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Writing Alongside Artificial Intelligence

Abstract: AI tools have collided with traditional teaching methods, leaving colleges worried about how they might affect the academic environment in classrooms. Students relying on AI when learning important skills like critical thinking and creativity could also affect their academic outcomes. This paper analyzes scholarly journal articles in the fields of education studies, alongside studies including student and teacher surveys, noting trends that while AI is beneficial, it can take a toll on creativity, AI shouldn't replace professors, and colleges should educate students about ethical AI practices. Thus, scholars agree there is confusion among college writing professors on how to teach with AI and how to do so ethically. This issue began with the adoption of Grammarly in 2015, marking the first instance where students relied on online tools for parts of their writing process, to the COVID-19 Pandemic in 2020, which furthermore primed students for AI usage after mandatory distance learning, and the release of ChatGPT in 2022, which introduced groundbreaking writing automation to college students. To address this issue, Rebecca Whitehead's whitepaper "AI Usage in Higher Education Administration: Where Do We Need It?" proposes AI policies and frameworks, while the *Artificial Intelligence Literacy Act of 2023* bill pushes for AI literacy programs and training. Between the two, Whitehead's solution would better help professors by creating a structure for AI usage in schools. Ultimately, establishing AI guidelines would allow for a transparent relationship between teachers and students that promotes ethical academic success.

It's finals week for John, a college student who is carrying a heavy workload approaching the end of his semester. Unsure how he will finish everything in time, John finds himself using a Large Language Model (LLM) to help generate sections of his final essay. However, after utilizing this type of artificial intelligence, he questions whether or not he would've learned the same amount had he written the essay on his own and contemplates his actions. John's dilemma reflects a relevant topic within colleges today, as with the introduction of generative artificial intelligence, many question how it is affecting the college experience for students and teachers alike. Due to AI programs like LLMs and their ability to fully automate student assignments, such as summaries or even essays, their usage has been deemed controversial and harmful to the future of scholars. Moreover, there has been pressure on instructors, especially, who are forced to find ways to teach alongside AI safely in a period with no official guidelines for its usage. Currently, higher education institutions are scrambling to find ways to utilize AI in their curricula that align with their school's values. For example, the University of California, Irvine released their very own "ZotGPT", an AI bot professors can customize to their course, setting limitations on the bot that prevent unethical usage and unreliable information given to their students. Additionally, the California State University system has a system-wide contract with OpenAI for access to ChatGPT Edu, an educational version of the popular AI model ChatGPT, which serves to follow ethical guidelines and reinforce academic integrity within colleges. But, in a rapidly advancing age, colleges still fear falling behind and not adequately preparing their students for an AI-driven world. While AI has the potential to be useful for both students and teachers, many colleges worry about irresponsible uses such as plagiarism or the reliability of AI models. Precautionary tools, like TurnItIn for writing subjects, have been implemented but often lack accuracy in detecting AI, raising concerns about being able to differentiate authentic versus

generated work, especially with AI models growing more powerful. To further examine how artificial intelligence is affecting and will continue to affect higher education institutions, it's important to first consider research conducted by scholars who have observed and analyzed AI's repercussions within education. Furthermore, it's beneficial to understand how different faculty members and students are currently implementing AI before discussing potential solutions and recommendations for colleges and their current approach. Scholars like Susan Akinwalere and Ventsislav Ivanov agree that there are immense opportunities AI provides, emphasizing its inevitable impact on teaching and learning methods. Additionally, scholars who have researched the effects AI has on college students mutually agree on three key ideas: AI takes a toll on student creativity and independence while learning, AI should help teachers rather than replace them, and colleges need to educate their students about responsible AI practices.

Recent research has examined AI's effects on students, with many scholars expressing concern over its effect on creativity and critical thinking. In a scholarly article, "AI can help – and hurt – student creativity" written by Sabrina Habib, she presents how the downside of brainstorming with AI "was that some students voiced concerns about overreliance on the technology, fearing it might undermine their own thoughts and ... confidence in their creative abilities". It's important to note that this perspective came from college students themselves and how their personal use of AI led them to notice adverse effects in their education. Therefore, this source may be crucial when discussing how AI has changed the education system, as it provides first-hand experiences. Furthermore, Clare Baek, Tamara Tate, and Mark Warschauer discovered in their scholarly journal, "ChatGPT seems too good to be true: College students' use and perceptions of generative AI" that many "students worried [about how their] reliance on ChatGPT could hinder critical thinking skills and viewed a 'too comfortable' learning process as

detrimental to academic growth” (5). A common way students use AI for their studies is to speed up the learning process. However, this source highlights concerns that the prolonged use of LLMs could lead to negative habits that may hurt their ability to learn. This is important when understanding how AI affects college students, as it points to a common topic found in other papers that mention how unhealthy relationships with AI are formed from irresponsible usage. Finally, a scholarly article “The Anticipated Impact of Artificial Intelligence on US Higher Education: A National Study” by Nicole Johnson, Jeff Seaman, and Julia Seaman noted that their surveys contained comments about AI usage that “were overwhelmingly negative, with participants expressing concerns that [AI] ... would reduce students' capabilities to ‘understand complex issues’ and ‘stunt creativity’” (21). A common theme within the majority of scholarly articles is the concern that the integration of AI may cause more issues for students and their learning. While weighing the pros and cons of AI in education, it’s important to recognize that many concerns stem from student interaction with AI, emphasizing the need for responsible usage. Collectively, these studies reveal the misuse of AI in higher education, risking overreliance, decreased critical thinking skills, and reduced creativity.

