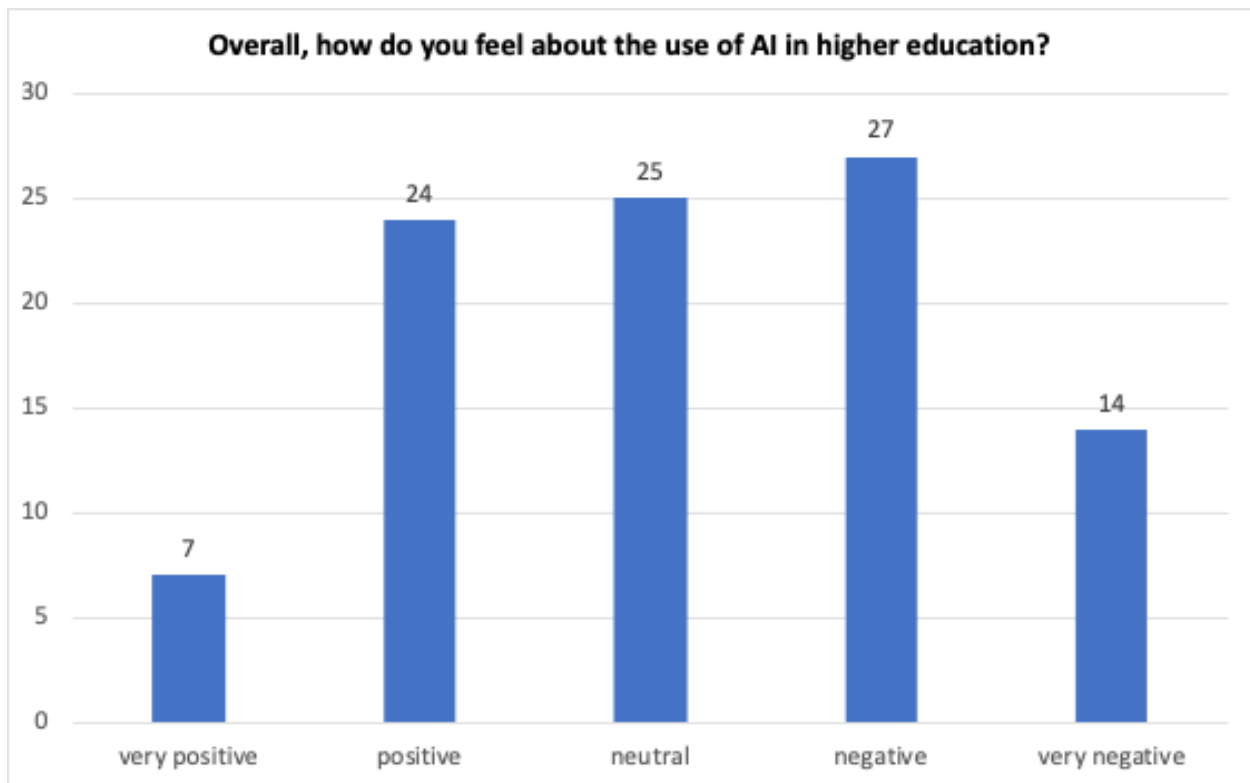
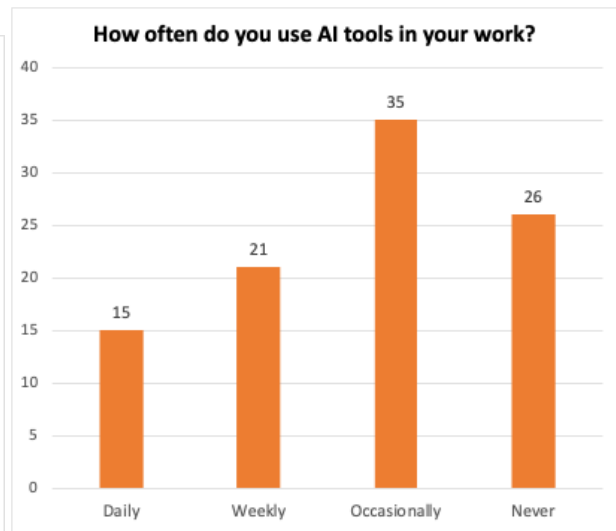
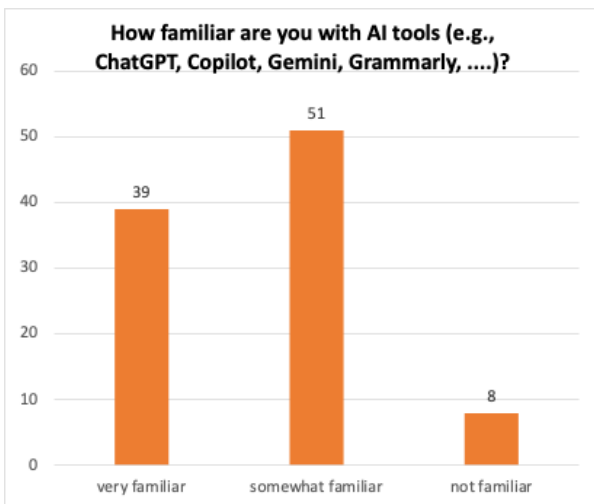
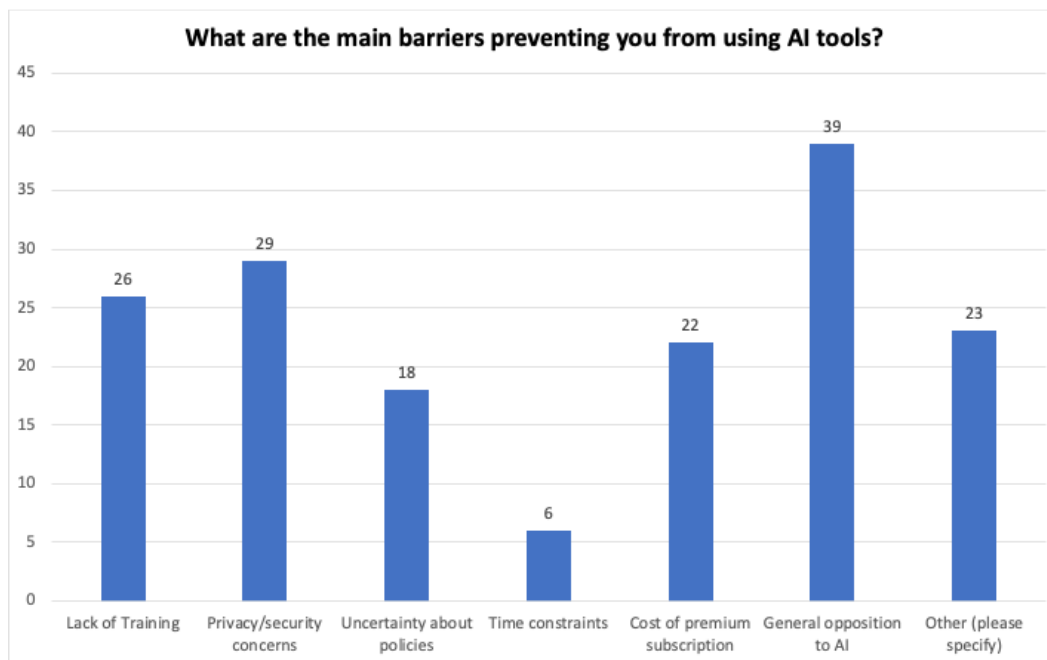


