled use of AI to take these assessments. I now use paper exams administered in person and I do not allow any electronic device use during the assessment. This adds significant time to grading activities and it may not be an option for some classes due to student counts. Overall, AI has provided me with significant enhancements and I believe it will be vital for students to thrive in the future. This is a tremendous entrepreneurial opportunity and AI's use in education will likely have a significant impact on established business models in the very near term.

OTHER - One of the questions in your survey lacks a question statement!

Am interested in how it will be incorporated, but also think it should be used and taught critically

A support structure for professors and our teaching assistants. I feel very on my own figuring this out with only some random emails from UB to help me, but not a lot of personal contacts or offices my assistants can work with

This has made teaching worse and is a dangerous technology to encourage

I am deeply concerned about the possibility of the university attempting to cut costs by abusing faculty's intellectual property to increase class sizes and/or remove faculty entirely. This will significantly decrease the quality of instruction.

I think some of my colleagues in the sciences are too credulous at present about the damage being done to the collective archive of human knowledge (not to mention to our students' educations) by the errors, misattributions, bias, and hodge-podge of un-cited, un-attributed fragments of other people's thoughts that is AI-generated text. There is no thought, will, or discernment behind machine-generated text; it doesn't 'know' anything. It is equivalent to doing academic work with your phone's predictive texting software.

It should be avoided.

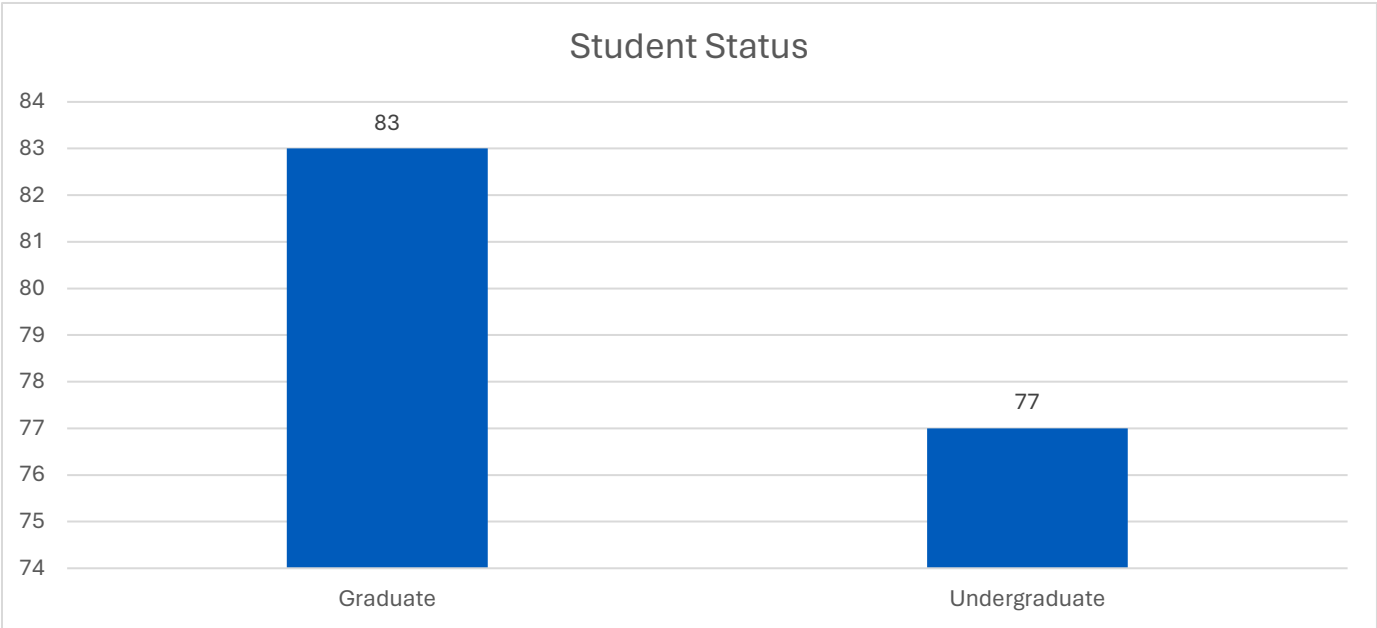
Please write a stronger academic integrity policy to the effect that unauthorized use of text generation by AI will be considered plagiarism. Most of our undergraduate students especially are not writing at the level of competency at which they can make use of AI. The very skills they are supposed to learn are lost to them by using AI.