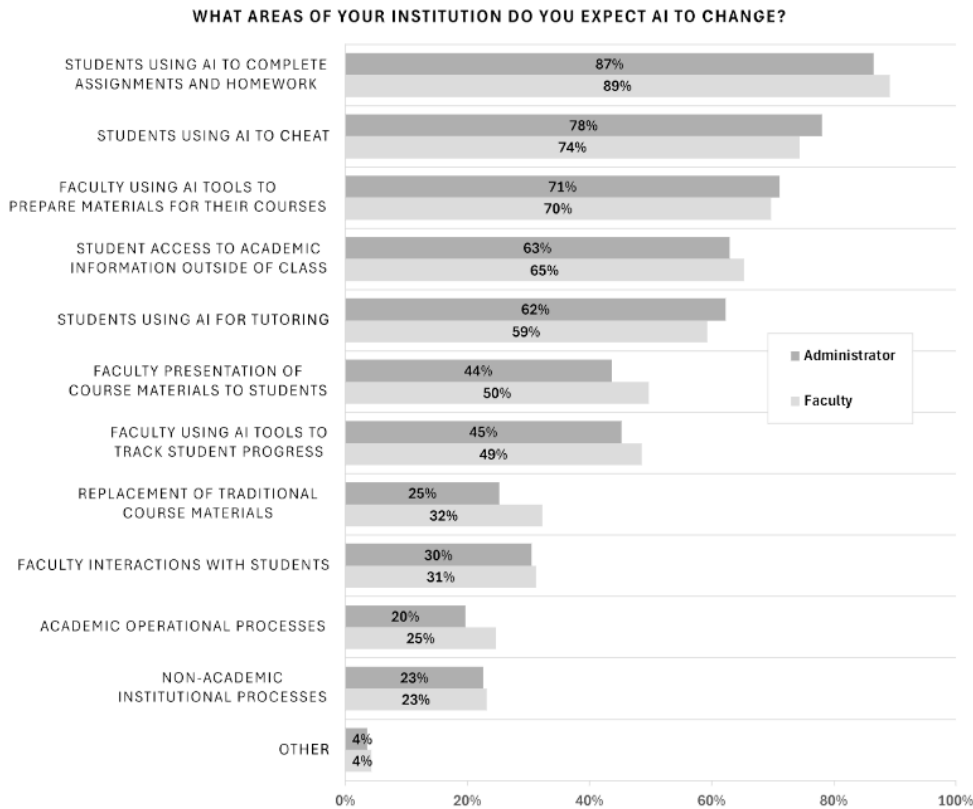


Fig. 2. Areas of anticipated change among administrators and faculty members of higher education institutions. From Nicole Johnson, Jeff Seaman, and Julia Seaman. "The Anticipated Impact of Artificial Intelligence on US Higher Education: A National Study." *Online Learning*, vol. 28, no. 3, 2024, pp. 9–33. <https://doi.org/10.24059/olj.v28i3.4646>. Accessed 31 Jan. 2025.

Research conducted on the implications of AI and education often relates to a common thesis that AI should not replace teaching but rather aid teachers in the classroom. Susan Akinwalere and Ventsislav Ivanov in their scholarly article “Artificial Intelligence in Higher Education: Challenges and Opportunities” stated how the “teaching process should not be lured by modern technologies but should focus on learning. In other words, modern technology must support the teaching process, not replace it” (9). These scholars mutually agree that emerging

LLMs should only support teachers in their efforts rather than replace them entirely to ensure positive outcomes in higher education. Moreover, this highlights a trend that traditional teaching methods still provide benefits, especially alongside the use of LLMs in classes. Building on this, Baek, Tate, and Warschauer in their scholarly article also discussed how “While AI tutors and coaches can provide useful advice and information, they lack the capacity to build relationships, empathize, and create a learning community like human teachers” (3). This suggests that AI has yet to achieve the same level of interaction as human teachers. This raises the question of whether AI will ever eventually carry the same amount of interaction as teachers do and how that might contribute to other issues. A related finding in a scholarly article, “How does generative artificial intelligence impact student creativity?” by Sabrina Habib et al. emphasizes “the need for focused pedagogical strategies that carefully integrate AI resources with traditional teaching methodologies to foster creative confidence, divergent, and convergent thinking skills in students” (6). A similarity between this article and others is the notion that a teacher is always useful, no matter what technological application. This may be true because it is useful to have someone monitor the LLMs that are being used academically or to support students with face-to-face interactions that help retain information. Ultimately, these sources reinforce that while AI is helpful, it cannot replace the connection, engagement, and deeper understanding that teachers have with their students.