Data and Comments from the Buffalo State Faculty/Staff AI Survey

Summary:

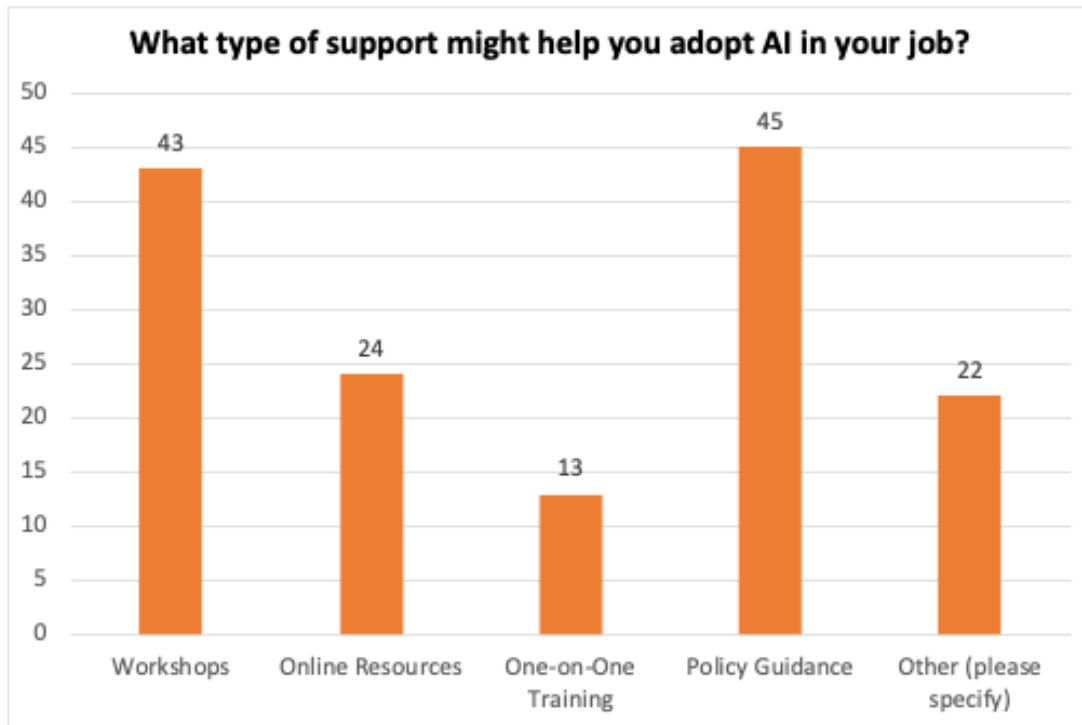
- The survey was open during December 2025 (closed Dec. 24, 2025)
- There were just under 100 responses with useable data.
- Written comments are included in the report as entered by the respondents.
- This report includes no analysis
- The survey was created by the Provost's AI Advisory Group:
 - M. Scott Goodman (Chair, Academic Affairs)
 - Joaquin Carbonara (DSA/Mathematics)
 - Kristin Fields (Continuing Professional Studies)
 - Sue McCartney (SBDC)
 - Ken Fujiuchi (Butler Library)
 - Gary Hu (CIS)
 - Robert Warren (Biology)





