

# Crafting an Institutional Response to Artificial Intelligence

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**Dr. Jonathan Pickering**, Dean of Academic Operations  
Olivet Nazarene University



"There is likely no technology on the horizon that is more critical to make sense of than artificial intelligence. A field that once existed largely within the confines of computer science buildings is now ubiquitous and relevant across academe."

-George Siemens, as cited in *The Chronicle of Higher Education*,  
August 2024



"For many college administrators, tracking and responding to the rise of AI has been a colossal and daunting task."

(Taylor Swaak, *The Chronicle of Higher Education*, August 2024)



# Institutional Context

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Private, faith-based university



Suburban setting, about 50 miles south of Chicago



2,500 traditional undergraduates (200 residential)  
750 graduate and continuing studies

# Initial Response

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## **Swift Expansion of AI**

- ChatGPT launched November 2022
- Version 4 launched March 2023

## **Content Generation**

- Text
- Image
- Audio/Video
- Code



# Summer 2023 Task Force

## **Charge from VPAA**

- Establish initial guidance

## **Three working groups**

- Appropriate Use
- Academic Integrity
- Resources

## **Members**

Six faculty from the departments of English, Chemistry and Geosciences, Behavioral Sciences, Mathematics and Computer Science, and Nursing

Six academic administrators, including three deans, the registrar, and individuals responsible for faculty development and faculty services.

# The protagonist of Pride and Prejudice...

Elizabeth Bennet is the witty and independent-minded protagonist of Jane Austen's novel "Pride and Prejudice." With a sharp intellect and a strong sense of individualism, Elizabeth navigates the social norms of early 19th-century England. Her initial prejudice against the proud Mr. Darcy evolves as she uncovers his true nature, reflecting her growth in self-awareness and humility. Elizabeth's journey highlights themes of love, societal expectations, and personal growth, making her a timeless and relatable character admired for her intelligence, integrity, and ability to challenge societal conventions.

Elizabeth Bennett is the central figure of Jane Austen's 19<sup>th</sup> century novel, "Pride and Prejudice." She is constrained by societal norms, expected to be "accomplished" and find a suitable husband. Although largely conforming to orthodox conventions, her independence, wit, and intelligence create tension with her family and both attract and initially repel Mr. Darcy. At the outset, Elizabeth is prejudiced towards Mr. Darcy because of his pride and seeming arrogance, but as his genuine kindness and true nature are revealed, she grows to appreciate and eventually love him. In turn, her criticism results in a change in his attitude towards his social inferiors. Austen uses the engaging character of Elizabeth to make her own critique of Regency-era Britain.



# Two more – [Academic Jargon; 10<sup>th</sup> Grade]

Elizabeth Bennet, the central character in Jane Austen's "Pride and Prejudice," epitomizes a paradigm of feminine agency and societal negotiation within the Regency-era British milieu. Employing her incisive wit and discernment, Elizabeth navigates the intricate web of social propriety, as her initial cognitive bias against the aristocratic Mr. Darcy undergoes a transformative evolution. Her dialectical engagement with prevailing mores underscores Austen's exploration of interplays between self-perception, socio-economic stratification, and amorous courtship. Elizabeth's character arc thus embodies a didactic allegory, mirroring the complexities of early 19th-century gender dynamics and self-actualization, while providing insightful commentary on social progress and human nature.

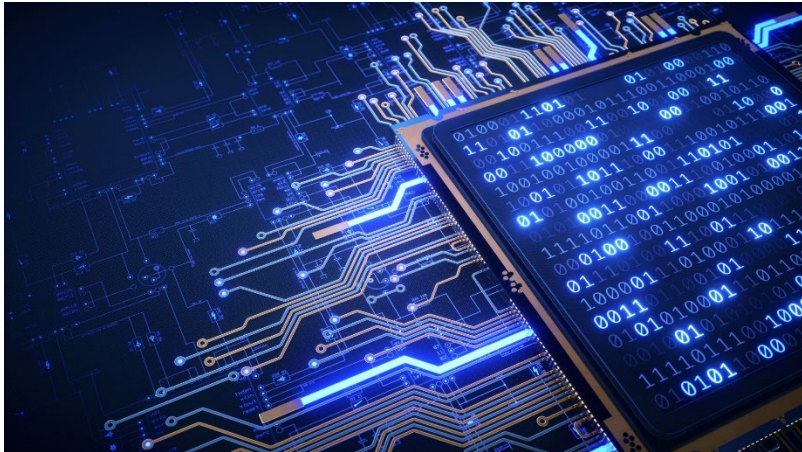
Elizabeth Bennet, the protagonist of Jane Austen's "Pride and Prejudice," shines as an intelligent and spirited young woman navigating the social intricacies of 19th-century England. Her sharp wit and nonconformist attitude set her apart in a society obsessed with status and marriage. Initially harboring bias against Mr. Darcy due to his perceived arrogance, Elizabeth undergoes personal growth as she uncovers his true character. Her journey encompasses themes of love, self-discovery, and societal expectations, demonstrating the complexities of human relationships and the resilience of an individual amidst the cultural norms of her time. Elizabeth's narrative remains an enduring testament to Austen's keen insight into human nature.

# Baseline Assumptions

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1. Artificial intelligence is not a substitute for creative, critical, and/or collaborative thinking.
2. Artificial intelligence is a tool that, when used appropriately, can assist individuals and groups to improve decision making, identify alternatives, streamline processes, protect individuals and societies, and provide various other benefits.
3. Artificial intelligence is transforming the way humans interact with the world; serious societal and economic questions related to privacy and consent, security, commerce, health care, bias, research, and analysis, among many others, have yet to be answered.