Appendix 2: Student GAI Survey

SQ1 - Name + Email: optional - Selected Choice

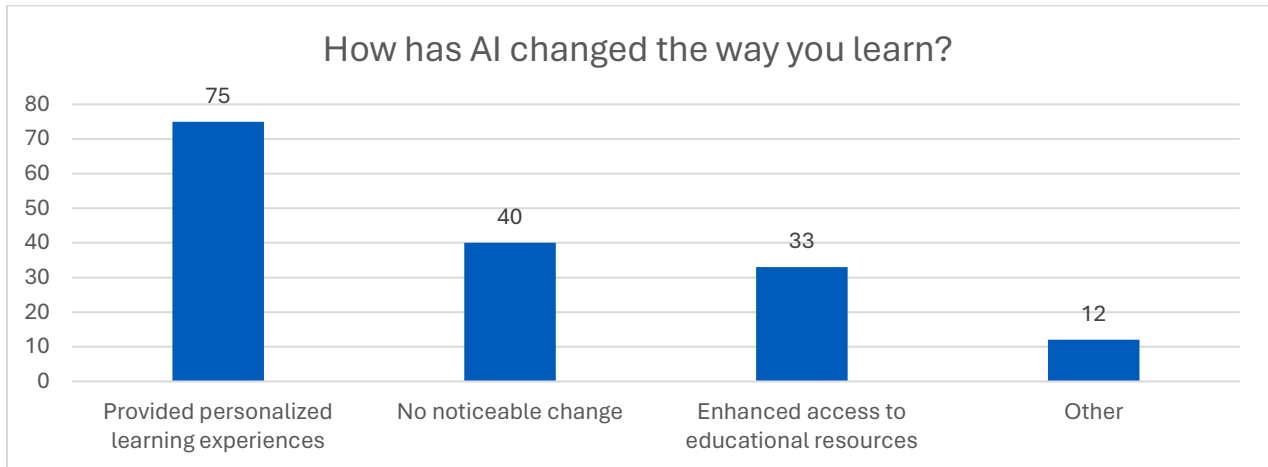
SQ1	Name + <u>Email</u> : optional - Selected Choice
SQ2	Student Status:
SQ3	Program of Study:
SQ4	How has AI changed the way you learn? - Selected Choice
SQ5	Has AI helped or hurt your mastery of classroom concepts?
SQ6	If AI has impacted your mastery of classroom concepts, how so?
SQ7	Is AI being used in your classroom?
SQ8	Are you concerned about how AI will impact your future profession and/or job prospects?
SQ9	If you are concerned, in what ways do you think AI will impact your future profession and/or job prospects?
SQ10	Would you be willing to participate in a focus group on AI in higher education.

SQ2 - Student Status:

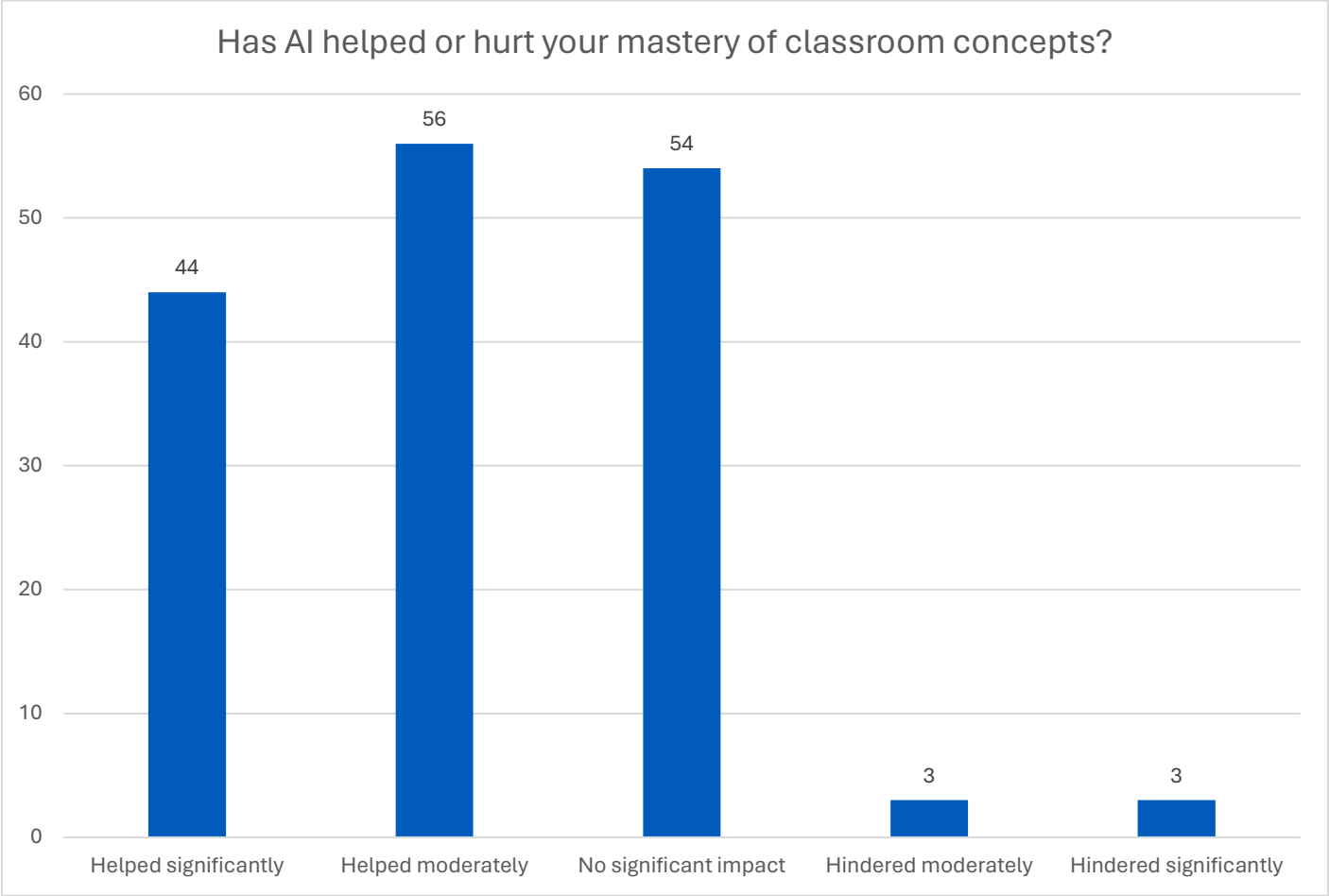


SQ3 - Program of Study:

SQ4 - How has AI changed the way you learn?



SQ5 Has AI helped or hurt your mastery of classroom concepts?"



SQ6 If AI has impacted your mastery of classroom concepts, how so?"

Gives different examples of how the thing is explained or used

AI can help me to access information faster than before, eliminating some of the time required for research.

I believe AI, like ChatGPT, can really help debug code. I've even been encouraged to use ChatGPT to help debug code by professors

Provided short compact information to questions I had

No real impact, isn't quite to the point of being a reliable information source.

I think it was able to provide more in-depth answers that would otherwise be very difficult to find.

Extremely helpful in absorbing more content when learning such as homework assignments.

chatgpt

For concepts I don't have any interest in learning (which I plan not to use professionally later on), AI helps me gain broad and basic knowledge of the concepts faster. For areas I'm highly motivated, I can gain much more specific and deeper knowledge. (I don't like the scale in question 5 because it has helped me immensely in areas where I want to gain depth and examine nuances. It has hurt me in areas I don't care about because it's easier to get quick knowledge and move on).

NA

It helped by providing formulas

I fully believe, AI can only be helpful if you are using it correctly. This also means you must have the knowledge to know whether or not the AI's response is factual. I have used AI to test my knowledge, and to clarify questions. However, given a response that I do not know, I do seek other sources to double check.

Professors have to go through all sorts of hoops to ensure students aren't cheating with AI and it impacts the learning experience

it doesn't impact me as I don't use ai

Personalized answers to help understand the concepts clearly

AI has made it more difficult to discuss concepts with peers who may have used generative AI on assignments. Less of my peers understand concepts than usual.