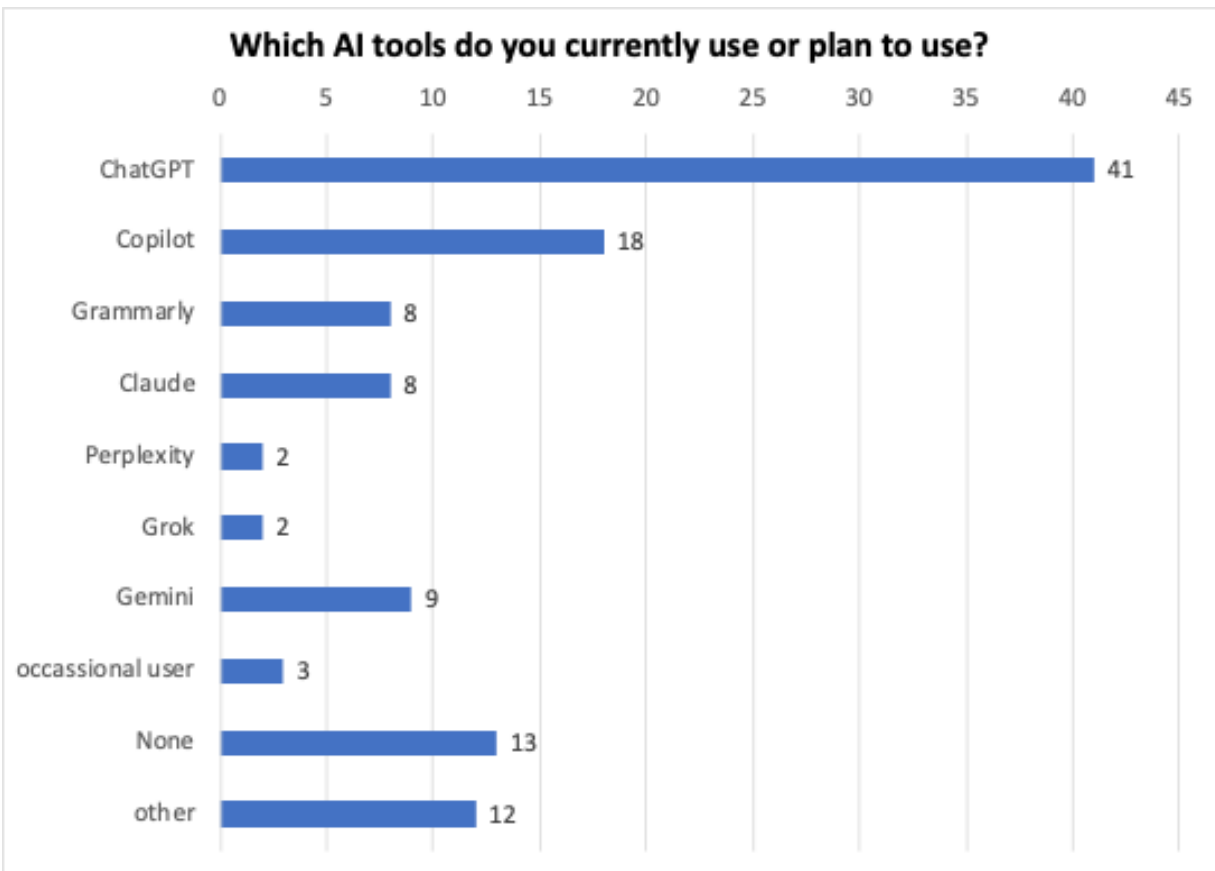
Other Barriers to using AI

- AI should not be used to make instructional decisions and thus should be rarely, if ever, used by faculty
- Environmental harm (data centers, water usage, pollutants); degradation of human effort and critical thinking
- NO Barrier
- limitations of AI, its degree of usefulness
- The information provided is inaccurate.
- Ethical implications of using AI. Buffalo State needs a clear policy for faculty!
- AI work is not human work, it is not one's own thoughts or creative ideas
- General opposition due to the negative impacts use and dependence on AI has had on the competence of students - Students have become increasingly incompetent in basic functions - they lack any thinking skills and can't comprehend writing or basic instructions. This has expanded to them being completely unprepared for jobs or life.
- lack of trust in AI results
- I like to use my brain
- Concerns with data centers' environmental impact as well as impact on local communities
- why are you pushing the use of tools that have no evidence for improvements in student learning and a growing body of literature showing negative impacts on cognition not to mention tools that are actively dangerous to vulnerable students encouraging suicides, not to mention the environmental impacts. Why would I want to use this at all?
- Don't see the benefits in several areas of my work
- None
- Not really sure how to incorporate it into class work
- Prevalence of A.I. "hallucinations." Environmental costs. AI making work lower quality, less authentic, and less creative.
- environmental impacts from data centers, they steal people's work without crediting, and they lie
- GenAI refusal due to ethics. Respectfully, I resent that you think people aren't using AI due to training, when in reality, ethics is the main issue.
- Don't feel a need.
- NA - no barriers
- Why is this being forced on us?
- I like to use my own thinking.
- Environmental damage caused by AI; philosophical concerns
- internet speed
- It's not that useful for my normal tasks