# Baseline Assumptions



Faculty should prepare students to be original thinkers, capable of creative expression and critical reasoning, and should teach them to **understand, evaluate, critique**, and—when appropriate—**utilize** AI tools in a responsible and ethical manner, thereby positioning them to participate in the ongoing global discussion on AI from a Christian perspective.



# General Guidance to Faculty

Become familiar with AI, generally and within your discipline

Students will be informed that Generative AI and paraphrasing engines are prohibited

You have freedom to allow student use of AI within your course

Be clear in your syllabus what you consider reasonable usage

- See last two slides for samples

Discuss with your students in class

Consider how students might use AI to complete assignments

Consider creating in-class activities to model how generative AI works

# Guidance to Faculty Using AI

Actively engage in the students' usage of AI through scaffolded assignments and with instructor feedback

Provide clear and specific guidance for assignments

Understand and communicate why default citation techniques should not be used for AI; require reflection on use of AI

To emphasize the difference between algorithms and the human thought process...

...refer to text, images, or other media as “generated” rather than “written” or “created”

Be aware of the policies, especially privacy, of AI tools you use or allow students to use

# Faculty Guidance – Detection Tools

Use Turnitin's AI indicator tool with caution

- False positives are common

Use AI detection to have a conversation with a student, but not as the sole basis for determining an academic integrity violation

Do not use third-party tools other than Turnitin without reviewing their policies – they might be scraping the data you submit for their own purposes

# Guidance to Students

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## Statement on Appropriate Use of Artificial Intelligence

Artificial intelligence (AI) refers to the use of machines to replicate human thinking and learning to solve problems, generate ideas, and/or make decisions. Due to the recent expansion of AI tools such as ChatGPT to generate text, images, sounds, and other content, we are providing clarity on how they can be used at Olivet.

- The use of generative AI to manufacture content, whether text, image, audio, or any other media, **is prohibited** unless authorized in the syllabus or assignment instructions.
- The use of paraphrasing engines to revise your own content or to copy and revise information from other sources **is prohibited** unless authorized in the syllabus or assignment instructions.
- The use of writing assistance tools like the spellcheck and editor functions in Microsoft Office **is permitted** unless prohibited in the syllabus or assignment instructions.

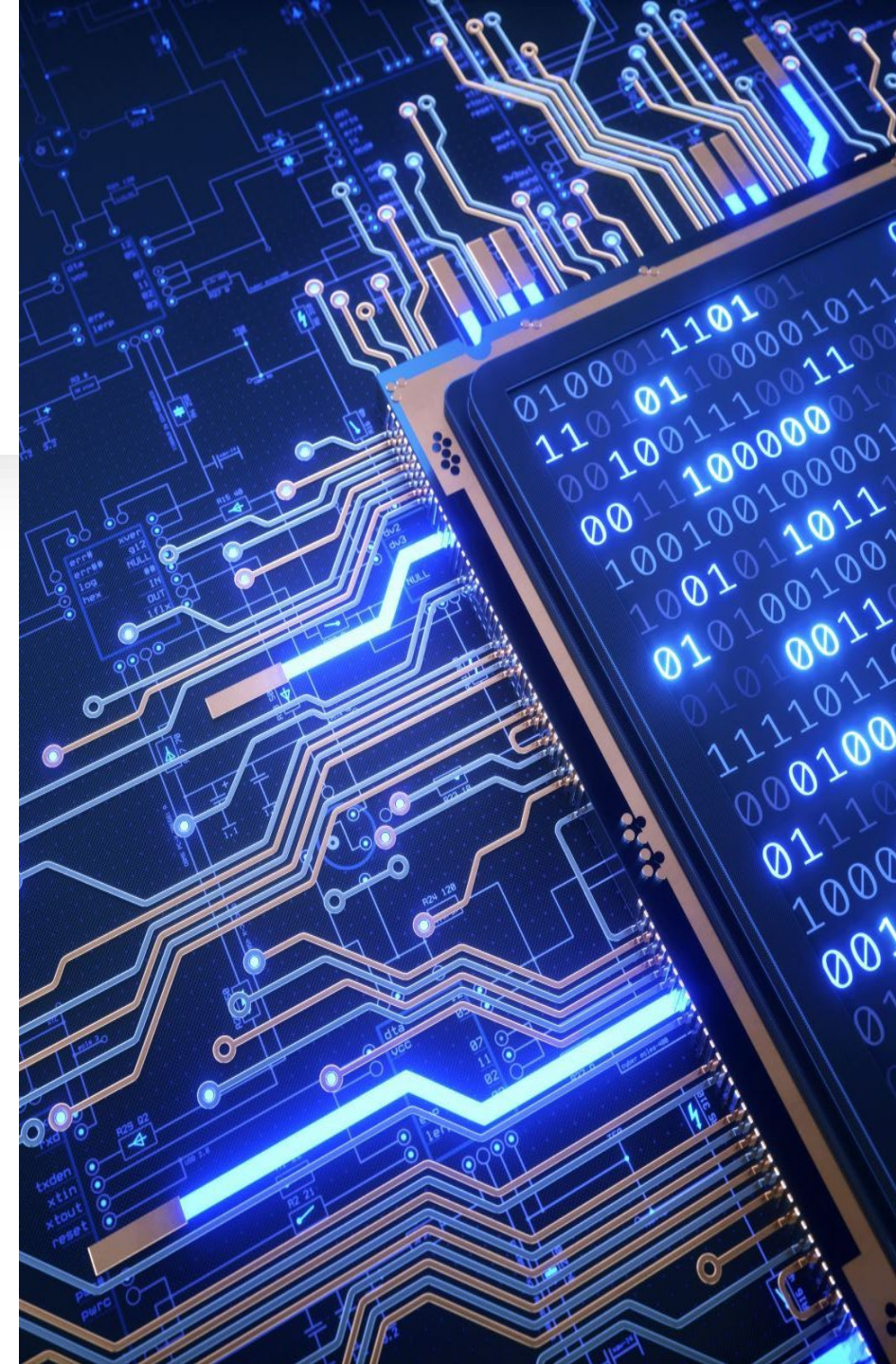


# AI Taskforce

## 2023-2024

**Members:** Representatives from all three schools/colleges, persistence team, registrar, teaching and learning, AI expertise

**Purpose:** The purpose for Olivet's 2023-2024 AI taskforce was to continue the work of the summer committee to continue to explore capabilities, limitations, and challenges of (G)AI (Generative Artificial Intelligence); continue to develop policies and practices for (G)AI use; and to educate and engage faculty on issues related to (G)AI.