Because AI results keep clogging up Google searches and make finding actually useful answers much harder.

AI is NOT intelligent. It is a statistical approximation of what sounds like it could be real. As such none of the concepts it spits out can be assured as correct. There are countless examples of AI being fed unique information and synthesizing non-sensical conclusions from it. It should be kept as far away from learning as possible

I don't think AI made it easier to master classroom skills, but there are some AI's that made it easier to find info than to sift through a search engine with nothing but tons of SEO-optimized garbage

Sometimes finding topics or trying to ask a question about an idea and its validity makes it easier as it can be solved and explained without an expert required.

Save time in research by highlighting specific things to look for

no

For my CSE 460 class which is about Database management, chat gpt has taught me concepts better than my professor had and using simple English that's easy to understand.

It's like a personal tutor that has the ability to provide a more in depth explanation to topics and is pretty good if understanding me

Helped in clarifying doubts. And easily explains in understandable format.

I believe if u ask the right question it will give you the answer to that question which will be understandable

Going beyond classroom taught concepts, learnt more in-depth use cases and how to apply the learnt concepts.

It helps me understand things in simple concepts with examples.

Asking for alternate practice tests, tailored comprehension questions and walk-throughs of general topics or textbook chapters. Also giving an example problem from the textbooks and being led through it step by step, having the AI act as a Socratic tutor.

Turning to AI even fir a simple problem

Gives tailored advice & exposes me to new topics, let's me skip reading syntax documentation.

I think it only affects me since my peers are using it to do class work.

Aided in understanding/ breaking down the steps

By tutoring systems and chatbots

summarizing the concepts and doubt clarification is made very much easier.

I used AI to study for a test and had it give me practice questions and solutions, super helpful.

It gives answers faster and to the point reducing the need for googling and finding answers manually for simple topics.

AI gave information which is complex in simple way.

Broke down the concepts, and made it easy for a amateurs to understand and learn.

There is a remarkable use of AI to assist in learning. Need an explanation? No problem. Need a simpler explanation? No problem. Want an example? No problem. Want a more complicated example? No problem. You want to give it an example to test to make sure you're understanding the concept? No problem. And you never feel guilty or like you're being judged for asking dumb questions, because a computer program is the one answering. It's available 24/7, will answer your question promptly, and can help you understand whatever you're not understanding. It is the best tool ever created for the purposes of learning and understanding by a margin so wide it couldn't even be described.

Help review and understand the concept

It will help me solve small but important gaps I had in my understanding of a particular concept. It helped me give study plans to master a topic and correct my understanding as well.

easy reference to any topic

I generally use it to understand meaning behind certain sentences from the reference textbooks and the slide content and it helps in understanding it with examples.

It helped me understand concepts with real-time examples

If you are a programmer or studying advanced subjects, AI is giving wrong answers 90% of the times. So it makes you work hard, rather than being dependent on it. Its a better alternative of google sometimes

Understanding Concepts Easily

Doubts clarification and discussion help for academic progress and that can be done by just asking a question as a chat to ai

I am able to ask questions on my own time as they arise while learning material and ask for different responses if I don't understand given explanations

Helped clarify topics that I was confused on

It can provide a different perspective on understanding various concepts that suits my style of learning

Utilizing AI, I am able to generate personalized answers, but it some times it is not that much helpful.

Has Allowed me to view difficult concepts through different lenses allowing a new perspective

The ability to gather all necessary information on a particular topic, ask for explanations and answers

It was easier to ask questions through AI about specific topics, rather than googling them

Sometimes asking a different source and hearing a different explanation of a concept can turn that switch that allows you to fully understand a concept.

It mainly has helped me in learning skills such as coding. If I don't know how to perform a specific task (e.g. a loop), then I can use AI for it to explain how to apply a loop. I end up retaining the information that I get because it's so personalized to my situation.

Allows me to effectively brain storm or do preliminary searches and helps out in a lot of the mundane tasks that aren't difficult to do but require unnecessary effort. Also allows to significantly speed up literature review and reading processing difficult to understand papers or concepts out of area of expertise.

Makes it very easy to find more information about concepts which helps me further my understanding of the concept outside of class notes.