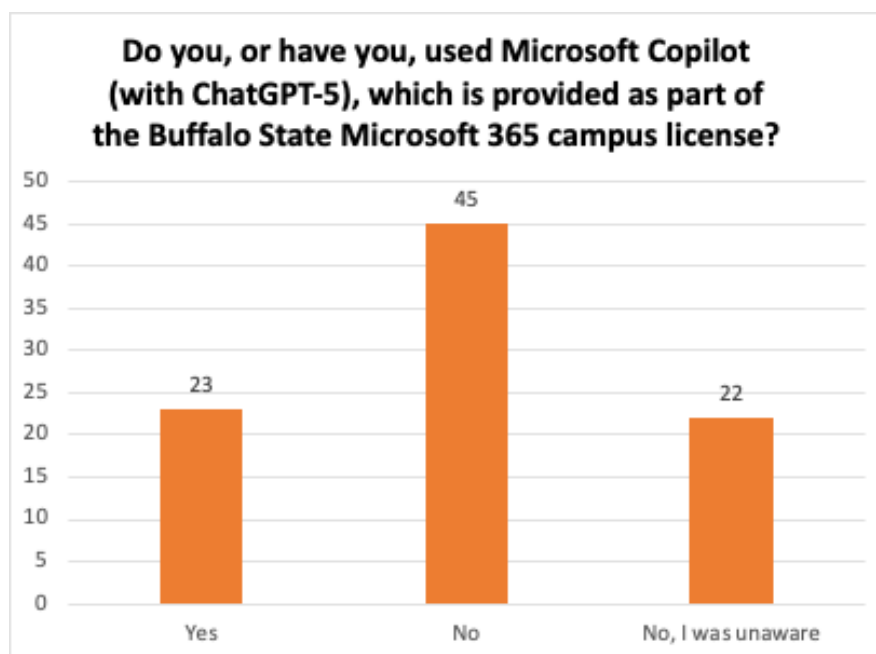
Other Supports

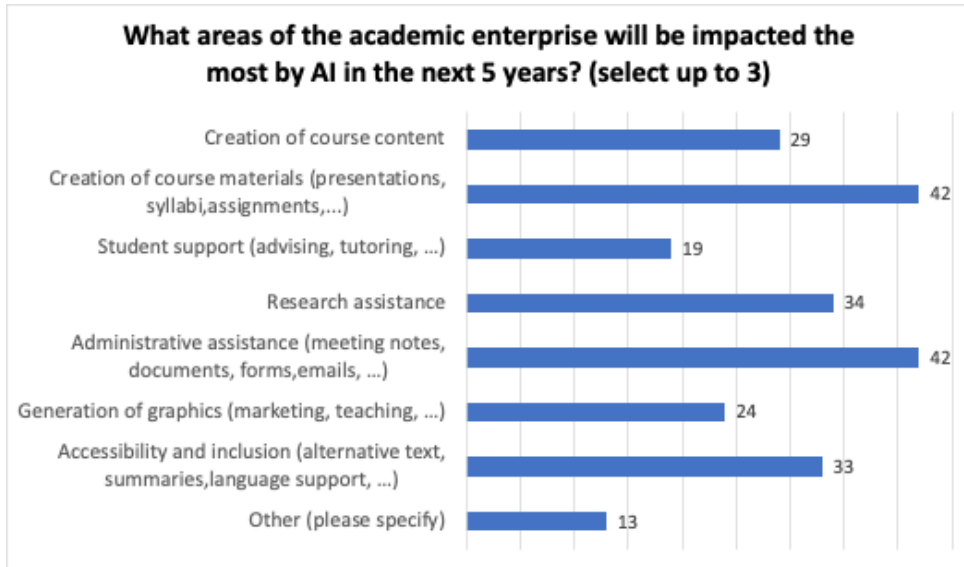
- I would attend workshops on unethical practices instructors have used at other universities as warning cases
- Trainings that encourage students to use AI sparingly and wisely. AI can be a tool, not a replacement for a brain.
- none - I'm not interested in using AI to do my job
- until AI accuracy is improved, no support will make a difference
- None, I'll never embrace it
- I don't need support. I know how to use it. I just don't find it useful. And, yes, I have worked on my prompts to improve use. I still find it useless for many things.
- I use AI daily in my personal life but am not sure it is ethically appropriate to use in teaching and scholarship.
- It won't. I work in this field. It is very dangerous to critical thinking.
- group training
- AI being able to do something actually useful in terms of my job.
- NO NO NO - I already know how to use the tools. I don't see why we should use them. Why should we actively participate in the dismemberment of education?
- I am not going to use AI for my work.
- I'm not sure how it could be adopted in my job or what use I would have for it
- Would like policy around AI. What are best practices for integrating it into course work. Many of my students are using it for their full assignments. It's hard to prove, so I often just grade AI work.
- If it was more reliable.
- grounded AI that isn't open sourced, and AI tools that don't steal people's work
- None at all. AI is not appropriate for a professor in my field.
- I don't think AI should be adopted in my job.
- Don't feel a need.
- NA - don't need support
- I don't want to use it.
- Online workshops



Other AI Tools—each mentioned 1 time. “Occasional” was listed 3 times and is included above

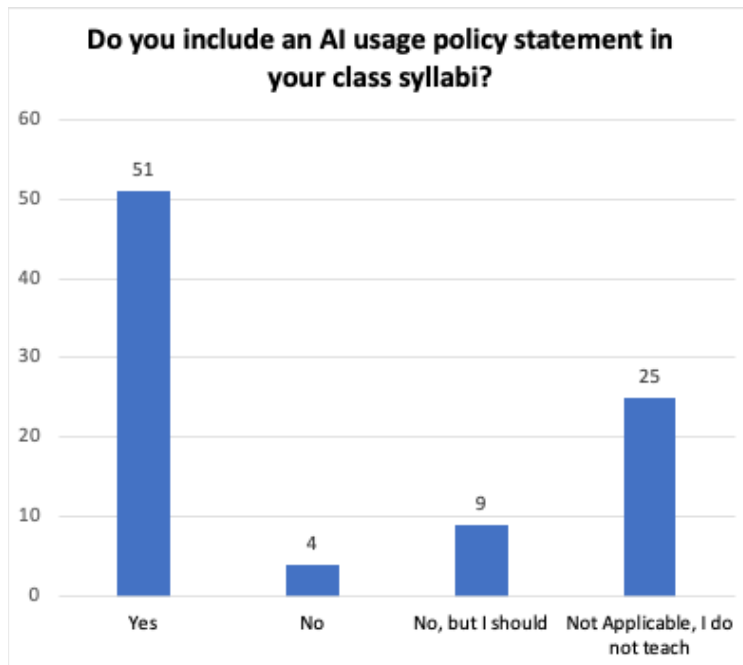
- Magic School
- Khanmigo
- spell and grammar checkers
- Scite
- Many
- Speech to text
- Google AI Mode
- NotebookLM
- Figma
- Elicit
- Descript
- Consensus