To maximize the benefits of AI, scholars believe that responsible AI usage should be taught within the classroom, preparing students to ethically use LLMs. For instance, in the scholarly article “The Evolution of Learning: Assessing the Transformative Impact of Generative AI on Higher Education” by Stefanie Krause, Bhumi Panchal, and Nikhil Ubhe, they recommend that teachers in higher educational institutions: “integrate GAI [generative AI] in classes,

especially teaching students a responsible GAI usage... inform about limitations of GAI... [and] rethink learning goals and materials” (12). A common key point stated throughout these articles is that AI isn’t something that should be ignored, and teaching it to students will establish good habits. If universities don’t teach AI practices, these authors argue that students will inevitably misuse AI, as LLMs will only become more common over time. Similarly, Habib and her group of researchers mentioned how “A blended approach should be adopted by teachers, who should neither avoid the (inevitable) use of AI nor use it indiscriminately; but aim to strike a balance that cultivates human creativity while leveraging AI’s capabilities” (Habib et al. 6). By allowing students to use AI, scholars believe it prevents them from improperly using it on their own. Hence, in their opinion, teaching AI would allow college students to optimize its tools without hurting their learning progression. On a similar note, the academic non-fiction book *Human Right to Education in the Age of Innovations and Smart Technologies* by Edita Gruodytė et al. highlights that “Inadequate preparedness for the future digital transformation might lead to lost opportunities for social and economic growth” (7). These scholars stress the importance of preparing students for the future by integrating AI education to ensure they can flourish after college. Learning how to use AI, in their opinion, would allow students to learn ethical AI uses while additionally offering confidence in the students’ next steps in life. Discussing the changes AI brings to education is crucial in this argument, as according to these authors, it not only shapes a college student’s academic experience but also raises questions about its long-term impact on their lives. Furthermore, Akinwalere and Ivanov in their scholarly article mentioned how the current generation of college students “will work in a future in which AI is the reality, [and therefore] it is important that our educational institutions expose students to its possibilities and actively use the available technology” (Akinwalere, Ivanov 7). This source highlights AI’s

impact on future scholars and how incorporating educational AI could help ease their transition out of college. Moreover, these authors believe that if the goal of higher education is to prepare students for their future careers, then that would also mean demonstrating the proper use of AI. By doing so, they mutually agree that students would be better equipped for the future, and they would also avoid negative tendencies due to their knowledge of proper AI usage. Together, these sources underline the importance of teaching students responsible AI usage and the benefits of integrating AI within the curriculum to enhance their learning experience.

After analyzing the overlapping ideas within the current research on AI and colleges with writing, it's seen that AI has confused and put pressure on college writing instructors and students, who aren't sure how to implement these new tools in their classes safely, or if they should at all. Beatrice Nolan's article "AI plagiarism is spreading in US colleges. Its left professors feeling confused and exhausted" mentions how the "lack of guidance have left professors and students fatigued and uncertain about how they should be using the tech ... [with] the widespread use of AI is becoming harder to spot and even harder to police". Nolan's observations highlight how the adoption of AI within schools has led to the confusion felt by students and teachers, as they struggle with understanding how to properly utilize it. Moreover, as AI continues to grow more advanced, it's becoming increasingly difficult to detect plagiarism in student work, raising more concerns for professors. Additionally, Maggie Hicks in her article "College Writing Centers Worry AI Could Replace Them" further emphasizes AI-related issues within college writing, as "without proper guidance, students can end up leaning too heavily on tools like ChatGPT without ever picking up the underlying skills to put their own thoughts down on paper". Therefore, as more students incorporate AI within their school work, it's possible that some students would form over reliant relationships, especially without any sort of policies in

place to prevent unethical use. Circumstances like these highlight how the confusion felt by students surrounding AI can be extremely detrimental to their academic success, as they could end up not learning valuable skills like critical thinking, authenticity, and researching taught in college writing. AI software doesn't always generate reliable information, either, as in the article "What Are the Challenges of Using AI in a Classroom & Tips to Avoid Them" published by EssayGrader.ai, which claims that AI can "create hallucinations or plausible facts, which are entirely false content that looks convincing. In other words, AI-generated content can be unreliable, and faculty and students need to establish the ability to evaluate these responses critically". Thus, while students are actively using available AI tools in their writing process, it isn't guaranteed that the help they are receiving, whether from generated text tailored to their request or brainstorming ideas, is accurate information. Further affecting college writing professors, who have the responsibility to steer their students away from using sources that provide inaccurate information. Ultimately, the lack of understanding surrounding the usage of new artificial intelligence proves to be a significant burden for both students and professors who are unsure how to transition to an AI-driven era.