No change

ChatGPT in courses like calculus 3, I have tried many to find tutors or different tutorial YouTube videos. One way that has been useful tool is submitting the problem in a word based input like, show the work for find the partial derivative of z

= $\ln(x\cos(y))$ with respect to y . You get the shown work and it helps me figure out how to take the equation and actually say it.

Explains functions in code and explains lecture concepts and can provide sources.

Not really, I have used it to elaborate further on certain topics.

Have not used AI in the classroom

In the event that a particular topic is in the process of being studied, any questions can be answered immediately without the need to wait till office hours or response to emails

gave ability to ask more pointed questions about content, helped with quickly explaining concepts that I lacked understanding of that weren't covered in class scope, created a sense of additional resource that could be utilized when getting stuck

It explains concepts in a more clear and concise manner than most professors due to the lack of understanding that students have from partaking in most of their teaching methods.

Not understanding homework problems

Id describe it best as unlimited office hours

Answering confusion about topics through tailored responses

It allows a customizable learning experience

google search has been much less effective than it was. it's been a lot harder to track down sources and find other references. This isn't exactly the usage of generative AI people think of, it's just changed the landscape of the internet

I can quickly get detailed answers to specific questions I have on classroom concepts.

It made the concepts clear for me to understand and analyze.

AI has always been a great learning tool for me since it came. From better understanding of classroom concept in most simplest form to guiding through the different ways to solve a problem. It's more of a anytime anywhere mentor to me.

Understanding concepts better, going for a deeper understanding of topics, helping in converting logics to better automater codes

Provided clarification on concepts explained in class.

AI provides relevant documents quickly which saves my time.

To Learn the subject

With the help of better visuals and models

reduced my search time and gives consolidated results

Yes, it helped me get more acquainted towards the concepts.

providing complex to simple example in real time scenarios

To understand the concepts deeper and out of the classroom study

AI can tailor educational content to meet individual student needs, adjusting for learning pace, style, and preferences. This allows us to engage with material that is most effective for them, potentially improving understanding and retention

If there's any doubt/ misclarification about anything, I can learn about it quickly using AI

Say if we are in the middle of a reading and if we get a doubt where we have to clear that doubt without the help of TA or professor bez they wont be available all the times ,then AI helps u to understand ur doubts then and there mostly

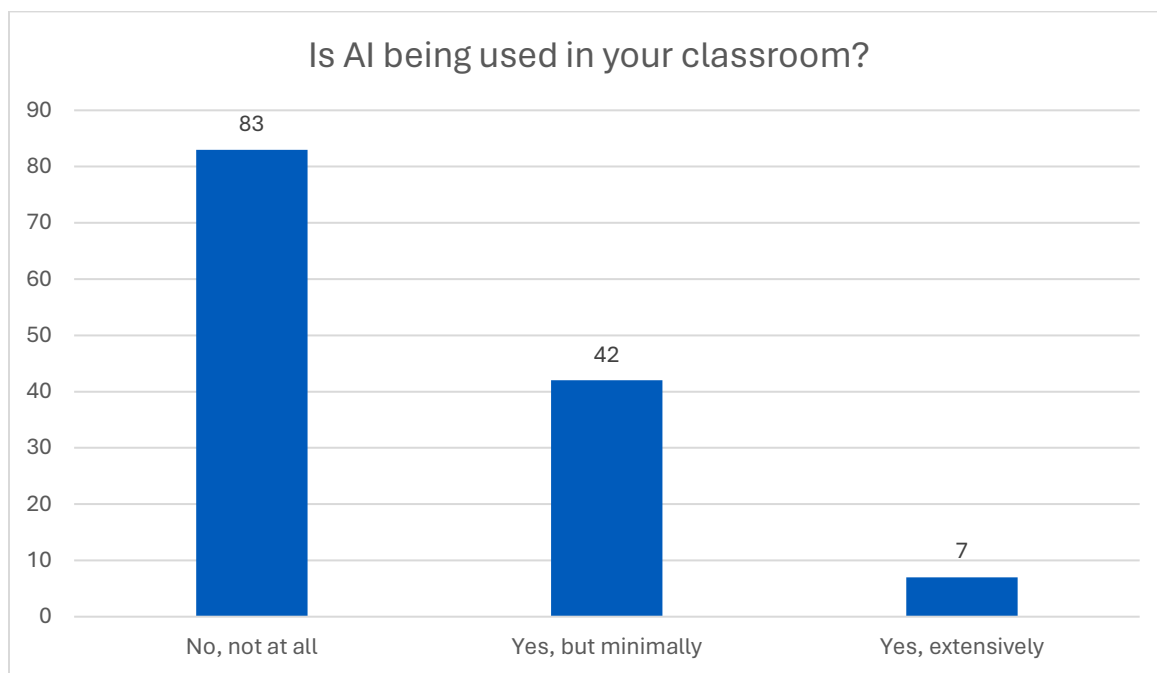
Its because, when you go through the concept in codings. It allows me to search for it and instantly i do and get them easily, cause being not associated with the particular concepts well and long term to memorize.