# AI Taskforce Goals 2023-2024



**Provide faculty with overview of AI**



**Engage faculty groups in discussion**



**Offer workshops for faculty**



**Elicit feedback from faculty on AI statements**



**Provide recommendations for University policies**



**Gather data on student use and perspectives**

# AI Taskforce Activities 2023-2024

Introduction to AI

Initial faculty survey

Plenary breakout sessions on various topics

Spring webinar series:

- Responsible use for faculty and students
- Detection & Academic integrity considerations
- Tips for "AI Proofing" assignments
- Ethical and philosophical considerations

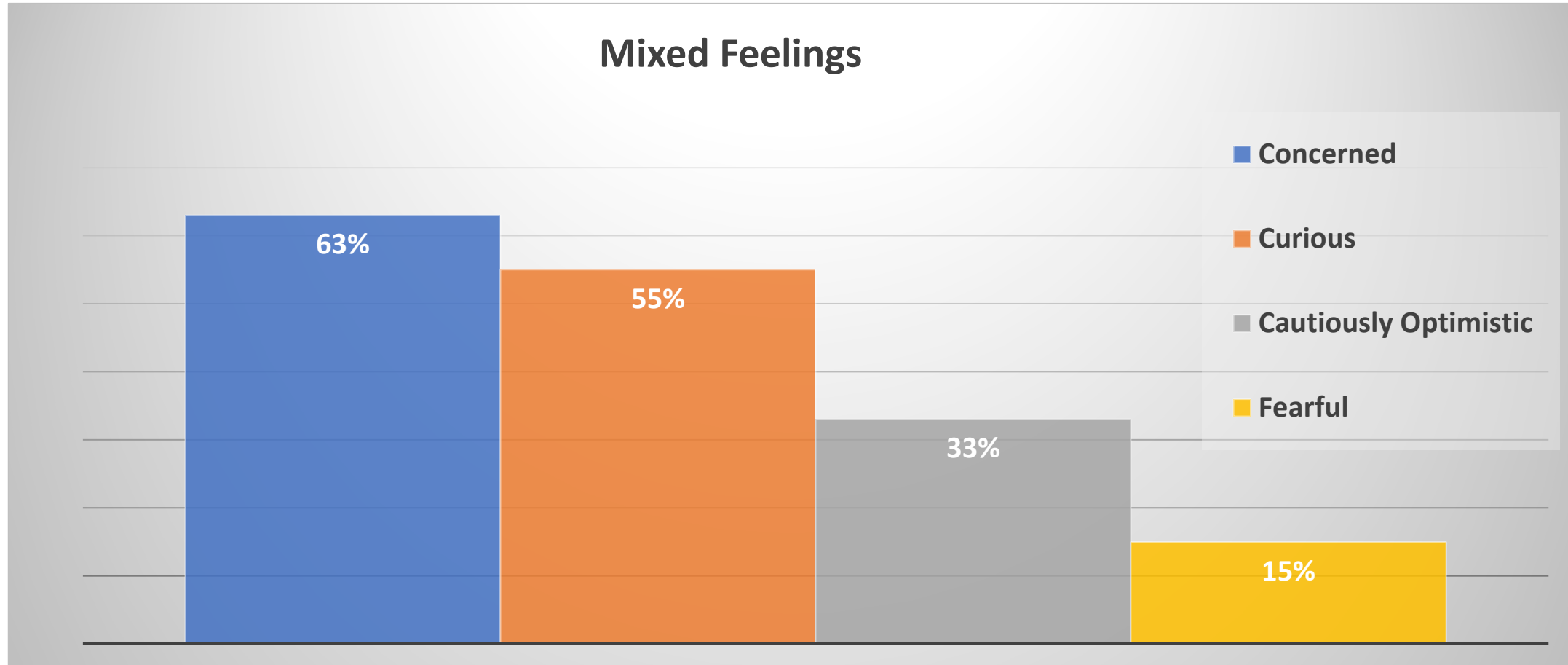
Student AI survey

Faculty feedback on initial syllabi statements

Recommendations for continued AI work

# What We Learned: Faculty Perspectives

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# What We Learned: Faculty Perspectives