The current confusion around AI and writing has been developing over the last few decades through a series of major events. Professors remain uncertain on how to adjust their writing curriculum to incorporate AI tools, finding it more difficult to expect the same learning outcomes for students as before. Furthermore, students and their relationships with new AI models underscore concerns regarding over-reliant relationships, as relying on a tool to generate assignments could lead to decreased critical thinking skills and creativity. The adoption of Grammarly in 2015, the COVID-19 Pandemic in 2020, and the release of ChatGPT in 2022 have ultimately created confusion among teachers and students about how college writing should be

taught in an AI-driven age. However, Rebecca Whitehead's whitepaper "AI Usage in Higher Education Administration: Where Do We Need It?" and The *Artificial Intelligence Literacy Act of 2023*, a bill from the House of Representatives, sponsored by Lisa Blunt Rochester, provide promising ways institutions could resolve the current issues involving AI. Whitehead emphasizes the importance of creating an AI framework and policies, while the *AI Literacy Act* aims to provide AI literacy training and programs throughout institutions, with both hoping to mitigate AI-related confusion felt by professors and students. Nevertheless, Whitehead's proposal would provide a better solution by providing a structure for AI usage within higher education institutions.

The adoption of Grammarly in 2015 was one of the first advanced digital writing tools utilized by students, highlighting the potential of educational technology by shifting the relationship between college writers' understanding of grammar and their responsibility of implementing the rules of grammar. Grammarly is a writing tool that provides students with grammar and spelling checks, sentence rewrites, and even tone suggestions through an online subscription. According to Edita Gruodytė et al., their research analysis "indicates that the rapid increase in available resources on the internet and the type of relationships established via the Internet, significantly changed the perception of the teacher's role in the educational process" (304). One of these internet resources is Grammarly, and its ability to automatically correct grammar mistakes meant students relied less on their instructors when correcting writing mechanics. Additionally, growing comfortable with using tools like Grammarly when writing could make the transition to using AI tools feel less foreign. Hence, the controversy of how to teach college writing alongside AI may have stemmed from as early as 2015 when students began depending on tools such as Grammarly to automate writing tasks. Furthermore, according

to the scholarly article “Grammarly VS. Face-to-face Tutoring at the Writing Center: ESL Student Writers' Perceptions” by Jing Zhang, Havva Zorluel Özer, and Raneem Bayazeed, students used “*Grammarly* more frequently than visiting the writing center, while they used face-to-face tutoring for a wider variety of purposes compared to Grammarly”(3). Grammarly's correction of mechanical mistakes enabled more simplistic elements of writing, like editing and grammar, to be automated so that students could work with tutors on more complex elements of writing, such as evidence and arguments. Consequently, this got people used to having at least some of their writing be automated, which changed responsibility from what students needed to know versus what technology could do for them, and as a result, may have primed them to form an overreliance on AI tools today. Furthermore, this may have set the foundation for debates surrounding how to teach college writing today, as many believe that due to students' dependency on new AI tools, they aren't writing authentic work. Additionally, according to Bryan Libbin and his article “Grammarly's Role in Student Achievement with Bryan Libbin, Associate CIO for Academic Technology and Learning Innovation”, he highlights Grammarly's role in providing feedback, and how it empowers “students to comprehend rules and conventions for informed decision-making in their writing and guide students to adhere to academic writing standards, contributing to the creation of original and academically sound writing”. Even though many students adopted Grammarly into their writing, its use didn't deviate from their original thought, and it was seen as a useful tool to enhance students' writing development. Due to its positive involvement with student writing, Grammarly formed a foundation of writing that was collaborative between students and technology, changing their relationship with teachers and writing centers in a way that didn't fundamentally challenge how writing was taught. Therefore, students' use of Grammarly with its beneficial feedback may have led to many trusting newer,

more powerful tools like AI in their writing process and caused students to grow over-reliant on them, stirring confusion today on how to teach with such newer tools. Overall, Grammarly's widespread adoption in 2015 not only set the stage for incorporating writing tools into higher education but also may have brought forth confusion surrounding how to teach college writing in a digital, AI-dominated age due to the previous relationships built with Grammarly.