It helped to gain additional information and understanding the concepts clearly

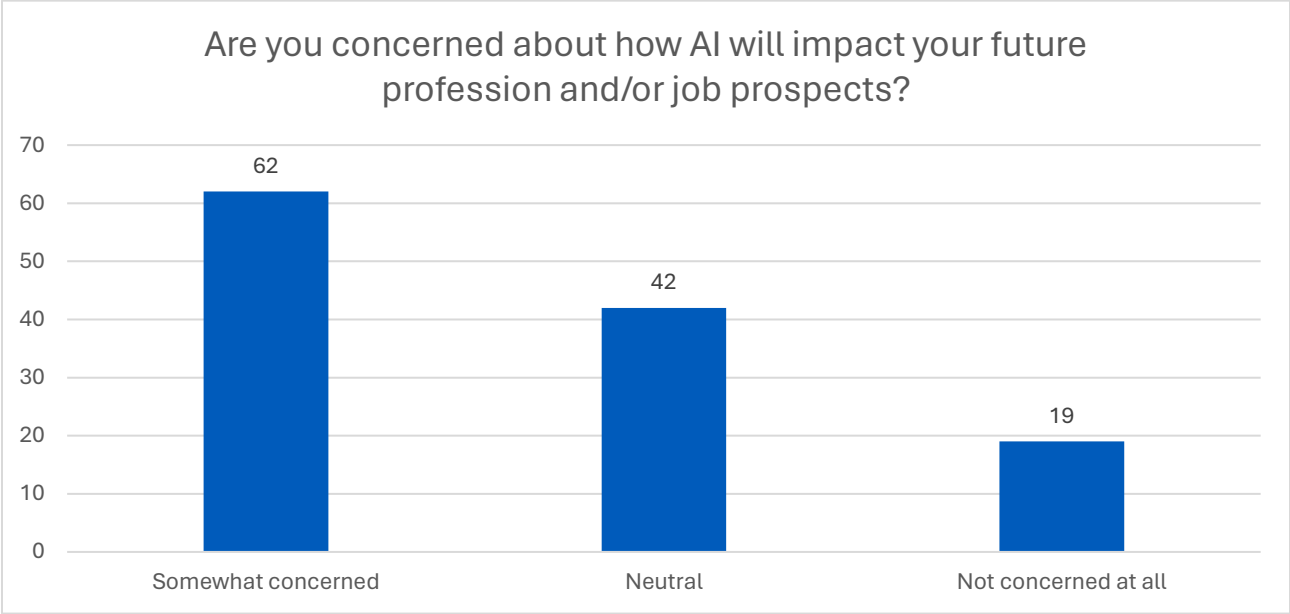
Summaries and makes it easy to understand the concepts. Don't have to look into multiple sites to find answers

It has helped me to grab difficult concepts.

SQ7 - Is AI being used in your classroom?"



SQ8 - Are you concerned about how AI will impact your future profession and/or job prospects?



Q9 - If you are concerned, in what ways do you think AI will impact your future profession and/or job prospects?

I think it has the possibility to take lots of jobs, especially those focused on programming or software use.

I am concerned about individuals using AI to write resumes, and also individuals who may have gained a dishonest advantage in the classroom through the use of AI, which may make someone who conducted themselves with integrity look less appealing in comparison.