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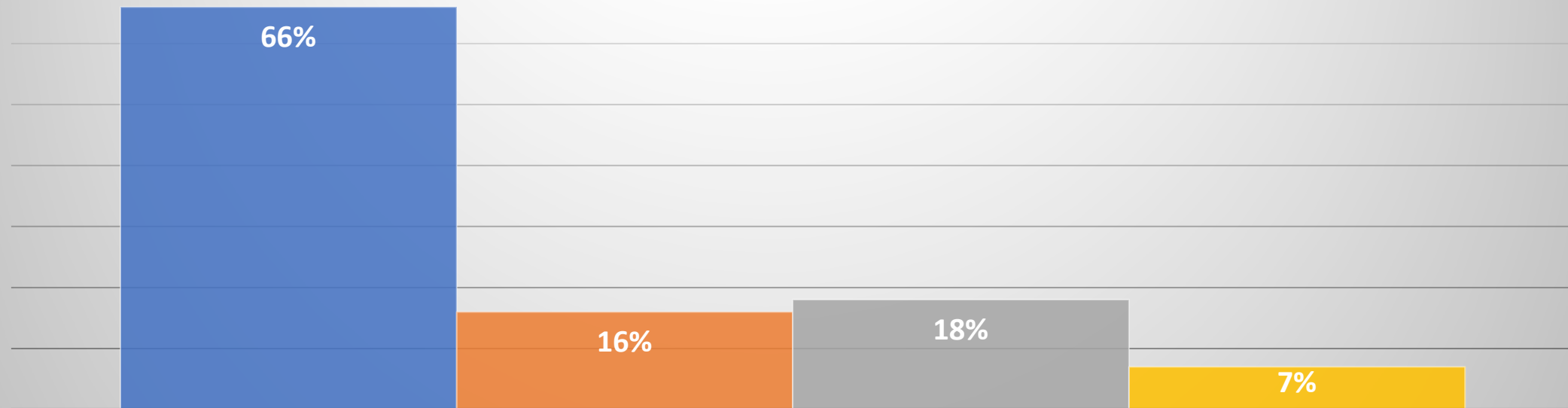
To what extent/how are you using AI in your classes?

■ Not at all

■ Assignments to Prevent the Use of AI

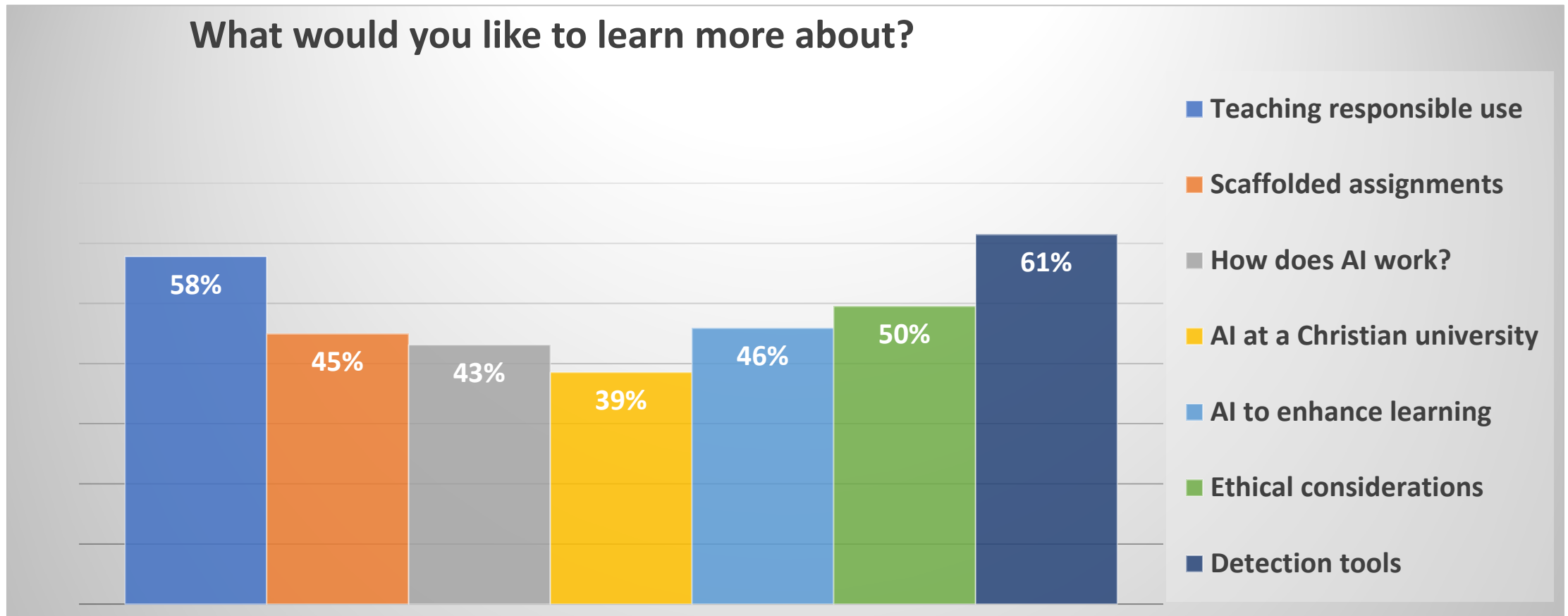
■ Engage/Teach Responsible Use

■ To Build Disciplinary Skills



# What We Learned: Faculty Perspectives

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## What We Learned: Faculty Perspectives

