



Sure, here is an image of a pope:





Eliot Higgins

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Making pictures of Trump getting arrested while waiting for Trump's arrest.



11:22 AM · Mar 20, 2023





A fake image of Pope Francis generated by AI (left); a real photo of Pope Francis (right). Source: [r/midjourney](#) via [Reddit.com](#) created using [Midjourney v5](#); photographer: [Grzegorz Galazka/Mondadori Portfolio](#) via [Getty Images](#)

Use Cases of GenAI in Higher Ed

- Administrative Policies and Procedures
 - Students
 - Educators

AI-U / 1.0

Fall 2024

**A student guide to navigating college
in the artificial intelligence era**

*“AI won’t take your job. It’s
someone using AI who will take
your job.”*

Richard Baldwin, professor of international economics,
International Institute for Management Development





MINNESOTA STATE

GENERATIVE ARTIFICIAL INTELLIGENCE

A guidance document on

Policy Intersections, Considerations and Recommendations

Document Information

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Updated: --

Questions regarding the format or substance of this document may be directed to Stephen Kelly at stephen.kelly@minnstate.edu.



University Policies on Generative AI

Collection of university policies and websites. Questions? Contact Tracy: mooret@westernu.edu

Boston University

Policy on the Use of AI Text Generation

Purpose:
The policy serves to ensure that students are able to use the use of OpenAI's GPT-4 in a responsible manner. The use of AI-generated content is not permitted for academic work, as well as the creation of content. The policy also states that the use of AI-generated content is not permitted for the creation of content that is used for academic work. The use of AI-generated content is not permitted for the creation of content that is used for academic work.

PDF
The Generative AI Assistance (GAIA) Policy
Notes: AI language generation tools, including large language models, are only used in the process of a course that generates content, requires student skill building, and honors relevant perspectives. These include near-peer programs as students engage to learn and build the responsibility of our faculty who work with students on their development and growth.

GAIA-Final-2023

We welcome AI language-generation tools (collectively, large language models, or LLMs) into the learning process, in a way that preserves fairness, optimizes student skill building, and honors relevant stakeholder perspectives.

★★★★★ (1) Rate
Add comment

Rice University - Honor Council limits use of ChatGPT



University of Maryland



tltc.umd.edu

Artificial Intelligence (AI)

Option 1 (no AI): In this course, my expectation is that you will not use any artificial intelligence (AI)-powered programs such as ChatGPT or DALL-E to help you with your assignments. Any use of AI-generated work to outline, write, create, or edit your assignments will be considered an academic integrity violation. My reasoning for this is that these programs may provide inaccurate or biased information, but more importantly, they do not serve your development as a student. In this course you will learn valuable skills from outlining, generating, and editing your own work. If you have any questions about this policy or

UC Berkley



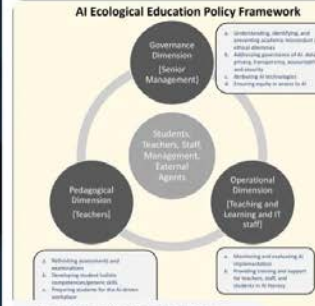
ethics.berkeley.edu

Appropriate Use of ChatGPT and Similar AI Tools

At present, any use of ChatGPT should be with the assumption that no personal, confidential, proprietary, or otherwise sensitive information may be used with it. In general, student records subject to FERPA (link is external), and any other information classified as Protection Level P2, P3, or P4 (link is external) should not be used.

Similarly, ChatGPT should not be used to generate output that would

A comprehensive AI policy education framework for university teaching and learning



educationstechnologyjour...