I'm interested particularly in Guidance, Navigation and Control. There's already research being done integrating AI with this field. If this course develops to the point where AI is a standard tool in developing GNC systems it could certainly impact both the nature of the job and the quantity of opportunities available.

AI can replace most if not all of the mundane daily tasks that occur at a job. While I don't believe AI will fully replace humans, I believe it will negatively impact job opportunities for young engineers.

Less jobs due to higher usage of ai

More so that it could be a powerful tool available that not many people will be proficient in using. As in can we take full advantage without over-relying and/or losing our own understanding? How will industry provide training in using AI and when not to use AI.

I think AI has the power to take over software/programming related jobs. But again, AI doesn't have the capability of thinking and hence won't be useful unless it is told to do something which requires a human.

Automation will increase so we would have to compensate through conceptual understanding

I'm unsure but feel confident it will replace a number of jobs and task types.

NA

Just worried that it could change most careers into managing AI, not that it will completely eliminate them.

AI will definitely *affect* the computer science/software industry. To what extent it would, it cannot be determined right now. However, it is not a replacement for the human. But some easier jobs may be lost or redesigned to be AI-friendly.

there is a high likelihood that ai will lessen the amount of jobs out there

Reduce number of jobs

Replacement of CS jobs

At best, I believe that gen AI will make writing simple code snippets easier, but without understanding the core concepts it has no place in my professional world. People will absolutely lose their job over gen AI and undeservedly so.

I think I'm going to have to deal with a number of people who got carried by AI getting smacked in the face that no, it isn't a silver bullet and you need to know why things do the things that they do.

AI will make the competition more terrible in the future

software development is being automated with AI but the end result is that no one, not even the person who told it to write the code, will understand it. The code will be inaccessible to anyone but AI, which prevents anyone from posing unique job securing talents

even if AI doesn't put-competes people on a general level, it will still out-produce and commoditize culture and achievements. Very often mediocre or "good enough" really is good enough for employers, outside of something critical with a lot of liability

AI will probably make it easier for people who can't code into the computer science field and thus more people will be able to enter the field.

I believe that many upcoming students are using AI to violate Academic Integrity thus making people far less qualified

layoffs will occur more frequently, getting a job will be much harder

A lot of the jobs in my field of study are to be replaced with AI. Already a lot of jobs have disappeared for example ever since AI came about no one even asks about frontend developer because it can all be done by AI.

Limit hiring spots

Automation of work without pay makes it easy for companies to hire an AI instead of a human

Na I don't think so except for the repetitive tasks otherwise it's fine.

AI can be a substitute for running support and operations jobs.

We all have to accept AI eventually. Its inevitable. Monotonous repetitive work that requires minimal human intervention would be replaced by AI.

My primary concern is non-technical employers, with no knowledge of how AI works, assuming they can fire staff and replace them with ineffective solutions.

For computer science, I think AI can greatly accelerate what an individual will be able to do. But this may also lead to less individuals needed, so it's hard to say if it will help or hurt overall.

I don't want bum coworkers that have no clue what they're doing

It will reduce the number of jobs

Removing job opportunities, undervalued degree since everyone can just chatgpt stuff instead of learning how to do stuff.

I'm afraid that it will replace human SWEs

There will be no human existence for any work we do

Being in computer science, I am concerned that AI will change how people code.

AI is a disruption in technology and it will replace current jobs. Question I have is will it create new jobs?

using AI 10 person job can be done by 5 person. with increase in population I am concerned about new jobs

I don't think it will replace the jobs I will be interested in once I've graduated, but perhaps eventually it could, which is a scary thought

AI is too good

I am neutral about this because I don't understand the concept of significant tasks that needed interaction to be replaced by AI.

1) Due to AI, the expectations of job markets have sky rocketed for students who have just begin in a certain field. It has become extremely hard for entry-level graduate students to enter into the job market. There are certain jobs which are becoming highly competitive due to unavailability of opportunities in a certain domain. With no clear explanation from the companies on the requirement of the AI skills particularly required for the job or feedback on their performance in the job application process, student's minds are oversaturated with the confusion of trying everything but no excelling at one because of fear on missing out certain technologies. With AI coming in, I feel the companies are less reluctant on providing trainings to the new employees and want to hire experts directly. This is okay until the right expectations and opportunities are set.