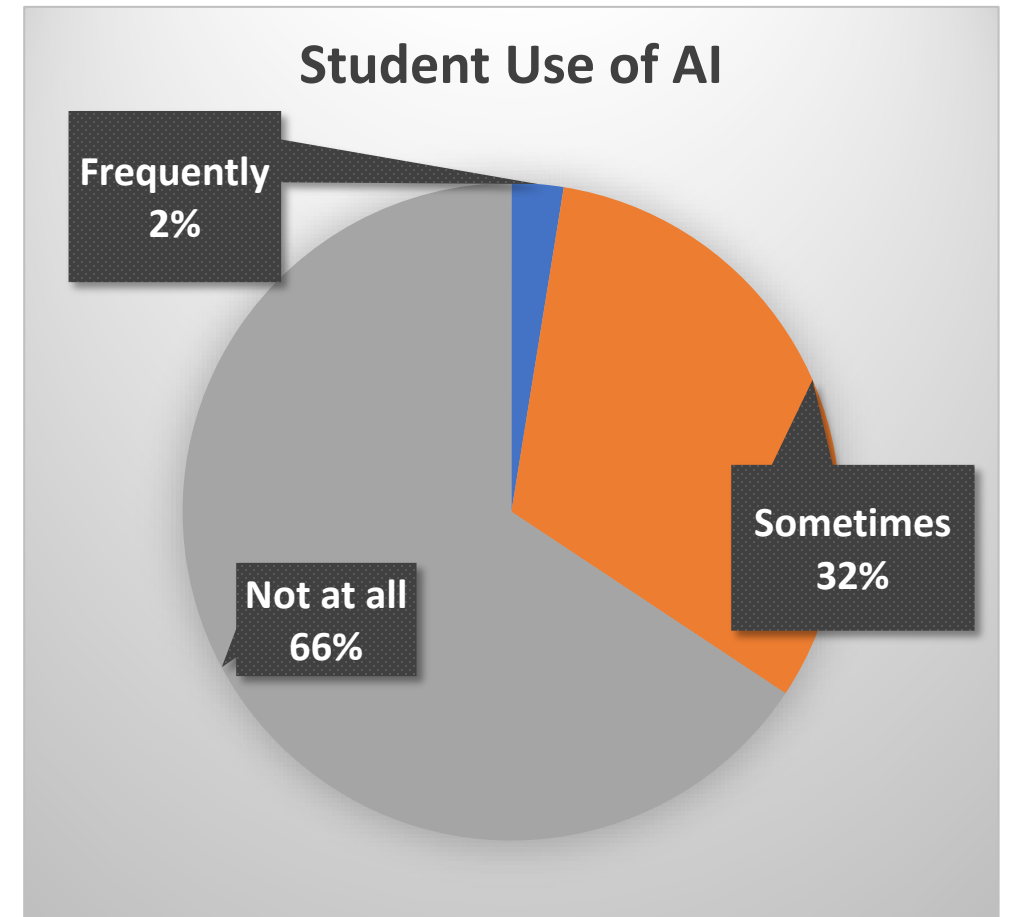
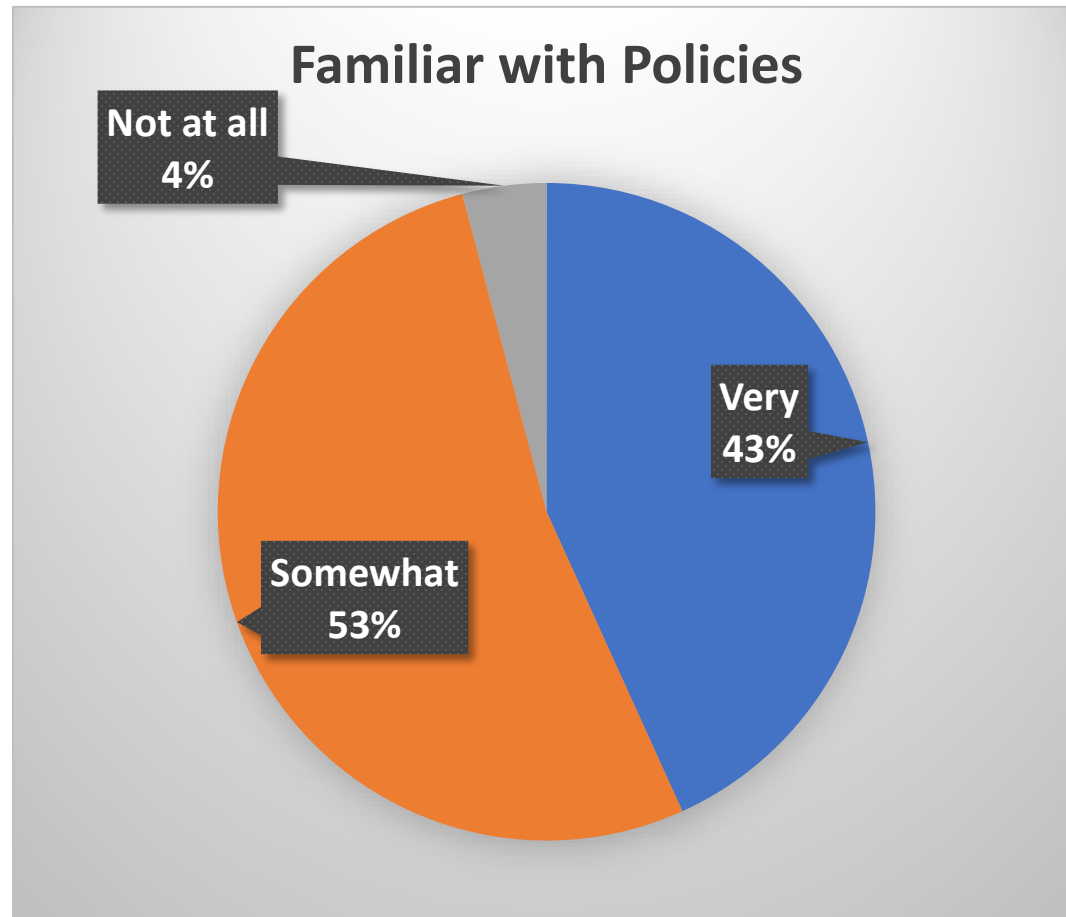
### Other questions/concerns:

- Detection
- Importance of “ethical considerations”
- Uses to benefit student learning
- Impact of AI on critical and creative thinking
- Addressing academic integrity
- Building assignments
- Industry use
- Faculty use



