Artificial Intelligence Policy
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As we begin to realize the potential of artificial intelligence, there will be major impacts on the study and practice of law. Even though we still await readily available, artificial intelligence apps and platforms specifically adapted for lawyers and legal education, experiments with generalist systems such as ChatGPT are already producing promising results, and are a source of inspiration and optimistic speculation in the profession and academy. Accordingly, it is the policy of our law school to encourage and foster such experimentation and to learn about and realize the benefits that artificial intelligence may offer.

There is also, however, a concern that artificial intelligence should not be misused. Artificial intelligence has the ability to acquire and process information and to answer questions by generating tailored, natural-language outputs. This means there is an inherent risk that textual and other products provided by artificial intelligence systems can be passed off as one's own work, which, of course, is plagiarism -- a core form of traditional academic dishonesty.

It is academic dishonesty to pass off writing that is not your own as if it were your own. You must clearly attribute whole works, paragraphs, sentences, fragments of sentences, phrases or any other work that is the creation of or borrowed from another. This is true whether that other is a real person or an artificial intelligence. This risk of passing off another's work as your own is one that exists whenever the products of artificial intelligence are utilized in the process of doing academic work.

Applying traditional academic honesty principles to the context of artificial intelligence, you should be guided by the following:

> When preparing written work or oral presentations of any kind in doing academic assignments or satisfying academic requirements, you should not consult or utilize the help of artificial intelligence in any situation or for any purpose in which it would be inappropriate to consult or utilize the help of another person. What is "inappropriate" will, of course, depend upon and be subject to specific instructions and permissions provided by the instructor as part of the assignment. How artificial intelligence can be used is always subject to the instructions of the professor. In the absence of such instructions or permissions the presumption will be, as always, that the work you turn in for credit must be your own.

Examples:

1. Students have been assigned to answer a question of partnership law by researching cases and statutes and then writing a three-page memorandum. One of the students began by consulting an artificial intelligence platform to get an overview of the relevant area of partnership law, similar to the overview that one might find in a legal encyclopedia or

treatise. The student checked out the cases and statutes cited in the AI overview and then searched for other primary and secondary authorities using standard legal research materials and techniques. The student did not quote or paraphrase any portion of the AI overview (or any other outside source) without the use of proper quotations, indications and attribution. Based on these facts, no academic dishonesty occurred.

2. Students have received an assignment similar to the one in the preceding example. One of the students began by consulting an artificial intelligence platform to get an overview, as in the preceding example. But then: (1) in writing the paper, the student relied heavily on the primary sources that were cited in the AI overview, without reading the authorities or without doing additional research; (2) the student turned in a paper that contained identical wording or paraphrases of some of the sentences or lesser passages in the AI overview without proper quotation, indications or attribution; and (3) the overall structure of the student's paper (or one or more substantial portions thereof) essentially tracked the structure of the AI overview. The use of artificial intelligence as described in (1), (2) or (3) would constitute academic dishonesty.

3. During an examination, a student consults an artificial intelligence source that generates natural language responses to questions that are posed to it. According to the examination instructions, the exam is "open book" and "open Internet," but the instructions do not expressly mention restrictions on getting help from other persons in taking the final exam. The student's use of this artificial intelligence source constitutes academic dishonesty, just as it would have been academic dishonesty for the student to get help from a real person in taking the exam. The prohibition on getting help from other persons is implicit in the protocols and rationales for examinations and logically extends to getting help from digital sources that emulate real persons.