Guidelines for Using Generative Artificial Intelligence at the George Washington University
April 2023

The Promise of Generative Artificial Intelligence

The wide availability of Generative Artificial Intelligence (GAI) tools, such as ChatGPT and other large language models, is driving an ongoing conversation about their academic uses. GAI tools represent an exciting addition to the learning process that can be deployed in innovative ways to advance learning objectives. This document provides some guidelines for the use of GAI in connection with academic work at the University.

The Office of the Provost encourages the entire University community to embrace these technologies through creative uses and applications. Faculty are invited to make thoughtful use of GAI tools in their teaching and research. Used properly, GAI tools can enhance the design of lessons, assignments, and assessments.

Our students will use GAI tools for the rest of their lives. There are many productive ways in which they might use them as students, consistent with stated course policies and objectives. Examples include: brainstorming ideas; summarizing and translating content; explaining new concepts to aid comprehension; generating counter-arguments; suggesting titles; debugging code; gathering sources; and formatting references.

Designing Assignments

Even as we are learning ourselves, we must teach our students to use GAI tools effectively and responsibly: to draft appropriate prompts; to think critically about the proper use of the tools and their possible effects on society; to evaluate their outputs with respect to accuracy, bias, and equity. Exercises might include having students formulate effective prompts; identify superficial rhetoric in GAI-generated content; and evaluate GAI-generated arguments for soundness and logical validity. Students could be asked to fact-check, criticize, and/or edit GAI-generated content for credit.

The Instructional Core in the Division of Libraries and Academic Innovation has provided useful guidance for instructors on Responding to Generative Artificial Intelligence (AI) Tools. The Office of the Provost encourages instructors to consult these resources.

Encouraging Responsible Use

For all their promise, GAI tools misused could interfere with learning objectives and impair the development of students' writing, analytical, and technical skills. There are also legitimate concerns about academic ethics, accuracy, citation of sources, and cheating.

The Office of Student Rights & Responsibilities maintains a Faculty Guide to Clarifying Academic Expectations that directly addresses the use of GAI tools in connection with academic work. An

* Some content adapted from a report of the Academic Integrity Committee of the George Washington University Law School, April 4, 2023.

instructor who suspects an academic integrity violation should consider submitting a Charge of Academic Dishonesty. *Note: the Law School and the School of Medicine and Health Sciences maintain their own codes of academic integrity, so the guidance contained in this document does not apply to these schools.*

The Office of the Provost encourages instructors to state explicitly and affirmatively their expectations regarding student use of GAI tools. Instructors should specify in writing the permitted and prohibited uses of GAI tools in their courses. Instructors might 1) generally permit the use of GAI tools; 2) generally forbid their use; or 3) permit their use for certain purposes on certain assignments, but not others. If an instructor wishes to permit certain uses of GAI tools, such uses must be set forth explicitly in the course syllabus and/or assignment instructions. Below is some model language for the three permission options:

General Permission

Generative Artificial Intelligence (GAI) tools such as ChatGPT are becoming important resources in many fields and industries. Accordingly, you are permitted to use such tools to generate content submitted for evaluation in this course, including [papers; take-home examinations; specified other assignments]. You remain responsible for all content you submit for evaluation.

[*Instructors might also wish to include language regarding pitfalls, such as the following:*] You may use GAI tools to help generate ideas and brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

[*Instructors might also wish to include language regarding citation, such as the following:*] If you include content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models) in work submitted for evaluation in this course, you must document and credit your source. For example, text generated using ChatGPT-4 should include a citation such as: "ChatGPT-4. (YYYY, Month DD of query). 'Text of your query.' Generated using OpenAI. https://chat.openai.com/." Material generated using other tools should be cited accordingly. Failure to do so in this course constitutes *failure to attribute* under the George Washington University *Code of Academic Integrity*.

General Prohibition

By submitting work for evaluation in this course, you represent it as your own intellectual product. You may not submit for evaluation any content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models). Doing so in this course constitutes *cheating* under the George Washington University *Code of Academic Integrity*.

[*Instructors might also wish to include language regarding papers about AI:*] Although this course generally prohibits use of GAI tools, the instructor may choose to grant an exception if you propose to write a paper about [some aspect of artificial intelligence]. Such an exception must be granted in writing (e.g., email) to avoid the danger of misunderstanding.

Selective Permission

By submitting work for evaluation in this course, you represent it as your own intellectual product. You may not submit for evaluation any content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models) *unless* the instructor has explicitly granted permission to do so. Your instructor will explain to you the uses of GAI tools that are permitted or prohibited in this course, including on what specific assignments use of GAI tools is permitted. Submitting content for evaluation that was produced in whole or in part by GAI tools, except for the specific purpose(s) and assignment(s) discussed and authorized by the instructor, constitutes *cheating* in this course under the George Washington University *Code of Academic Integrity*.

[*Instructors choosing the Selective Permission option might also wish to include some or all of the additional potential language from the General Permission and General Prohibition options, above.*]

Default Rules

In the absence of explicit directions to the contrary from instructors, the following default rules apply at the University.

1. Work submitted for evaluation is represented as the student's own intellectual product. Students may not submit content (e.g., ideas, text, code, images) for evaluation that was generated, in whole or in part, by Generative Artificial Intelligence tools (such as ChatGPT and other large language models). Doing so without instructor's explicit permission constitutes *cheating* under the [Code of Academic Integrity](#) and is therefore prohibited.

   Examples (illustrative only) of conduct that is prohibited unless explicitly permitted by the instructor:
   - A student types a prompt into a GAI tool and pastes all or part of the generated content into their answer on an out-of-class assessment or test.
   - A student types a prompt into a GAI tool and incorporates all or part of the generated content into an essay submitted for evaluation, without proper attribution to the GAI tool.

2. Students are *permitted* to use GAI tools to generate content that is not submitted to an instructor for evaluation. For example, using GAI tools to study for examinations, tests, and quizzes is permitted. Likewise, on assignments where the use of the Internet is not otherwise prohibited by the instructor, GAI tools may be used for learning, studying, and brainstorming.

   Examples (illustrative only) of permitted conduct:
   - A student types a prompt into a GAI tool and reviews the generated content to help them study for a test.
   - A student types a prompt into a GAI tool and uses the generated content to help them brainstorm ideas for a term paper or research project.

3. Unless the instructor explicitly states otherwise in advance and in writing, the use of GAI tools during any assessment (e.g., examination, test, quiz) whether taken in the classroom or elsewhere, constitutes *cheating* under the [Code of Academic Integrity](#) and is therefore prohibited. This prohibition includes assessments for which the use of the Internet is otherwise permitted.

   Examples (illustrative only) of conduct that is prohibited unless explicitly permitted by the instructor:
   - While taking an out-of-class ("take-home") test on which Internet use is generally permitted, a student types a prompt into a GAI tool and incorporates some or all of the generated content into their submitted answer.
   - While taking an in-class quiz on which Internet use is generally permitted, a student types a prompt into a GAI tool and incorporates some of the ideas generated into their submitted answer.
   - Before taking an in-class quiz on which Internet use is generally permitted, a student types a prompt into a GAI tool, saves the generated content to a document, and pastes some or all of the text into their submitted answer while taking the quiz.

Final Thoughts

As we enter this new technological era, the Office of the Provost encourages instructors to confer with the Instructional Core if they have questions about best practices for course design,

pedagogy, assessment, and with the Office of Student Rights and Responsibilities for questions about academic integrity. Further, we appreciate that this technology is evolving, and we will update this guidance as circumstances require.