# What We Learned: Student Perspectives

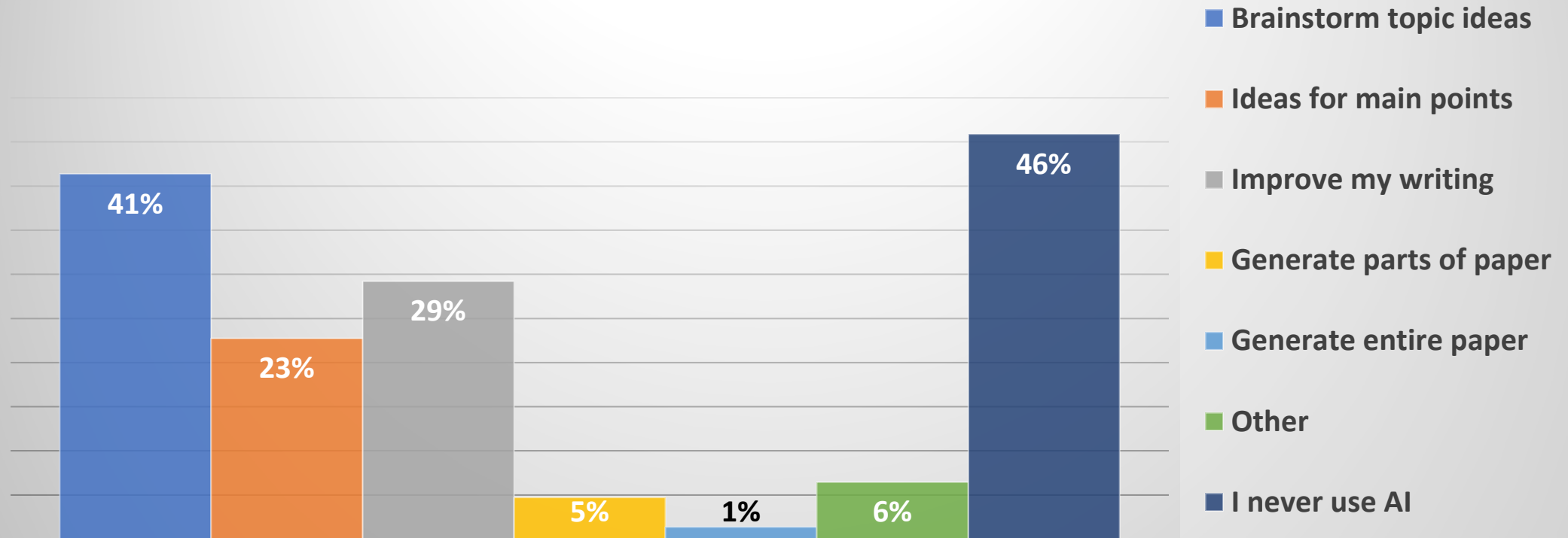
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# What We Learned: Student Perspectives

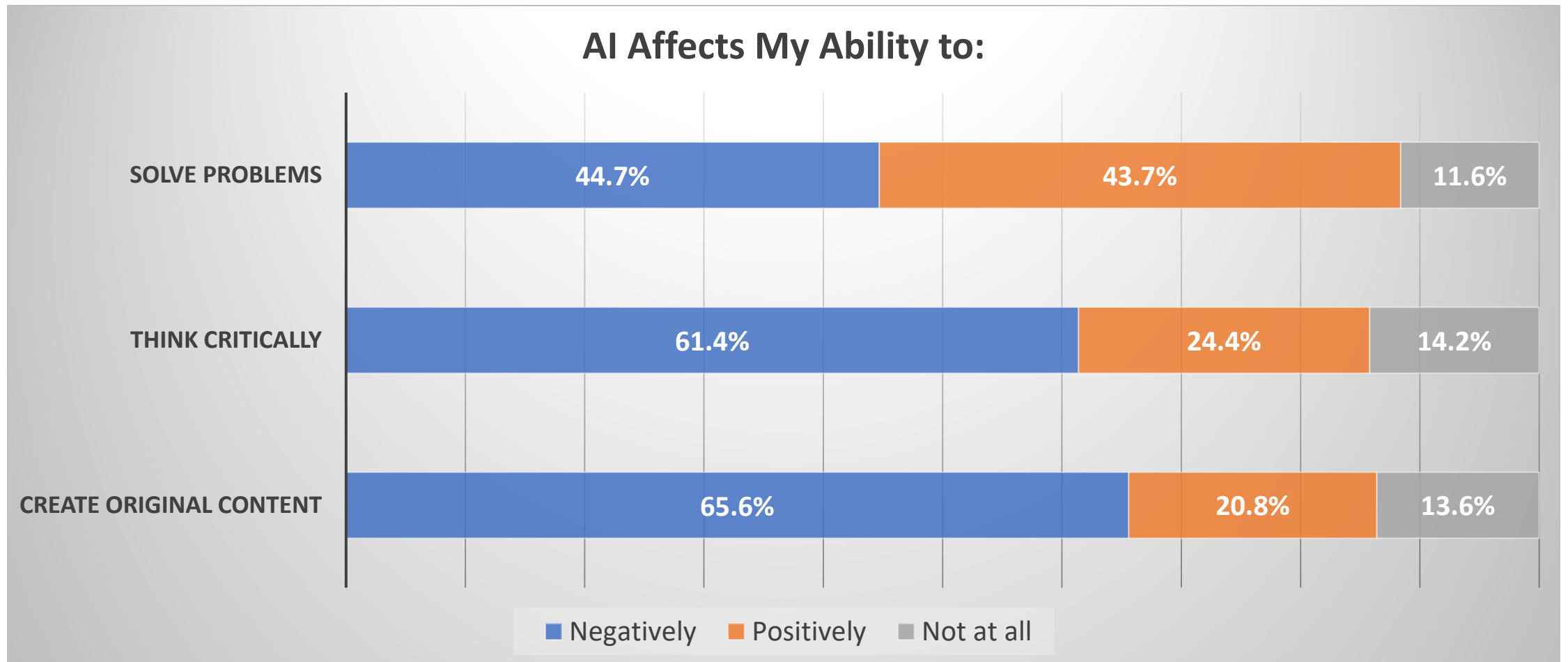
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How do you use AI to complete writing assignments?



