

**From:** [Vice Provost for Teaching and Learning](#)  
**To:** [Vice Provost for Teaching and Learning](#)  
**Subject:** Recommendations for A.I. generators such as ChatGPT  
**Date:** Thursday, July 27, 2023 6:40:48 AM  
**Attachments:** [AI Guidelines July 2023.pdf](#)

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Dear Faculty Colleagues,

We would like to update you with some information around A.I. generators such as ChatGPT in preparation for the fall semester. A.I.'s capacity to generate text, computer code, graphics, music, and more is continuing to improve, and its use is becoming more commonplace. Most of our students are aware of these tools and have used them. While some time savings and useful information can be generated by A.I., substituting A.I. use for human cerebration can be detrimental to student learning in many situations, while in others it can be extremely helpful. It will continue to be up to the individual faculty member to allow or prohibit its use in their courses. We ask that you:

- Become familiar with A.I. generators through readings and personal use. Review our [previous advice](#) and [VITAL's newsletter](#) on how to generate assignments in the age of A.I. Continue to have discussions in faculty meetings about this issue. As this technology is here to stay and is steadily evolving, we need to continue to familiarize ourselves with its benefits and drawbacks and consider it within our disciplinary instructional contexts.
- Design instructional activities and assignments to directly support your courses' learning goals. Should you find that A.I. use supports and/or enhances the students' achievement of these goals, then consider its educational use. If not, you may consider prohibiting its use for that activity, assignment, or the entire course. Some forms of higher-order thinking, such as analytical reading, critical thinking, problem solving, evaluation, metacognition, and synthesis of knowledge, might not be mastered with the use of A.I.
- Discuss with your classes the proper use (or prohibition) of A.I. and explain the reasoning behind your instructional decisions given the courses' learning goals. Focus on the skills and cognitive capabilities your course intends to foster in your students and how A.I. can either support or inhibit building students' competencies. Students must be able to utilize modern tools, develop abilities that exceed those of machines, evaluate the reliability of all information including that is generated by A.I., and meet the higher-order demands of engaged citizenship in an ever changing, complex world.
- Set clear expectations and guidelines around appropriate A.I. use in your courses, and consider including one of the following statements for your syllabus/assignment that we have developed; you may adjust to reflect the nature of your course:

- The use of A.I.-generated content is not permitted in this course/on this assignment. Its use will result in an academic integrity violation and a zero on the assignment.
  - The use of A.I.-generated content is allowed in this course/on this assignment. Even if you have significantly edited A.I.-generated material, you must identify the A.I. tool used to assist in generating your work. You are required to provide the name of the tool, date used, and prompts used to generate the output. As you may be required to submit the original A.I. output you must keep a copy of the original output and provide it when requested. If questions arise about the authorship of submitted work, you are responsible for authenticating your authorship. You should save evidence of your authorial process, such as drafts, notes, version histories, and complete transcripts of A.I. assistance.
  - The use of A.I.-generated content is permitted as follows (a) for generating a first draft or (b) for generating an outline or (c) for generating XXX. Even if you have significantly edited A.I.-generated material, you must identify the A.I. tool used to assist in generating your work. You are required to provide the name of the tool, date used, and prompts used to generate the output. As you may be required to submit the original A.I. output, you must keep a copy of the original output and provide it when requested. If questions arise about the authorship of submitted work, you are responsible for authenticating your authorship. You should save evidence of your authorial process, such as drafts, notes, version histories, and complete transcripts of A.I. assistance.
- Understand it is challenging to detect A.I.-generated material. A.I. detectors are not fully reliable, and there are apps available whose specific intent is to render A.I.-generated content undetectable.
  - When filing an academic integrity violation for a student's work, point to specific parts of the [Code of Academic Integrity](#) and, when possible, focus on aspects of the student's work that are indisputably problematic. The Academic Policy Committee is in the process of updating the Code to address A.I. more explicitly with an expected announcement early in the fall semester. Some relevant sections of the Code (which you may decide to include in your syllabus) are:
    - "When completing an individual class assessment (i.e. assignment, quiz, lab report, exam, etc.) students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor."
    - "Plagiarism is defined as the appropriation of another's work and the unacknowledged submission or incorporation of that work as one's own offered for credit." This statement applies to A.I.-generated material even if edited.
    - "Students shall not falsify, invent, or use in a deliberately misleading way any information, data, or citations in any assignment." Often A.I. will generate false

citations or actual citations that do not correspond with the material.

- Consider providing the attached “Guidelines for Students Regarding Responsible Academic Use of A.I.-Generated Material” to the students in your course and/or discuss topics contained within it.

Sincerely,

Gabriele Bauer, Director, Villanova Institute for Teaching and Learning

Alice Dailey, Professor of English and Director of Faculty Affairs and Chair, Academic Integrity Board

Mary Beth Simmons, Senior Director, Villanova Writing Center

Randy Weinstein, Professor of Chemical and Biological Engineering and Vice Provost for Teaching and Learning

References (Note some of these require you to be on campus or the VPN to access).

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