The COVID-19 pandemic of 2020 was a major catalyst for students' and teachers' increased reliance on online writing resources due to the shift to distance learning, while also priming them to incorporate AI tools. For instance, Gruodytė et al. 's book notes that during the COVID-19 pandemic, “the biggest challenge faced by educators was that both students and professors were required to adapt to the new style of teaching and usage of technologies” (199). Due to mandatory distance learning in 2020, both teachers and students became more comfortable with the use of technology. As a result, this period could be seen as the time when students became accustomed to incorporating more technology into their writing, which may have paved the way for their eventual use of AI. On a similar note, David Rauf's article “Will COVID-19 Spur Greater Use of Artificial Intelligence in K-12 Education?” suggests that “The rush to adopt new technology during coronavirus-driven remote learning could lead educators to use more tools powered by advanced artificial intelligence”. During remote learning, colleges were forced to use technology to keep their students engaged from home, but this period could be viewed as what accelerated the adoption of online tools and increased technological familiarity, priming professors and even students for AI usage. Furthermore, the scholarly article “Online Writing Assessment in the Wake of COVID-19: Insights from the Digital Classroom” by Alice Wong et al. establishes that during 2020, “students also reported using online resources as mediation tools to aid writing during digital writing assessments ... the online environment

which allows them access to digital tools makes writing easier and less demanding” (79). After growing comfortable with online learning, this source argues that students then became accustomed to using digital tools for writing due to the available tools online. Therefore, it may have led students and even professors to include future AI tools, as they were already familiar with previous writing tools (such as Grammarly and Google Docs) from distance learning in 2020. This reliance on such tools may explain the unethical uses of AI seen today, as students’ dependency on technology has shaped their writing process. Additionally, due to students working more independently at home, many might have grown more reliant on technology to help finish their work, which may have led to improper usage of future AI tools due to their previous habits. This reliance on such tools may explain the unethical uses of AI seen today, as students’ dependency on technology has shaped their writing process. Altogether, these sources highlight how, due to the COVID-19 pandemic forcing distance learning, many students and professors formed a relationship with online writing resources. Moreover, COVID-19 also created a separation between teachers and students, in which the teachers were harder to access as a resource due to being online, forcing students to be more reliant on technology in their writing. Ultimately, contributing to the implementation of AI in their writing process, as the regular usage of writing tools made the idea of AI integration less jarring and more easily accepted.

The release of ChatGPT in 2022 introduced groundbreaking writing automation to college students, playing a major role in reshaping how college writing is understood and why it is important, despite ongoing debates about its proper use and limitations. One scholarly article that discusses this is “Drivers and Consequences of ChatGPT Use in Higher Education: Key Stakeholder Perspectives” by Ahmed Hasanein and Abu Sobaih, who stated that the

incorporation of artificial intelligence into “education has heralded a transformative era in the way students learn and faculties teach” (2599). Additionally, they mention ChatGPT and how it is “considered an innovative ... and multifaceted AI that serves as an adaptable resource for both students and faculty in a dynamic learning environment” (2600). They claim that ChatGPT shifted student and professor perspectives on college writing, as its ability to generate content, correct mistakes, and brainstorm ideas challenged traditional teaching methods. However, many sources such as this one don’t focus entirely on how AI may affect writing specifically, and while ChatGPT does carry benefits for college students, many debate that its features may harm teaching college writing. Hasanein and Sobiah believe that ChatGPT should be encouraged in learning environments, but that isn’t always the case in scholarly discussions. On the other hand, John Warner in his article, “Freaking Out About ChatGPT” includes his belief that ChatGPT “has not only harmed student writing abilities, but their attitudes toward writing and even school as a whole. Part of the worry about how students might use a tool like ChatGPT is rooted in an apparently pervasive belief that students would much rather cheat than do the work”. Hence, some professors are concerned with the potential unethical usage of AI within writing and its effect on authenticity, as it could be assumed that ChatGPT crosses the line by not being a helpful tool but a second brain in the writing process. Since AI models like ChatGPT aren't going anywhere, debates among colleges continue due to their capabilities of changing student work ethic and motivation to write authentically. Additionally, ChatGPT could be a key factor in the ongoing debate over traditional methods of teaching college writing, especially if this level of writing could be generated almost instantaneously by AI. Zoe Keller, who wrote the article “ChatGPT on campus: Assessing its effects on college writing and teaching”, argues that until ChatGPT can write high-quality work, “the only reason students will have for *not* using it will be

their own motivation to learn. So [professors] better focus on and explain how that learning works, and how [their] specific assignments will help students learn to solve problems they really care about”. Essentially, if AI could automatically write assignments, Keller notes that the only reason why students wouldn’t use AI for everything would be their desire to learn. As a result, this branches into the discussion of how college writing should be approached in an AI-driven era, with her possible solution being to integrate models like ChatGPT while also including writing assignments that interest students. Altogether, these sources highlight how ChatGPT has raised many debates among universities on how to safely incorporate AI within education while also underlining perspectives of whether or not its usage is beneficial when teaching college writing.