# What We Learned: Student Perspectives

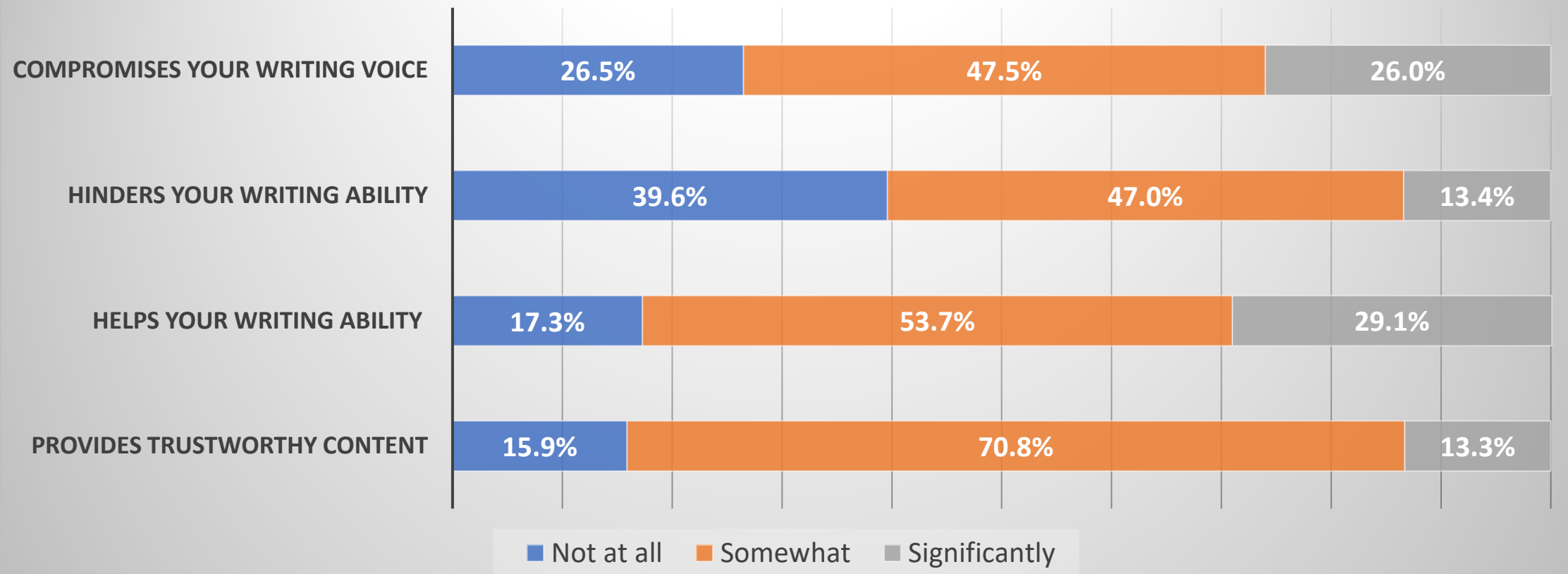
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# What We Learned: Student Perspectives

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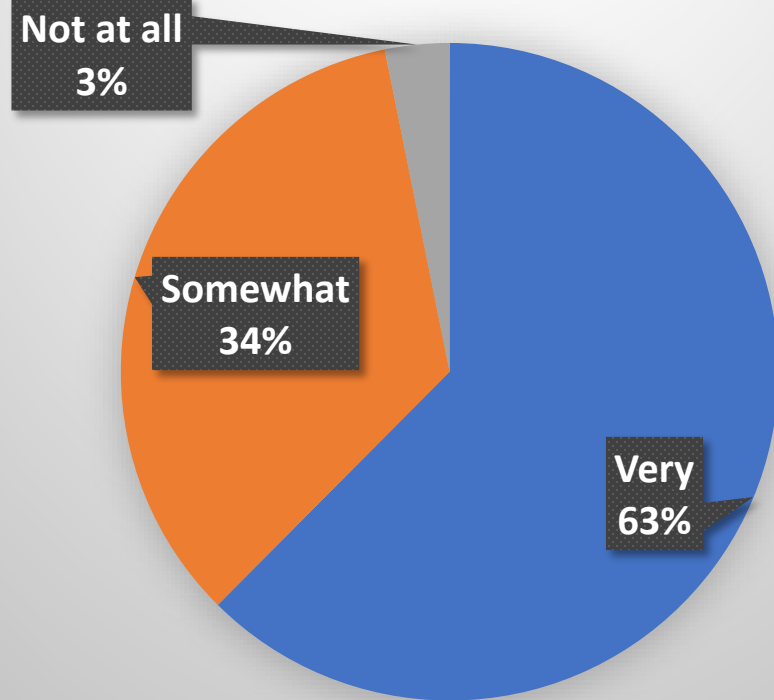
If you have used AI, to what extent do you believe it:



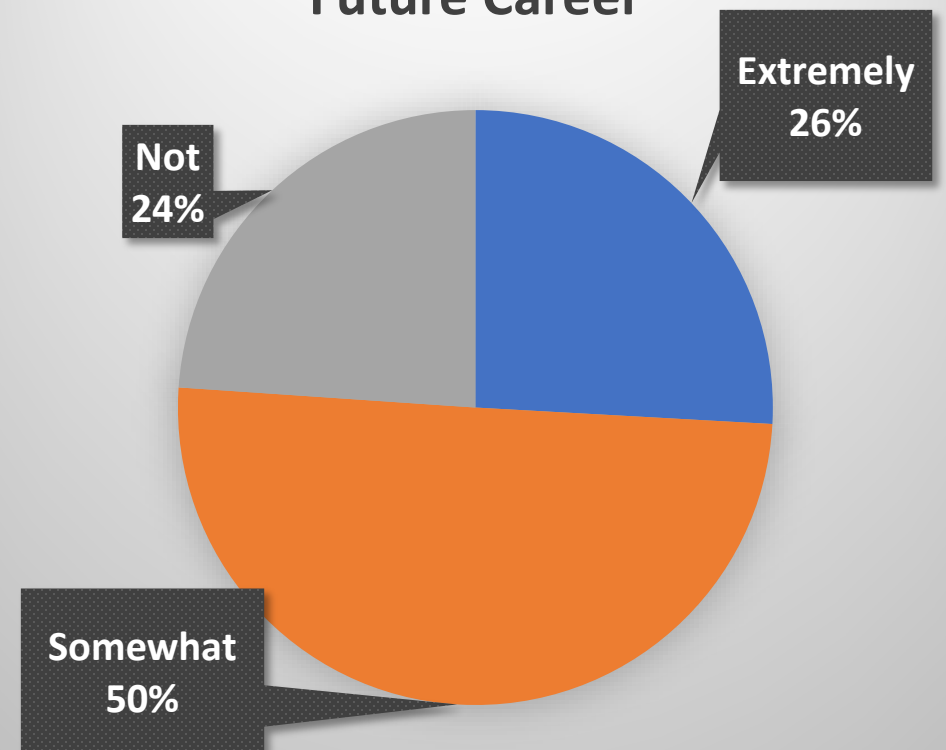
# What We Learned: Student Perspectives

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## Value Ability to Write Well



## How Important Will AI Be to Future Career



# Recommendations



**Stress importance of faculty voice and perspectives**



**Prioritize AI across the University**



**Consider University identity**



**Maintain freedom and flexibility with policies**



**Revisit assessment practices**



**Establish standing AI committee, including staff & administration**



**Obtain additional student and industry perspectives**

# Resources

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## Artificial Intelligence Resources



Lisa McGrady

Associate Dean Assessment and Faculty Development

### On This Page

- [ONU Policies](#)
- [How Generative AI Works and How Students Are Using It](#)
- [Advice on Assignments](#)
- [Academic Integrity](#)
- [Teaching Considerations](#)
- [Advice for Students](#)

### AI Webinar Series - Spring 2024



1. Detection & Academic Integrity Recording



1. Detection and Academic Integrity Sli...



2. Potential Applications for Faculty Use of AI...



2. Potential Applications for Faculty Use of AI...



3. Ethics of AI Recording





# Measuring Up

- ✓ Initial guidelines
- ✓ Baseline assumptions
- ✓ Staying on top of current developments
- ✓ Permanent standing university committee
- ✓ Encouraging departments to develop their own guidelines
- ✓ Inviting nonacademic departments (advising, financial aid, marketing, etc.) and industry leaders to the table
- ✓ Seeking grant funding and/or private partnerships for positions, professional development resources, technology, etc.

# AI Taskforce Goals 2024-2025



**Develop AI literacy course for Faculty**



**Continue to engage faculty groups in discussion**



**Get feedback from graduate students**




**Establish administrative AI committee**



**Provide recommendations for University policies**



**Conduct focus groups with undergraduates**



"Being in control doesn't mean having every process and strategy solidified. What matters is making progress."

*-The Chronicle of Education, August 2024*



# Resources

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- ChatGPT <https://chat.openai.com/>
- Chronicle of Higher Education <https://chronicle.com>
- Sentient Syllabus Project <http://sentientsyllabus.org/>
- Stanford Graduate School of Education: *Classroom-Ready Resources About AI for Teaching* <https://craft.stanford.edu/>
- The University of Texas at Austin Center for Teaching and Learning <https://ctl.utexas.edu/5-things-know-about-chatgpt>
- TurnItIn: Ethical AI use checklist for students.  
<https://www.turnitin.com/lessons/academic-integrity-in-the-age-of-ai-ethical-ai-use-checklist-for-students>

# Sample Syllabus Statements, 2024-2025

Faculty should use one of the following statements, which can be modified as necessary for your specific course needs:

- Sample 1: Prohibitive Use of All AI  
All assignments in this course must be the learner's original work. The use of artificial intelligence (AI) tools and resources to generate content or provide writing assistance (e.g., paraphrasing engines, summary generators, etc.) is prohibited and is a violation of academic integrity. [See <https://catalog.olivet.edu> > Academic Regulations > Academic Integrity.]
- Sample 2: Prohibitive Use of AI Content; Permissive Use of AI Writing Assistance  
Artificial Intelligence (AI) assistance tools (e.g., paraphrasing engines, image generation) may be used to revise the learner's original work in this course. Using content generated by others, including AI, is prohibited and is a violation of academic integrity. [See <https://catalog.olivet.edu> > Academic Regulations > Academic Integrity.]

# Sample Syllabus Statements, 2024-2025

- Sample 3: AI Use Only for Ideas, Brainstorming, & Outlines  
Artificial intelligence (AI) tools may be used to help generate topics, ideas, and outlines and to revise the learner’s original work in this course. Any other use of AI to generate content is prohibited. Note that the use of AI tools may impact the quality and accuracy of the assignment. It is the learner’s responsibility to disclose and/or document any use of AI; failure to do so and/or the use of generative AI tools to create content are violations of academic integrity. [See <https://catalog.olivet.edu> > Academic Regulations > Academic Integrity.]
- Sample 4: Permissive Use of AI  
Artificial intelligence (AI) resources may be used to complete assignments in this course. However, as AI-generated content is not original work, it must be referenced appropriately. It is the learner’s responsibility to disclose and/or document any work, AI or otherwise, that is not their original work, and failure to do so is a violation of academic integrity. [See <https://catalog.olivet.edu> > Academic Regulations > Academic Integrity.]

*NOTE: To use these statements at the assignment level, replace “in this course” with “on this assignment.”*

# Contact Me

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@ Jonathan Pickering, [jmpickering@olivet.edu](mailto:jmpickering@olivet.edu)