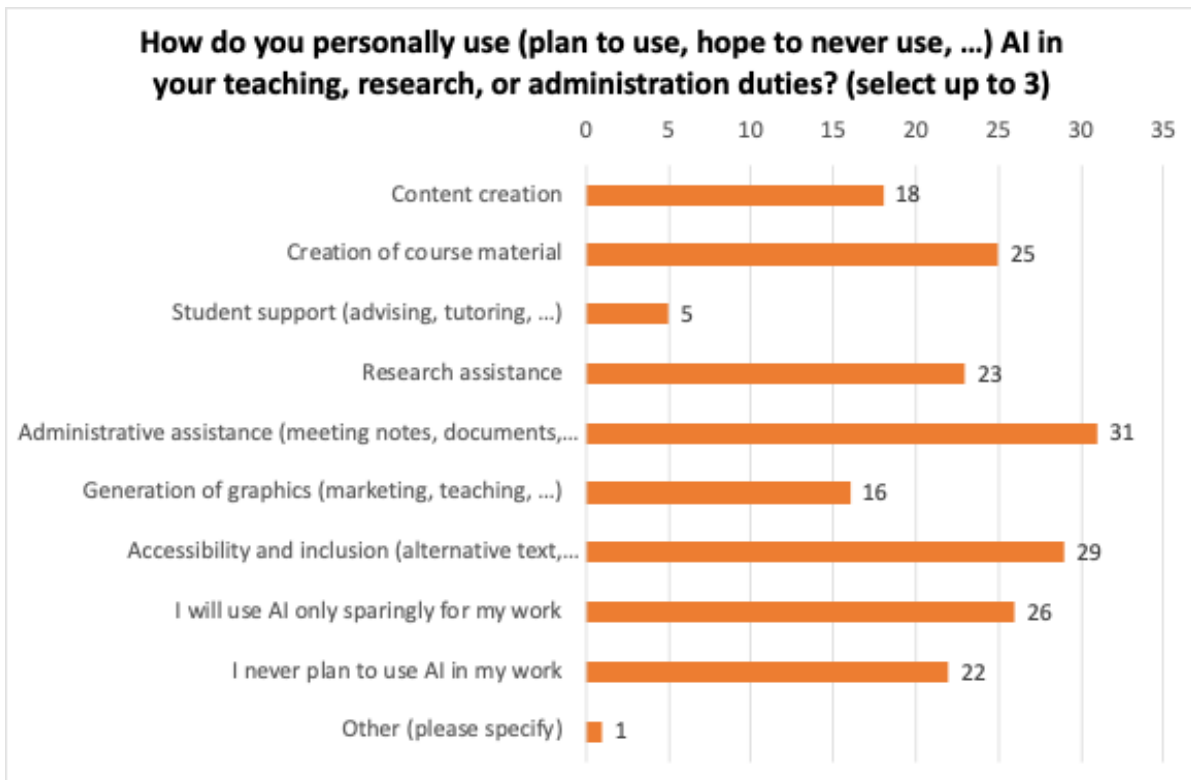




Other Affected Areas

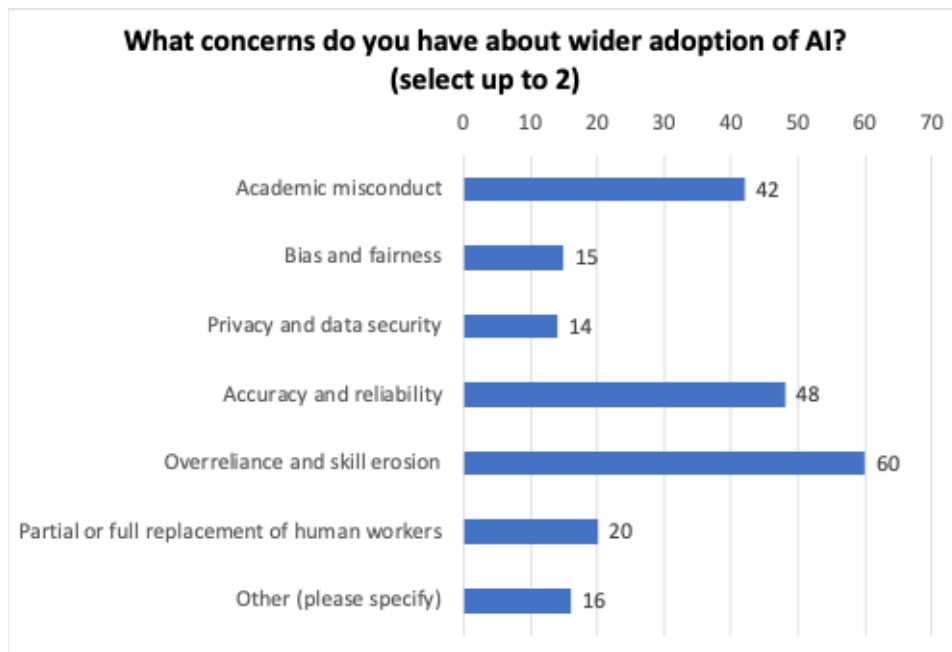
- Student work
- what is the value of an answer to this question??
- student work
- AI will continue to negatively impact scientific learning and progress
- If you are using AI to "do" these things, what do you need a university for exactly? Students can get access to ChatGPT for free. This is insane.
- Actual teaching
- I think all of them
- I PRAY that no one is using AI in most of these categories! How academically disingenuous!
- Only those we cede to AI. It has NO BUSINESS in course content or materials unless we also decide students don't have to be intellectually accountable for what they created.
- Why are we allowing this to happen to us?
- Grading and acceptable work
- Open AI and NVIDIA are going to tank the economy before 5 years are up.
- we can just have it write course proposals and programs too. Then you won't need faculty at all, right?





Other Uses

- it is too early to answer this question



Other Concerns about Wider Adoption

- What concerns do you have about wider adoption of AI? (select up to 2) - Other (please specify) - Text
- AI is in its infancy. First, we need discussions about its current limitations/benefits and how to balance those.
- All of the above
- lack of creativity and leadership
- All of these and more! There is also a concern that AI products look pretty but lack substance. Will we start to favor flash over meaning?
- 2 is not enough, I have all of these concerns equally
- Impacts on the environment and local communities (data centers)

Other Concerns about Wider Adoption (continued)

- I don't know how to integrate it into my coursework.
- Environmental degradation caused by the rollout of data centers followed by the collapse of the economy when this bubble bursts. Have you paid any attention to the economic side of this? "OpenAI is a loss-making machine, with estimates that it has no road to profitability by 2030 — and will need a further \$207 billion in funding even if it gets there"
- Negative environmental impact
- Environmental/energy/water/etc. costs.
- environmental impact and theft
- Loss of intellectual property
- All of the above!
- Weak content generated by AI that is not thoughtfully reviewed by people.
- Environmental and economic damage done by unregulated growth