Amidst the rapid development of educational technologies, teachers and students now question how college writing should be taught in an AI-driven age due to confusion on how to safely integrate it within the curricula. Victoria Livingstone, who wrote the article “I Quit Teaching Because of ChatGPT” questions AI’s role in college writing, and how it may not work well within classrooms due to students that “outsource their writing to AI [and how they] lose an opportunity to think more deeply about their research ... Using ChatGPT to complete assignments is like bringing a forklift into the weight room; [students] will never improve [their] cognitive fitness that way”. If AI automates vital parts of the writing process, such as researching and thinking critically, Livingstone argues that AI would negatively impact college writing as it hurts students’ cognitive ability. Moreover, if AI tools are available to students, it highlights the importance for many that colleges should adjust teaching methods to maintain the integrity of college writing and its useful skills, like creativity and critical thinking. On the other hand, according to the data Hasanein and Sobiah’s got from interviewing students, faculty, and

education leaders, AI models like ChatGPT are seen “as a guiding light, assisting them in formulating research questions, suggesting relevant sources, summarizing articles, and even generating preliminary research proposals... assist[ing] the faculty in explaining challenging concepts more effectively” (2606). So, while some believe AI to be harmful, others believe it can enrich student learning outcomes and even support teachers. The contrast seen between the varying opinions about using AI may show a clash between those wanting to protect traditional methods and those who are more eager to adapt. However, a shared goal between professors is to ensure students are getting the best education possible, but they have to do so “in the age of AI, when not even the schools themselves are aware or have resources to implement disruptive technologies such as AI nor are they sure whether the benefits outweigh the risks” (Gruodytė et al. 30). Hence, this may elucidate some of the confusion among professors surrounding how to incorporate models like ChatGPT, especially due to not knowing for certain whether or not AI would negatively impact students. Even if certain institutions would like to implement new technologies into their college writing programs, many may be unsure how to, which, as a result, leads to further hesitancy on what to do. Overall, this new digital age has brought forth a wide array of potential benefits and downsides for college writing, as many students and professors attempt to find ways to safely incorporate AI into classrooms.

AI is rapidly developing, generating more human-like content than ever before. This causes students and instructors to question how college writing should be taught, especially with the possibility of such technologies fully automating writing. Grammarly’s adoption in 2015 changed student relationships with technology by correcting grammatical mistakes and was an early example of reliance on such tools, paving the way for the eventual usage of AI within their writing process. The COVID-19 pandemic in 2020 primed students for future AI usage, as they

became comfortable with using technology due to mandatory distance learning. Moreover, the release of ChatGPT in 2022 marked the tipping point for discussions about how college writing should be taught, as many students quickly began using it to automate their writing process. This leads to the present, where students and professors question how to teach college writing alongside AI and how to maintain an academic environment that encourages students to produce authentic work. Finding ways to safely incorporate AI in colleges has proven to be difficult, especially with its seemingly limitless capabilities. However, two sources encapsulate important ways educational institutions could approach the issue of hesitancy among college writing professors teaching with AI, as well as how to do so ethically. Rebecca Whitehead's whitepaper "AI Usage in Higher Education Administration: Where Do We Need It?" Proposes adopting evaluations that analyze AI use and decide whether or not it benefits students, while also creating process frameworks that allow for the ethical implementation of AI within colleges that could help relieve hesitancy when teaching college writing with AI. The *Artificial Intelligence Literacy Act of 2023*, a bill from the House of Representatives, sponsored by Lisa Blunt Rochester, aims to increase AI literacy amongst Americans by providing educational institutions with programs dedicated to teaching AI, which could help professors decide whether to use AI within their curricula after understanding the potential benefits or drawbacks. However, while the *Artificial Intelligence Literacy Act of 2023* could support teachers by increasing their comprehension of AI through designated programs, due to its large scope and extensive workload for professors, there may be difficulty in pushing effective AI educational opportunities to all colleges. Therefore, "AI Usage in Higher Education Administration: Where Do We Need It?" proposes more reasonable AI policies and frameworks for higher education institutions that can help professors with teaching alongside AI by observing its capabilities and deciding where it could be applied to

benefit students the most.

“AI Usage in Higher Education Administration: Where Do We Need It?” highlights framework and policy strategies concerning the use of AI, which could help writing professors feel more comfortable implementing AI by adopting policies that limit unethical usage. Furthermore, the whitepaper proposes ways institutions could structure guidelines for teaching with AI that align with their values and expected outcomes for their students. For example, Whitehead recommends that colleges should:

“Adopt evaluations or services that identify the use of AI within their deployed technology stack and applications ... with this identification in hand, analyze how AI is being used within their institutions today, including an evaluation of trustworthiness, bias, and threat or risk” (13).

