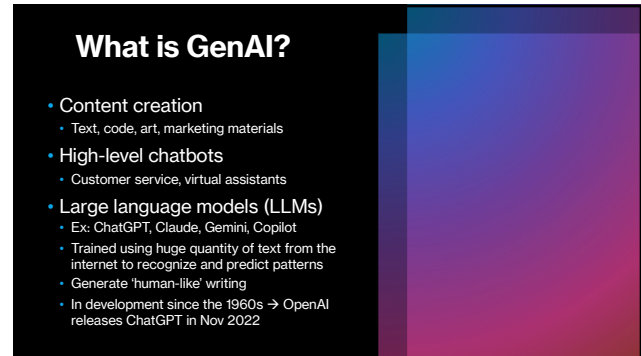
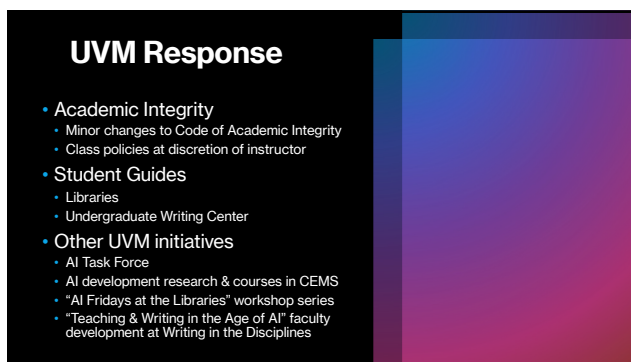


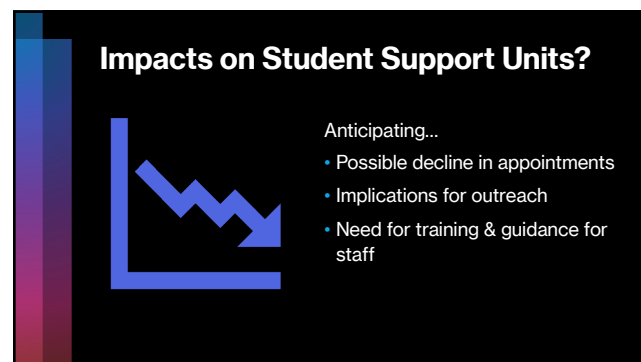
1



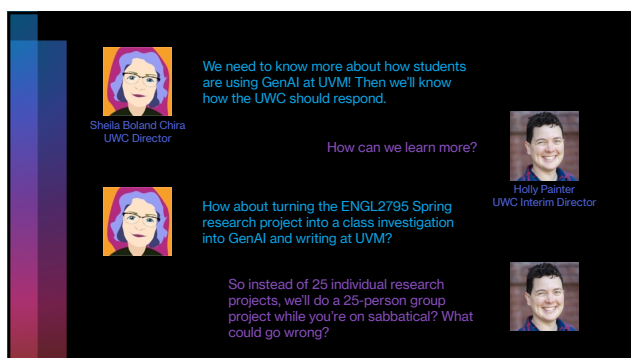
2



3



4



5



6

Literature Review Research Groups

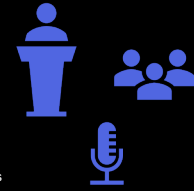
- GenAI in Undergraduate Education
 - GenAI developments, benefits, limitations, ethics, & impacts on students
 - Emphasis on writing courses & assignments
 - Synthesis of ≥8 peer-reviewed papers (2022-25)
- GenAI & Writing Centers
 - Ideas, guidance, & policies on GenAI coming out of writing centers
 - Synthesis of ≥8 practitioner sources (2022-25)
 - Review of ≥5 current writing center policies, guides, or statements on GenAI



7

Qualitative Research Groups

- Faculty & GenAI
 - ≥8 interviews with current UVM faculty
 - Review of 76 Spring 2025 syllabi
- Students & GenAI
 - Two focus groups with UVM undergrads
- Writing Tutors & GenAI
 - ≥8 interviews with experienced UWC tutors
 - One focus group with experienced UWC tutors



8

So what did we learn?

9

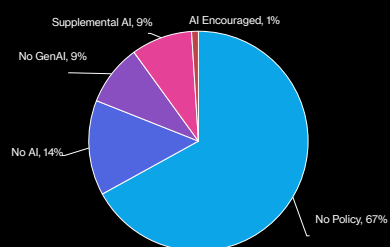
Finding 1: Students are confused.

Code of Academic Integrity does not mention AI at all.

Individual instructors must set their own AI policies.

10

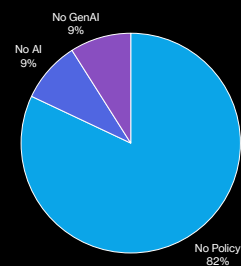
Finding 1: Students are confused.



11

Finding 1: Students are confused.

1000-level courses are even worse.



12

Finding 2: Faculty have a wide range of views about GenAI.

Points of agreement:

- GenAI is taking root in academia
- Students' overuse of GenAI may inhibit academic growth
- Need
 - GenAI discussion at university level
 - lessons on ethics of using GenAI
 - awareness about threat GenAI poses to learning

13

Finding 2: Faculty have a wide range of views about GenAI.

Some faculty raised concerns about:

- GenAI as a long-term threat to academic institutions
- students' GenAI use increasing instructor workloads
- impacts on classroom dynamics & relationships with students
- insufficient faculty development & support from UVM when dealing with student use
- being confused themselves about UVM's GenAI policies or wanting stronger, clearer university-wide policy

14

Finding 2: Faculty have a wide range of views about GenAI.

One faculty member had a different take:

- Students will get out of their education what they put in, and if they want to use GenAI, that's their choice
- Some writing skills may go obsolete, and that's okay

15

Finding 3: Many students have concerns about GenAI, too.

The training software steals from creators.

It has huge environmental impacts.

What's the point of even having a brain if you outsource the brain part?

It's just another form of academic dishonesty.

I don't trust the information it gives me.

It's a waste of my education.

People get over-reliant on it.

16


Finding 3: Many students have concerns about GenAI, too.


I just have to hope that our contribution to this discussion will be heard by faculty and understand that we, as students, do not want a university and a world in which AI does everything for us.


- from a student's reflection on the project


17


Finding 4: Students are bringing more GenAI writing to UWC.

 Using GenAI for range of writing purposes

 GenAI and Writing Center as complements

 Wide variety of tutor experiences & attitudes but overall negative about AI in academia

 Tutor concerns include ethics, stifled creativity & critical thinking, lack of engagement in writing process

 Vague/non-existent instructor policies put tutors in awkward position

18

Finding 5: Writing Centers are taking different approaches.

- Neutral approach: advising students on benefits & pitfalls
- Encouraging approach: tips for effective prompt writing, training tutors to help students use GenAI, pointing students to particular platforms
- More skeptical approach: philosophical critiques of GenAI use
- General push for AI literacy reflects consensus: this is happening

19

Researchers' Recommendations

- AI literacy skill-building for students and faculty
- University-wide policies to eliminate confusion
- Prohibition on GenAI in WIL1 courses
- Faculty discussions & input on GenAI policy
- New forms of student assessment more resistant to GenAI use
- Reduced GenAI stigma & open conversations in the UWC
- Training for tutors around GenAI (but not on helping students use it)

20

Questions?

If you would like to see the full report, email me at hpainter@uvm.edu.

21

Where to next?

Chittenden Room: "Internships are great (except when they are not)"

Williams Room: "Proactive Accessibility in Student Advising"

Sessions begin at 11am.

In the meantime, take a feedback survey...



Or find out more about the Undergraduate Writing Center!



22