Please provide comments or suggestions about the AI policy statement you read

- Looks good.
- It's fine. Personally like Syracuse policy <https://teachingexcellence.syr.edu/academic-integrity/syllabus-requirements/>
- The statement, "AI can streamline services, deepen learning, and improve decision-making" is not supported by robust, peer reviewed, meta-analyses in academia and the committee should strike that language. AI still regularly hallucinates and the committee should find a paper in physics published in 2025 and see how well AI provides insight that isn't just regurgitating the abstract.
The committee also fails to reference the unsustainable energy demand created by AI. Data centers and AI processing are a considerable source of power demand and in many localities AI companies are acquiring old fossil fuel facilities to pump CO2 into the atmosphere.
The committee should also explicitly state that using AI in hiring is unethical. A machine can never be held responsible and should therefore never make managerial decisions. IBM recognized this basic truth in 1979 in its training documents.
- I think the Prohibited uses section needs to be fleshed out. It sounds frightening right now as if anyone can spy on anyone else. It needs to be more specific.
I also think AI is here to stay and we as a society need to be prepared to accept it in the workplace and academia. I am a non-teaching member of the staff but can see how it can be used to ease a workload, create comprehensive teaching materials, and help in many other areas. However, everything AI creates MUST be read and edited by a human with expertise in the subject/work area.
- "must be transparent when AI is used" - should be applied to all AI use? shouldn't it also be in the academic realm language as well. - Or place the statement at the top before you section out " academic vs workplace
Why are "faculty" called out? This has a feel of a staff vs faculty policy. Please make it more inclusive... all AI Users, or in the Academic realm section only reference students... are Faculty not a part of the "workplace section"? Why is this "AI outputs must be reviewed for accuracy and biases, and human judgment remains essential" only in the workplace section? Wouldn't we want that in the academic realm also? Shouldn't this also be told to students as well in?
If we are saying " Only vetted, approved AI tools may be used for university business; personal or unauthorized tools are prohibited," - is the campus going to make a policy on what tools can be utilized? What does accountability look like for this?
If we are going to make an AI statement, it needs to be more inclusive. While I understand that faculty can choose whether to allow students to use it in assignments, I think that may be only the real designation that needs to be made if it is related to their philosophy of teaching. As a supervisor, wouldn't I tell my employees whether they can or can't use it to perform their job responsibilities if it makes them more effective and efficient?
- This is a good start. I would recommend adding a section that acknowledges that AI is simply a probability tool that reflects the information with which it was trained -- and then tweaked to increase user satisfaction (read \$\$). It is unlikely to be fully useful in many applications.
The statement "AI outputs must be reviewed for accuracy and biases" needs to be emphasized and the limitation of humans ability to do this acknowledged. At this time AI is most useful for organizing/formatting information it is given by a user for a particular purpose. It is far less useful for generating new information for a user.
- Any normalization of AI will be a looohole height which students will run through and claim, as they are now, that they "only" used AI for spelling, grammar, and sentence structure despite papers reading like academic journals. AI now is generating work to "humanize" it according to detectors I have used in clearly AI generated work. Will lead to less rigor, less critical thinking, and students who can regurgitate facts but have no ability to think.
- I think this is a thoughtful and fair statement and important to make such a statement at this time.

Comments or suggestions about the AI policy statement (continued)

- I agree with this statement of AI use.
- A prohibited use is impersonation. I would like to ask whether this includes people not attending meetings and using ai to transcribe the notes. I do not like this. A person's tone and body language are not present in a set of meeting notes taken by ai. Either attend the meeting and take your own notes or do not attend.
- Overall it's very good. In the academic realm, I believe faculty should also be explicitly required to indicate when AI is used to generate course content or assessments.
- But what is the ethical use of AI? The policy fails to answer the most important question. I think a separate task force on this question is required, including the campus ethics experts. Also, I'm concerned that the "vetted tools" clause is too vague. What tools are authorized?
- I disagree with the statement. I do not agree that AI can deepen learning and improve decision-making, but rather the exact opposite. AI is a tool used primarily to avoid learning and making decisions. While the statement continues that AI should be used to enhance critical thinking, this is nothing more than wishful thinking that ignores the reality of how AI is being used.
- I do not think AI use can really reflect integrity or respect. One could use it with the most honorable intentions but it could still spit out horribly wrong or damaging information that the user then adopts as truth.
- I was unable to find any guidance on use outside of the academic realm.
"Only vetted, approved AI tools may be used for university business; personal or unauthorized tools are prohibited."
There does not seem to be a place to find what AI tools are vetted and approved.
- I do not think we should allow or encourage AI at all. AI does not get author/creator permission when it creates things. It does not properly cite or give credit to authors/creators/owners either. AI is not a victimless crime. Our students will be experiencing AI enough outside of the classroom here. We should set ourselves apart by giving students skills that set them apart both from other candidates from other schools but also apart from AI itself.
- I have heard of another school offering 3 different AI statements (for syllabi) for faculty to chose from to from: if no generative AI use is permitted in the course (and is ultimately considered academic misconduct if a student uses it), if some generative AI is allowed (and how to understand the usage guidelines via assignment prompts offered by instructor), or if it may be used liberally. This way, faculty have a choice in how they would or would not like to use this tool.
- I think this statement should include information about how faculty should use AI with relation to course content creation, communication with students, etc. For example, Brightspace already includes a built-in feature that allows faculty to use AI to create quiz questions. Should faculty be transparent with their students when they're using AI to create content, activities, and assessments?
- AI has shown to erode critical thinking, not enhance it. And given that you have to double check the AI's work, you might as well just do the work yourself and enhance your skills and knowledge, which is the entire point of higher education in the first place.
- There is **no ethical use** of AI as things currently stand. You haven't even defined what you mean by "AI." As far as I can tell you really mean LLMs based on your examples. Please provide materials from legitimate sources demonstrating any of the things that you claim AI can do in that first paragraph. Studies that have not been paid for by any of the AI companies. A recent study from MIT, titled "The GenAI Divide: State of AI in Business 2025," found that 95% of companies which had implemented generative AI pilot programs failed to achieve any measurable return on their investment, delivering little or no impact on their financial performance. There are similar reports from other studies as well. The BBC found that AI assistants "misrepresent news content" a 45% of the time, give the wrong source (or no source) 31% of the time, and introduce major factual errors 20% of the time. This is what we want students to be using?
- In the academic realm, the use of AI to generate course content (syllabi, activities, discussion topics, quizzes, etc.) is not specifically addressed but is a power faculty currently have in Brightspace.
- "Only vetted approved AI tools ..." This presents an issue since from my experience, the university is slow in vetting, approving and resourcing these tools. It's been over a year and a half since I went to a UB symposium encouraging the use of AI, yet it is only now that we are developing ground rules for its use. I have been trying to implement responsible AI use in my classes, but don't have the necessary support from the university to monitor responsible use.
- We may be lagging while other institutions are advancing. This creates a condition where we could be punished for adopting academic standards that are available at other institutions while ours is still playing catch up.
- AI right now is similar to the Google search engine 25 years ago. It saves time when creating course materials, such as PPTX files, from a textbook.
I add a sentence to any of my assignments or tests stating that the use of AI to answer the problems is strongly prohibited.
- This seems like a good start. The Prohibited Uses section needs more detail.
- Universities should be fighting tooth and nail against all use of AI in "education."

