

To: Deans, Assoc. Deans of Academic, Faculty, and Student Affairs

As the Spring 2023 semester comes to a close, we expect increased student use of generative AI tools, especially text-generating tools like ChatGPT, in their course work. The Teaching with Generative Tools Working Group (TGT) has been exploring the issues related to these tools this semester, and while we do not yet have survey-level data, the majority of faculty we have talked with report student experimentation with these tools in their classes.

Because high quality text-generating tools only appeared late last year, faculty have had little time to adapt. Most faculty we've heard from expect to have to redesign at least some assignments, but did not have time to do so at any scale this semester. Though there are services advertising the ability to detect AI use, their accuracy remains quite poor. (Claims of Turnitin's "98% accuracy" are untrue, and based on misleading marketing.) And the best strategies for directing students to acceptable uses require conversation in class, and are thus hard to implement at the end of the term.

The majority of students will not cheat, despite the new ease of use, but we expect volume to rise, and at least some faculty will be surprised by student use of these tools at finals. And the less supervised an assignment is—out-of-class writing, online or take-home exams—the easier it will be for students to claim to have done work actually generated from an AI tool.

Though there will be differences between schools, in general both you and your faculty should be prepared for **an increase in volume and complexity** of reported academic integrity violations, **an increase in Incompletes**, if faculty need to work through more complex cases, and **an increase in requests for support** by faculty facing cases where it is not possible to prove that students have taken credit for work they didn't do.

We recommend talking with your faculty about these possible outcomes now (including sharing part or all of this memo with them if useful), and reminding them that talking with their students about these tools before they begin work on an assignment can reduce temptations to violate academic integrity.

Three messages to students that can help, even before final assignments, are:

1. Anything you could learn in this class, you can only learn by doing the assignment, not by having it done for you. ChatGPT and related tools can be used in ways that reduce what you learn to nearly nothing.
2. Ethical uses of these tools are possible, but they are course-specific, and [require acknowledgement](#). If you have a question about whether and how you can use these tools, ask your instructor.
3. The [shared norms of NYU](#), and of academic communities generally, requires that you do your own work. If you use these tools in your work, you need to cite them. If you don't, you are violating those norms.

In some cases this spring, faculty may want to discuss what they are seeing in their classrooms. The Provost's office is hosting "AI Office Hours" on Zoom every weekday in May until graduation ([A list of times is posted here](#)). Members of the TGT and I will be available to discuss what faculty are seeing in their courses and how they are responding. We will not be discussing students by name, and will not be issuing policy recommendations—enforcement of academic integrity remains a school issue—but we will be able to help faculty better understand patterns of student use of these tools.

Adapting to these tools is going to be an iterative, years-long effort, including not just describing acceptable and unacceptable uses, but redesigning our strategies accordingly. The time between now and graduation will be a particularly complex part of that adaptation, as we learn what the culmination of the first full semester of student use looks like.

Thank you,



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