I feel that AI writes code for the company only that the oerson should know what to give in prompt in that case there is no much use of a programmer or developer to code which would affect the hiring of any new developer who invests their money in getting a degree.

Jobs might get replaced with AI automation

If it can code, there is no way companies Software Engineers

Not concerned

Employers who see writing as nothing more than the generation of text may be tempted to replace human writers (expensive) with generative AI (cheap)

none

In data analytics and machine learning ,one has already witnessed EDA and models built by AI. In future, AI can be used to perform basic tasks mentioned before, but leaves the advance task for humans.AI would definitely increase the productivity of individuals.

Not currently but there may be a day where ai will be used to complete all tasks like CAD modelling, designing, developing a prototype, etc.

I think AI has a high chance of being a negative effect of information and society if not used very carefully.

Mastery of subjects might become less important

I think anything that can be streamlined with code will be taken over, because now anyone can code without too much knowledge on the subject. People who are proficient with AI will be keeping their jobs, in my opinion.

I think AI will make engineers more efficient and give us the ability to do work faster but I don't think it will replace or reduce the need for human moderation.

A replacement for a human being. I wish I had access to more tutors. There aren't enough and AI is not a replacement for that. It is my life saver when I've tried to receive help from the school and can't get it.

Reduce the amount of low-level jobs

Most jobs relying on technical skill in a controlled environment (like software) seem potentially replaceable with AI. Hardware-focused jobs being replaced seems less likely as of now.

It can do any job that can be done on a computer. Everyone's jobs are at risk in some way.

It will have both positive and negative impacts for the future

I am concerned that AI will make the work I can do obsolete, including designing with specifications and solving problems

I think AI will remove more jobs than it will create and it will lead to a lot of problems. Although engineering career is probably one of the safest ones, but I might want to do something else, and I feel I would be limited because I would need to be very proficient and knowledgeable in a lot of jobs to get it because AI will get rid of a lot of early positions, because those positions aren't so difficult. so I fear that I will be stuck in one type of job and will not have an opportunity to switch careers/jobs later on.

Faster workflow

It might make some jobs redundant, and there would be a period of adjustment, but the jobs taken by AI would probably be things which were repetitive and not a good use of human creativity anyway. I think AI being misused is a lot more concerning than AI being used at all. For example, Employers developing AI to take human jobs and laying off workers to increase short term revenue instead of training those workers to do new jobs or expanding their reach into new sectors.

n/a

I think it will embolden or enhance the work of lazy people who don't have the patience to fully understand the work being produced

Eliminate certain paperwork roles

I've seen a lot of poor implementations that honestly make me doubt the sanctity of the tech industry as a whole

Due to high usage of AI the human brain necessity maybe reduced is one of my concern.

It all depends on the way you see it. I think no matter how well an AI can be built to do different tasks but there will always be some things which humans are more likely to do.

AI is often used as an unfair means which I feel is incorrect. I try to use it to understand the concepts and personalize it with knowing all the granularities. I am highly concerned if my peers would use it for the same job opportunities that I will. Making them more technically right might make my application weak.

AI may take over some human jobs. Although AI can perform tasks remarkably, it still generates many bugs which cannot be resolved without human intervention.

Might take away our jobs

Some of the mundane tasks will be automated

Replace redundant jobs

Many tasks are replaced by AI and employment opportunities are affected

10 people job will become 1 persons job making individual more capable of what they could do before AI

Lesser number of jobs

As AI evolves, new job categories and industries are likely to emerge, centered around AI technology development, implementation, and maintenance. This could mean opportunities in fields like AI ethics, AI system training, or specialized AI management. AI can automate repetitive and routine tasks, which might change the nature of certain jobs or eliminate them altogether.

It will reduce the number of already existing jobs and may create a new one's but still unclear about it.

There are some jobs like business and requirements analytics those jobs r really gonna be automated using computer bots

Applicant selections for the job.

Impacting the jobs like. Coding etc.

The code we develop, might be developed by an AI agent or they can be asked to perform a task that we would be asked to do.

AI may reduce our efforts and time and force to do shortcut in every small things which otherwise should have involved human brain. This way it is making us little dependent for every small things .

SQ10 - Would you be willing to participate in a focus group on AI in higher education.