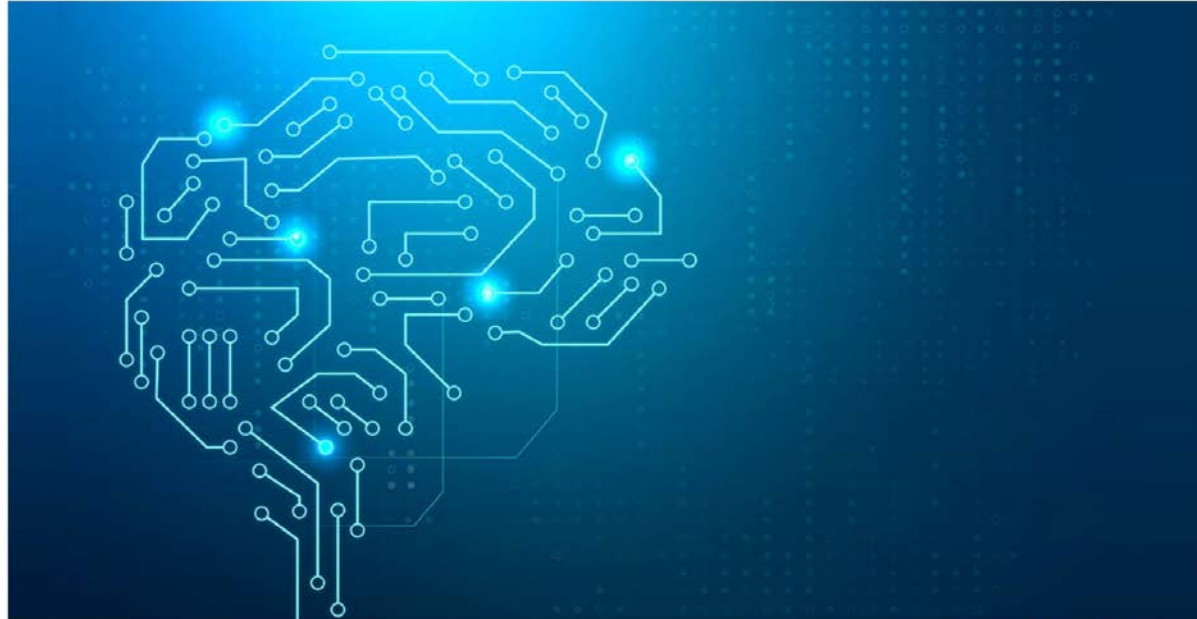
A comprehensive AI policy education framework for university teaching and learning - International Journal of Educational Technology in Higher Education

This framework is organized into three dimensions: Pedagogical, Governance, and Operational.

★★★★★ (1) Rate
Add comment



Generative Artificial Intelligence (AI)



[Image by rawpixel.com](#) on Freepik

Generative Artificial Intelligence (AI) has emerged as a powerful tool with great potential to revolutionize the field of education. It offers unique opportunities to enhance teaching, learning, and research. This site provides an overview of the responsible use of AI at the University of Hawai'i.

Demo
-
[https://
www.
uhonli
ne.ha
wai.e
du/ai](https://www.uhonline.hawaii.edu/ai)

How to Use AI Responsibly

Demo - <https://www.uhonline.hawaii.edu/students-ai>



Know the Policy

Each instructor will determine if and how ai can be used in their class



Syllabi Icons and Sample Explanations



Citations

Ideas for citing ChatGPT responsibly



Credibility

It's important to fact check the information you receive from AI tools.



Limitations

It is not always accurate, it can be biased, and it has ethical and privacy implications



Prompts

AI responds best when you give it clear and concise directions

Definitions

Background

Limitations & Concerns

Privacy & Security

AI can raise privacy concerns due to the fact that it collects and stores data. Some AI tools skirt data privacy violations with their data collection and use practices. Be cautious of sharing personal information when using AI tools. When interacting with generative AI (gAI) models, you should be cautious about **supplying sensitive information**, including personal, confidential or proprietary information or data. AI prompts and conversations belong to the AI tool and are used in their research and development.

For this reason, please:

- Do not include any PII (personal identifiable information) in your AI prompts
- Do not include student work directly into an AI prompt
- Do not include sensitive information in a AI prompt
- Do not add AI chatbots to attend, record, or summarize virtual meetings or class sessions.

AI Recommendations

Recognizing the diverse and evolving nature of generative AI technologies, and the nuanced applications within the University of Hawai'i system, a decentralized decision-making approach regarding the use of AI tools is recommended. This approach prioritizes instructor autonomy and allows individual faculty members to determine the appropriateness of incorporating AI tools into their teaching practices. UH will not prescribe a formal policy for the use of AI, rather the importance of empowering instructors to make informed decisions based on their pedagogical goals, subject matter, and student needs will be followed.

By adopting a decentralized approach, UH recognizes that instructors are best positioned to assess the benefits, limitations, and ethical considerations specific to their academic disciplines and courses. Instructors should have the freedom to explore and experiment with AI tools, including generative AI models, to enhance their teaching methodologies and engage students effectively. However, this autonomy should be exercised within guidelines outlined here promoting responsible use, inclusivity, and equitable outcomes.

Instructors are encouraged to reflect on the impact of AI tools on student learning outcomes, consider student feedback, and continuously refine their use of these tools based on evidence-based pedagogical practices. This iterative approach ensures that the benefits of generative AI technologies are maximized while addressing challenges and concerns.

Instructors should refrain from sharing or inputting student work into online AI tools, including AI detection tools, without obtaining student consent. Uploading student work has potential FERPA implications as well as potential copyright concerns. Additionally, the uploaded content could be used as data for training of the AI, without the student's consent.

