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<center>The Use of AI in Universities</center>

Between being a senior in high school and a freshman in college, there isn't necessarily a large academic jump from the two stages. However, the consequences for using AI become severely amplified as a student steps into a professional environment. College students can get expelled while high school students only get sent home or get a one-day suspension. It makes sense because if a student is paying $80,000 for tuition and is cheating themselves for opportunities given to them, they are wasting valuable resources. What about professors, though? If they get caught using AI, it's much easier for them to make up a reasonable excuse because they are already trusted due to their degree and how long they have taught there. As a result, professors rarely get caught. Not to mention, college students do not use AI as much as high school students, so society tends to put the spotlight on the heavy use of AI on high school students because there are only little to mild repercussions given to them when used. However, just because the consequences are more severe in college doesn't mean that college professors should be allowed to condemn students for using AI if they choose to use it to grade assignments, create lectures, etc. AI should play a role in education if colleges and professors are transparent and have strict lines on when and how AI can be used.

When paying tens of thousands of dollars to a 'top-tier, quality education,' students deserve professors that are sincere and honest about the usage of AI in a classroom. Ella Stapleton is a senior at Northeastern University that filed a complaint towards their business

school because of unauthorized use of AI in a class that forbade academically dishonest activities. Prior to this complaint, she reviewed her professor's slideshow lectures and found "telltale signs of AI: distorted text, photos of office works with extraneous body parts and egregious misspellings" (Hill). If Ella is paying more than $32,000 a semester, that professor and the faculty owe it to her to be transparent if that teacher chose to use AI for a lesson or an assignment. It is unfair for the rules of AI to only be one-sided. The people that make these rules can't just pick and choose the rules they like, they have to undergo these policies like everyone else. On the other hand, a middle school history teacher, Jon Gold, stated that "generative AI [is] useful in lesson planning" (Goldstein). The difference between Gold's use of AI and Stapleton's professor is that Gold was very transparent with *how* he used it. He used chatbot to "edit a reading assignment down to three paragraphs for a short exercise" and "[had] it spit back useful material" (Goldstein). Gold *integrated* AI into his materials and lessons to enhance understanding while Stapleton's professor used AI full on without even looking it over. Gold was also very honest with the way he spoke to his students, and Stapleton's professor was not, showing that he knew what he did was academically wrong and chose to publish his lecture professionally anyway. Stapleton paid to be there, but Gold's students did not. Despite the young age of the students he was teaching at that time, he was still able to set a good example of honest AI use for a teacher that does not teach at a top-tier university.

College administrations should make stricter policies on the usage of AI. Currently, there is no fine line between cheating to use AI, and using AI 'correctly' to your benefit like Jon Gold did for his students. However, it's undoubtedly a larger deal in college compared to middle school, and without proper guidelines set by professors, students like Ella Stapleton will constantly feel cheated for paying an absurd amount of money for an education she didn't want

to be taught by AI. Most universities have rules in the syllabus and student handbook that state that the use of AI is determined by the professor teaching that course, therefore, that's where most loopholes begin. The New York Times contacted professors whose students reported them online for AI usage. After discussing with them, "there was no consensus among them as to what was acceptable" (Hill) or not for AI use. Everyone has different lines of where AI is used for cheating, and without strict policies for both professors and students, this issue surrounding use of AI will never be solved. Opinion writer Jessica Grose interviewed numerous teachers on this specific topic, and found that they agreed, stating that "the only way forward in the age of A.I. was to have trust and transparency around the technology's use in their classrooms, and often this involved creating a policy with their students' input" (Grose). Tying in the students' view on the fairness of AI use in college will help broaden perspectives on this topic because a common misconception of having access to AI in education is that students will use AI no matter what. However, that's not necessarily true. Teachers have already instilled power over students surrounding the use of AI, and the students aren't able to use any form of chatbot freely anyway because of the severe consequences. Therefore, if we use their opinions to create a fair list of rules for everyone, the amount of confusion on the use of AI will be reduced. These future policies set in place by the college administration will allow professors to more clearly convey to students on how to use it.

Ultimately, AI should play a role in education, but that is only possible if colleges and professors are transparent and have strict lines on when and how AI can be used. This is because when they are used properly, it can enhance the efficiency and understanding of topics stemming from middle school history to a top-tier, Northeastern business class. When tied in with

professors' own lesson plans, it can reduce the amount of confusion around, 'is this cheating?' or

not.

Works Cited

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