Whitehead emphasizes the need to observe how AI models are being utilized in higher education institutions, which could then help colleges understand whether or not they safely support teachers and students. More specifically, pinpointing the current state of AI in colleges could be important to first assess where unethical practices originate from and how to prevent them. After acknowledging how AI is being used, Whitehead believes it would then be important to “Have processes that cyclically evaluate the systems an institution uses to ensure it is managing its AI footprint ethically and responsibly in support of the mission of the school” (13). Due to AI rapidly advancing, it could benefit college boards if they, according to Whitehead, moved at a similar pace to AI by consistently evaluating AI’s effectiveness after being implemented. By regulating AI usage or its “footprint” in each college, it could further ease the stress and confusion professors may feel, as they could depend on evaluation policies that recognize where students may be inappropriately using AI. Finally, Mike Perkins’ scholarly article “Academic

Integrity considerations of AI Large Language Models in the post-pandemic era: ChatGPT and beyond”, echos Whitehead, as he states that distinguishing where AI is appropriate is crucial, and how “Taking this approach would require the development of clear policies on both a programme and institutional level to clarify to students exactly how this may be done in student work, and the level of reporting required to avoid any breaches of academic misconduct policies” (10).

Drawing AI boundaries confirms that students understand acceptable usage of AI in writing and how sending reports could catch any potential academic issues, like plagiarism. Perkins' ideas highlight how the solution laid out by Whitehead can be effective, and that adopting AI evaluations and frameworks that maintain academic integrity could prevent unethical issues, thus supporting professors in their efforts to preserve an academic environment.

The *Artificial Intelligence Literacy Act of 2023* proposes to provide training and programs on artificial intelligence in schools, colleges, and community institutions. Hoping to achieve AI literacy through teaching basic principles, applications, and limitations of artificial intelligence. Providing AI literacy support to higher education with tailored training could help reduce instructor confusion surrounding how to teach college writing alongside AI by understanding its capabilities. For instance, the bill states that it would provide “training and certification with respect to artificial intelligence education and instruction to employees of the community anchor institution” (*AI Literacy Act* 8). Such “community anchor” institutions include organizations that carry a strong presence in a community, such as libraries and community colleges. Pushing for AI literacy in higher education could help professors better understand AI, which then could allow them to decide whether or not to implement it in their curriculum. On top of that, providing instructors with AI education could then clear confusion about how AI is being utilized by students and how to spot plagiarized work. Additionally, the

bill also proposes to “develop and implement an interdisciplinary literacy program with respect to artificial intelligence for non-traditional learners, including through partnerships with non-profit educational organizations” (*AI Literacy Act* 7). Partnering with non-profit educational organizations would mean that the AI-literacy programs would be taught through knowledgeable and credible sources, strengthening the bill's effectiveness in benefiting teachers. It's also noted that this bill would aim to provide programs to students or “non-traditional learners”, too, which could benefit them by being familiar with potential drawbacks from using AI models for schoolwork. Moreover, such programs teaching AI literacy can introduce ways AI can safely be utilized, potentially reducing unethical practices and relieving pressure on teachers to instruct proper AI usage to students. To emphasize the effectiveness of this solution further, Patrick Malley, a superintendent, wrote in his blog “The Importance of AI Literacy Among Educators” that teachers cannot “effectively guide students in the use of AI without first understanding it themselves. By developing AI literacy, educators gain insights into the capabilities, limitations, and ethical considerations of AI, enabling them to approach its use in a balanced and informed manner”. Hence, in a rapidly changing environment, professors' teaching methods could remain stagnant if they do not strengthen their AI literacy skills. By doing so, this quote supports the proposal of the *AI Literacy Act* that providing higher education institutions with AI literacy programs could greatly support professors in their hesitancy to teach with AI. Especially after understanding its abilities and considering its downsides. Ultimately, AI literacy programs could be a great step moving forward in an AI-driven age and allow schools to provide the best experience for their students and professors.

While the *Artificial Intelligence Literacy Act of 2023* does propose useful ways to educate the next generation on AI, the additional work required by professors in attending

programs and the large scope of aiming for AI literacy among all education levels may make the bill's solution less effective. The bill's proposal to improve AI literacy is great, as according to Alison Gurganus' article "A Case for AI Literacy in California Community Colleges", it supports the idea that "All faculty should be AI literate [sic] so that they can help inform students of the benefits and pitfalls that AI tools can provide", and how they should also "experiment with AI tools so that they can speak with authority on decisions about their use". Having professors who understand the potential of AI tools is extremely useful when teaching college writing, as they can better differentiate ways they could be utilized without sacrificing authenticity in student work. However, the bill's goal of increasing AI literacy comes with teachers having to put even more effort outside of the classroom, as it states how it would "(I) Provide teachers [with] training and certification to support artificial intelligence literacy efforts in schools; (II) [and] to facilitate the attendance of teachers at professional development courses, workshops, and conferences related to artificial intelligence education" (*AI Literacy Act* 6). Assuming the workload for college professors is already extensive, additional training may not be possible or welcomed by many. Therefore, while this bill does have a positive end goal, due to its requirements of teachers having to spend more time working outside of the classroom, it could prove to be less effective. Lastly, the bill's desired scope is defined in the document as follows: "Successful AI literacy initiatives will prepare Americans of all ages and technical backgrounds to safely navigate AI tools and AI-enabled technologies", which could potentially be too overambitious (*AI Literacy Act* 3). The amount of work it would take to have all college students obtain a high level of proficiency with AI is already extensive, and when the goal involves every single American, the bill will likely fail to meet its intended target. Hence, while the *Artificial*

Intelligence Literacy Act of 2023 has positive intentions, it's doubtful if it would support professors as they continue to face confusion while teaching with AI.