Educate

Leverage

Assess

Resources

Please check out the [UH Online Innovation Center website](#) for AI related professional development opportunities.

[AI Decision Tree](#)

[Artificial Intelligence \(AI\) Resources for Teaching and Learning](#)

[Artificial Intelligence \(AI\) Syllabi Icons and Sample Statements](#)

[Bloom's Taxonomy Revisited](#)

[UH Mānoa Office of the Vice Provost for Academic Excellence Guidance on AI](#)

Demo -
<https://www.uhonline.hawaii.edu/administration/ai>



Are you considering using AI tools for...



exploration

Let's get started! First, familiarize yourself with Generative AI and University of Hawai'i's (UH) AI Recommendations.

Review the [AI Overview infographic](#).



Have you decided which AI tool or tools you plan to explore?

Yes

No

Check out the [UH ITS Reviewed Instructional Third-Party Online Tools List](#) for a list of reviewed tools.



Read the tool's Terms of Service and Privacy Policies before using the tool.



instruction

Is your desired AI tool(s) for instruction on the [UH ITS Reviewed Instructional Third-Party Online Tools List](#)?



Yes

No

If it's not listed, submit a [Request Form](#). ITS will review, then insert the tool onto the list.



If it's approved or conditionally approved, read the Additional Notes for more information. If it's rejected, do not use.

Ensure ethical use of the AI-based tool.

Review [How to Protect Your Data](#) below!

UH Online Generative AI Resources:

- For Faculty, Staff, and Admin: [UH AI Recommendations](#) page, including [sample syllabus statements/icons](#).
- For Students: [Using AI Responsibly](#).

Updated 1/3/2024

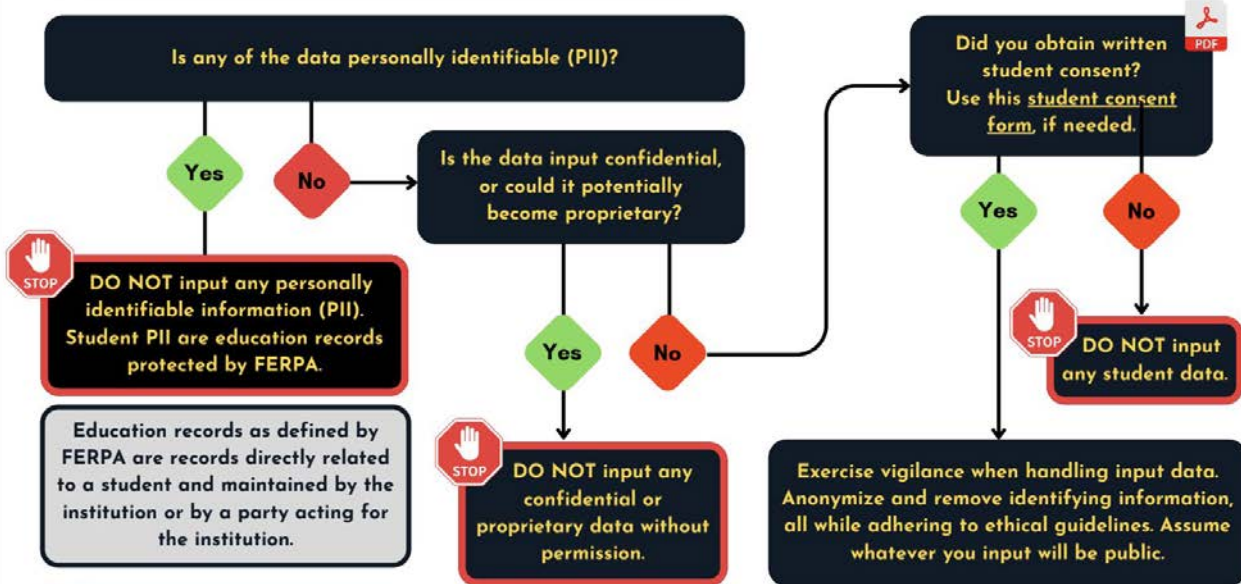




Do you know how to protect your data when using AI-based tools?



data protection





what is the impact of Generative AI on higher education?



Thought for 4 seconds ▾

The advent of Generative Artificial Intelligence (AI), particularly models like GPT-4 and beyond, has begun to significantly influence higher education. This impact spans teaching methodologies, learning experiences, research capabilities, and administrative functions. While Generative AI offers numerous opportunities to enhance education, it also presents challenges that institutions must navigate carefully.