Comments or suggestions about the AI policy statement (continued)

- The proposed statement is too general and idealistic. It does not reflect on what's actually going on in class. No one would deny or reject "the thoughtful, ethical, and responsible use of artificial intelligence (AI) to enhance teaching, learning, research, and operations." The question is do they (students in particular) actually use AI in a thoughtful, ethical, and responsible manner? I doubt it. It is well known that even researchers and scholars take advantage of AI when publishing a work. How can we enforce an ethical use of AI? No one can. Academics (both admin and fac) must resist the current development and use of AI which is solely driven by giant tech companies for their pecuniary purposes.

If the administration let individual professors set the AI guidelines for their own course, students would be confused; or, they might take advantage of it. Student would argue that Professor X allows us to use AI, why do you prohibit it? Students will avoid courses taught by professors (and they are villains!) who have a strict policy on AI.

If administration supports ethical use of AI, administration would also support a stronger/clearer policy and procedure on academic misconduct. Can Buffalo State handle hundreds of misconduct cases within a semester? Do we have such capacity and resources?

- I think this is a good starting point. More of an emphasis on not entering personal information and why that is bad should be placed in my opinion. Maybe also adding some information about the consequences not only of that, but also the overuse of AI to create job material instead of creating it yourself. I believe stating that someone should not do something but not stating the punishment of doing it anyway does not hold much weight when it comes to preventing it.
- Statement on the Use of AI
We support the thoughtful, ethical, and responsible use of artificial intelligence (AI) to enhance teaching, learning, research, and operations. AI can streamline services, deepen learning, and improve decision-making; however, its use must reflect our core values of integrity, transparency, inclusivity, and respect for privacy. (this is good)
In the academic realm, AI should enhance (and assist)—not replace—critical thinking, creativity, and independent learning. Faculty retain full discretion over whether and how AI may be used in their courses (No, we need consistency). Instructors may permit, limit, or prohibit AI for assignments; require disclosure and citation of AI assistance; and design coursework that encourages transparent, ethical use. (Faculty are responsible for making it clear to students course-specific expectations, following disclosure and citation requirements, and never presenting AI-generated content as their own work. Misrepresentation, (as with any form of plagiarism) is academic misconduct.

In the workplace, employees must be transparent when AI is used to substantially (what constitutes substantially?) support communications, processes, or decisions. AI outputs must be reviewed for accuracy and biases, and human judgment remains essential—especially in decisions affecting people (e.g., hiring, student support, financial aid). To protect privacy, confidential or personally identifiable information must not be entered into AI tools unless they are university-approved and compliant with applicable laws and policies (e.g., FERPA, HIPAA). Only vetted, approved AI tools may be used for university business; personal or unauthorized tools are prohibited. (If this applies to students, as well, they need full, free access to those tools)

The university is committed to fairness and non-discrimination in AI use and will provide training, resources, and guidance to (faculty, staff, and students) build AI literacy and promote ethical practice.

Prohibited uses include impersonation, deceptive or misleading content, unapproved monitoring of students or staff, and automated decisions with significant impact (define significant impact) made without a qualified (define qualified) human in the decision-making loop. (how does this fit in student conduct policies?)

For specific questions or support, please consult your syllabus (anyone else for students to go to?), supervisor, or the university's AI guidance resources.

- This is all fine, but we don't really have the training or any guidance on how to responsibly incorporate AI into the classroom and ensure that it's used responsibly. Right now I attempt to include some in class assignments to ensure critical thinking and application of course materials. But many students still use AI and don't cite it (even though I tell them they should). They do adapt AI submitted work, so it's very hard to say they are using it without feeling accusatory. I think this policy statement isn't really actionable it's a lot of words, but not overly helpful. This line "Instructors may permit, limit, or prohibit AI for assignments; require disclosure and citation of AI assistance; and design coursework that encourages transparent, ethical use." Great, but HOW. We can say 'don't use AI for this assignment, but unless they do the assignment in class...we can't really control or know if they use it. Also, what are some strategies to design coursework that encourages transparent use? We need training or ideas on that. Otherwise, these are just words.
- The language following "Prohibited uses" is not clear enough for me to understand exactly what is being indicated. I am not sure how that would even be regulated. I also find it incredibly hard to distinguish whether students are submitting course work that is AI generated unless it is inaccurate.
- I agree with the statements and I believe it is necessary for us to use and teach ethical application of AI tools.
- It looks perfect. Great job, team!
- should be more specific on limits of AI use

Comments or suggestions about the AI policy statement (continued)