“AI Usage in Higher Education Administration: Where Do We Need It?” offers better solutions to professors having trouble teaching college writing with AI due to its focus on the importance of developing a framework suited to institutional needs and opportunities for evolving processes, helping teachers and students safely utilize AI’s benefits for years to come. To emphasize Whitehead’s point even further, after conducting research from college campuses, she noted that “From a percentage perspective, there is clearly a need for institutions to write and socialize the frameworks and policies that support their stance toward the inclusion of AI in their classrooms and administration” (12). If colleges made frameworks suited to their school's expected student learning outcomes, it would be much more beneficial in solving the issue of AI hesitancy within college writing. While teaching AI literacy is useful, it doesn’t provide a structured path to incorporate AI in curricula like Whitehead’s solution does. On that note, “If AI is implemented in trustworthy ways, ensuring it’s secure, private, free from bias, and keeping humans in control, staff and administrators will come to trust its use as part of the normal business process” (Whitehead 14). Therefore, after schools observe AI usage and implement it in places they find beneficial for students the most, it would then help clarify what areas teachers can support students with AI tools and eliminate concerns around the new digital era disrupting teaching college writing. David Hatami speaks on this topic well in his article “Developing Your Institution’s AI Policy”, when he discusses establishing AI principles, stating that “AI policy doesn’t just outline rules for using the technology right now—instead, it provides a guiding foundation that allows AI usage to evolve as the technology does”. This highlights how Whitehead’s solution of implementing an AI framework and policies not only helps writing

professors short term by alleviating pressure from AI tools being disruptive but also paves the way for a lasting structure that will continue to support academic integrity. Taking everything into account, “AI Usage in Higher Education Administration: Where Do We Need It?” proves to be a better solution for confusion felt by teachers on how to implement AI ethically, as it maps out the ways colleges can create a proper structure that is necessary when considering AI’s vast capabilities.

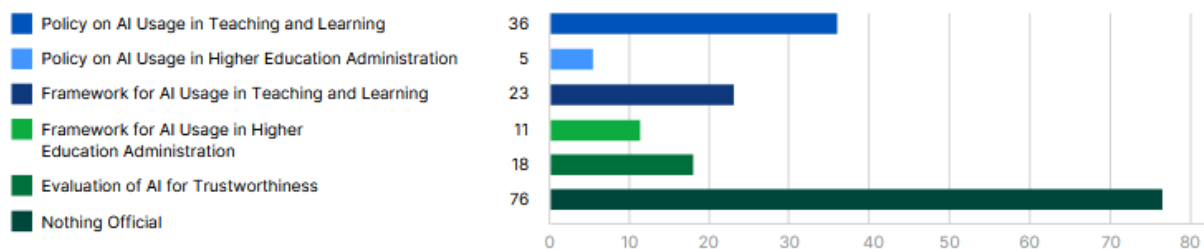


Fig. 1. Respondents indicate if their institution has a policy or framework for using AI in administration or teaching and learning, and if they have an evaluation for AI trustworthiness. From Rebecca R. Whitehead. “AI Usage in Higher Education Administration: Where Do We Need It?” *Anthology*, Nov. 2024, https://www.anthology.com/sites/default/files/2024-11/NA_White_Paper-AI_Usage_in_Higher_Education_Administration_v1.pdf. Accessed 11 Apr. 2025.

Artificial Intelligence has quickly progressed from a basic chatbot and is now being utilized by higher education institutions across the country. However, for the next generation of scholars, many colleges find issues with how AI can strip away authenticity and valuable critical thinking for students. To avoid over-reliant relationships and emphasize an academic work environment, colleges have been reluctant to implement AI fully within their curricula. Pressure falls on professors, who are hesitant about whether or not to allow AI tools, worrying they may

be falling behind by not utilizing their capabilities. Moreover, students also struggle with finding safe ways to use AI in their schoolwork, fearing they might rely on unreliable information or potentially plagiarize their assignments. This confusion, pressure, and reluctance within colleges highlight the need for new policies and frameworks regarding AI usage within higher education. Furthermore, if schools ignore the current AI issues, it will continue to hurt college writing students who would otherwise suffer from unethical usage and inadequate skill development. Therefore, by taking advice from the whitepaper “AI Usage in Higher Education Administration: Where Do We Need It?”, colleges could find better ways to counteract academic dishonesty from AI, while preparing for the future by consistently adapting to new AI tools.

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