- There should be a clearer statement of the risks of AI, like:
Early research is already showing that use of LLMs erodes creativity, critical thinking, and even memory, all of which contradict the goals of learning. It is also susceptible to "hallucinating" (creating false information/sources with an authoritative tone) and reinforcing biases/prejudice (via the "garbage in, garbage out" issue). The use of A.I. has serious impacts on your brain health and your ability to engage in the tasks of the academic environment.
- This sounds like it was written by a bot. It is unnuanced, uninformed and so vague it is not useful. Many universities have proactively created meaningful policies. I suggest you study those more and write something that sounds human-generated and understandable to students.
- I don't know why we're supporting the use of a technology that steals from artists, destroys the environment, weakens critical thinking skills of its users, and is generally untested but being deployed across society due to investment by billionaires.
- This part of the AI policy
Instructors may permit, limit, or prohibit AI for assignments; require disclosure and citation of AI assistance; and design coursework that encourages transparent, ethical use. Students are responsible for understanding course-specific expectations, following disclosure and citation requirements, and never presenting AI-generated content as their own work. Misrepresentation is academic misconduct is unenforceable.
When I use AI, I tell my students exactly what I used it for (including statements about AI use in all of my own online presentations). I encourage students to do the same with their assignments. However, there is no way humanly possible for me to check to make sure it happens. I'm not sure that the folks who crafted this statement really understand how good AI has become.
As a personal and fun exercise, I used AI to complete all of my article response assignments. I uploaded the articles to the system (this requires the paid version of ChatGPT). I then fed the system my assignment directions and told it to prepare a response. I provided feedback as to which parts weren't strong enough (e.g., personal reflection statements). Every time I gave the system corrective feedback (much as I would with a student submitting a draft), the response got stronger. At the end, it was making up third grade experiences with a wonderful made-up teacher name Mr. Keetz. Out of thin air. The upshot is this: The final product was undistinguishable from a student response that would have gotten full credit. I know what to look for in spotting AI in written work, but it's gotten to the point where a student who really knows how to use AI can still fool me.
- As a humanities professor, My concern is what a waste of my time it is to grade student essays that are not produced by students. The student has done no thinking, so they have developed no skills producing such content, except perhaps skills to fake their way to a grade. They often have not even read the work they pass in. It is further of no discernable value to the student to read my feedback to ai produced content. "Crediting" it as AI makes it no more valuable. I've been reading plenty of ai generated content this year and last, and spend an inordinate amount of time parsing what may be real and what is manufactured - and feeling frustrated that my feedback is of no use and probably no interest to my students. They would like — and many already expect — the rewards of a degree without the experience of achieving personal growth.
- There is no ethical use of AI in education. This doesn't make any sense.
- I was excited to read this, but word selection and placement matter greatly. I was negatively put off, and had to re-read several times to ensure accuracy, the following: "AI can streamline services, deepen learning, and improve decision-making . . ." In our already taxed climate, placing 'streamline services' as the first possible use left a very bad taste in my mouth. Although correct and could be just referring to efficiency, I would consider placing it second or last in that list of three.
Also, the use of em dashes, although grammatically correct, scream that you used AI to generate the AI statement. Although kudos, so would I, it's just bad optics. Do we really need a more intrusive use of punctuation here, cannot commas or parentheses suffice?
Also the prohibited uses should have a clause that it is subject to change as this area will always be on pace to move faster than policy can keep up.
- What about to use?
- Looks good
- Please help us understand exactly how Academic Standards will employ and follow up on AI related misconduct cases.
- I generally support this. The only potential problem I see now is this statement:
Only vetted, approved AI tools may be used for university business; personal or unauthorized tools are prohibited
What is someone is developing an AI tool as part of their research or if it is an assignment for a class. That tool would not be vetted, but it should be allowed.
- This is perfect - you have covered every area that AI could be connected to. Well done.
You mention there will be an approved list of AI tools that can be used at the University --I am looking forward to such a list as this will be very helpful.

Comments or suggestions about the AI policy statement (continued)

- For the following phrase: "Students are responsible for understanding course-specific expectations, following disclosure and citation requirements, and never presenting AI-generated content as their own work. Misrepresentation is academic misconduct", I think that there is too much ambiguity. The word "understanding" is not observable. This could be changed to "adhering to". Perhaps revise to something like: "Students will demonstrate compliance with course expectations by (a) submitting assignments that meet stated requirements, (b) consistently applying required disclosure and citation procedures, and (c) ensuring that no AI-generated content appears in their work without proper disclosure. Any submission containing uncredited AI-generated material will be classified as academic misconduct".
The requirement to use only "vetted, approved AI tools" for all university business imposes constraints that may limit faculty access to emerging, discipline-specific technologies. Academic work often relies on specialized tools that evolve too quickly for a centralized approval process to keep pace. Such restrictions risk slowing innovation, reducing disciplinary flexibility, and overlooking varied academic needs. A more balanced policy would set baseline security expectations while preserving faculty discretion to use appropriate specialized tools.
 - One issue I have is that there is no acknowledgement of the massive environmental impact that all of us become a driver of with AI use.
 - How do you plan to address this concern?
<https://www.theguardian.com/technology/2025/nov/07/chatgpt-lawsuit-suicide-coach>
"ChatGPT accused of acting as 'suicide coach' in series of US lawsuits. Chatbot was first used for 'general help' with schoolwork or research but 'evolved into a psychologically manipulative presence', plaintiffs say"
 - I like this: "Faculty retain full discretion over whether and how AI may be used in their courses." And "never presenting AI-generated content as their own work."
 - Social Work has an AI department policy that we would be happy to share with the committee, if that is helpful.
 - How can you claim that we can teach responsible and ethical use of something that is inherently an irresponsible and unethical system? It's designed and built on stolen material, polluting low income neighborhoods and reinforces racism, bigotry and misogyny.
This is a nonsense statement other than clearly stating that faculty retain full discretion over using it in their classrooms.
 - This policy is reasonable, but open ended and does not answer some critical questions:
"Only vetted, approved AI tools may be used for university business; personal or unauthorized tools are prohibited."
 - which are those? Copilot only? Everything else is by definition 'personal or unauthorized'. "information must not be entered into AI tools unless they are university-approved and compliant with applicable laws and policies"
 - what are those laws and policies? This is critical - exactly what information can be fed into a LLM prompt? email communications? DOPS policies? aggregated usage data?"employees must be transparent when AI is used to substantially support communications, processes, or decisions."
 - how should employees indicate the use of AI in work? Should there be an 'attribution' statement? What qualifies as substantial?"Faculty retain full discretion over whether and how AI may be used in their courses. Instructors may permit, limit, or prohibit AI for assignments; require disclosure and citation of AI assistance; and design coursework that encourages transparent, ethical use. "
 - this means that each course will have its own set of rules - students will need to juggle which courses allow which tools and inputs. It seems like the University should provide a more robust baseline so that there is some consistency across courses.
- At some point it should be made clear that these tools should not write for you, should not create for you, and should not reason for you. That is what students are here to do - to learn these things. That is what faculty and staff are here to do, to impart those things.
- Thank you for the thoughtful questionnaire and for soliciting this input.
- Looks good.
 - Generally good - seems to cover most of the bases and leaves the use of AI up to the discretion of the instructor. It does not include the consequence of unapproved use of AI in coursework, just that "misrepresentation is academic misconduct." It could be more impactful to include wording such as "which may result in..." and then add in the repercussions of academic misconduct as listed in other university policies. I think it's also important to check student work for undisclosed use of AI; whether this needs to be listed in this policy or is also up to the discretion of the instructor is up to campus administration to decide. I am not aware of the progress of software that checks for AI generated phrasing; as it's been in development since AI became more commonplace, and since earlier software was efficient at detecting plagiarism, I assume the AI detection software is available. Students should be made aware if this type of software will be used to check their work.