

University of The Future [V1]

Member Benefit Output 2023/2024

—

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ChatGPT 4.0 Generated content.

Educational example – not final report

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Main Body

As part of the work undertaken, we experimented with creating an entirely AI-generated report. Appendix 2 provides full details on this.

University of the Future V1	V1 has a main body generated by ChatGPT 4 and has only been edited to fit house style. The context is provided 'as is' for discussion and educational purposes and therefore: • It does not represent the position of Advance HE or the project leads. • It may contain errors, factual inaccuracies and present positions [hallucinations] that do not represent the roundtables. • It is highly repetitive in paragraphs and in overall sections. • None of the content contained within should be assumed to be factual.
University of the Future V2	V2 has a main body that is a hybrid of the content generated by ChatGPT edited by the project leads.

1. Format and purpose of the project

1.1 University of the Future Roundtables

As part of our [Member Benefits activities for the 23/24 Academic year](#), three roundtables were held with stakeholders to consider a provocative scenario (see Appendix 1); this was used as a starting point to discuss how they felt Generative Artificial Intelligence would impact Higher Education Institutions (HEIs). We used “University of the Future” as a project title.

The series convened experts (see acknowledgements) from various backgrounds to explore the integration of artificial intelligence in educational settings. The aim was to build a view upwards, starting with students, lecturers, and professional services staff, moving on to a leadership perspective, and finally to senior leaders and administrators to capture the strategic perspective. Roundtables 2 and 3 received a summary of the discussion at previous roundtables. We did not give any specific guidance or limit topic discussion. However, it should be noted that the member benefit was in the context of looking at the use of GAI for matters beyond assessment, so its mention here is more limited than in other works on this topic.

2. Key themes and insights

2.1 Personalised education and human agency

Participants highlighted the potential of AI in personalizing education but expressed concerns about its mechanistic application and the overlooking of human agency. The discussion underscored the importance of balancing AI integration with the retention of educator and student agency in the learning process.

The discussions around Personalized Education and Human Agency during the roundtable sessions on generative AI in education illuminated both the potential and the pitfalls of integrating artificial intelligence into learning environments. Here's a deeper dive into the key themes and insights from this aspect of the discussions:

2.1.1 Personalized learning through AI

Participants recognized the potential of AI to deliver personalized learning experiences, tailoring education to the individual needs, abilities, and learning styles of students. This could lead to more engaging and effective education, with the possibility of addressing learning gaps more efficiently than traditional one-size-fits-all teaching methods.

2.1.2 Concerns over mechanistic application

Despite the potential benefits, there were concerns about the mechanistic application of AI in education. Specifically, participants worried that an over-reliance on AI for personalization could lead to a formulaic and rigid education system, where learning paths are determined by algorithms without considering the evolving interests and needs of students. There was a fear that AI could pigeonhole students based on their past behaviour or performance, limiting opportunities for exploration and growth outside predetermined paths.

2.1.3 The need for human agency

A critical theme was the need to maintain human agency in the face of AI integration. Participants highlighted the importance of ensuring that both students and educators remain active agents in the learning process. For students, this means having the ability to influence their learning journey, make choices, and explore beyond AI-recommended paths. For educators, it emphasizes the role of the teacher not just as a facilitator but as an essential guide who brings empathy, creativity, and intuition to the educational process—qualities that AI cannot replicate.

2.1.4 Balancing AI and human interaction

The discussion underscored the necessity of balancing AI-driven personalization with human interaction and intervention. While AI can provide valuable insights and support, it should not replace the critical thinking, social interactions, and emotional support that human educators and peers offer. The human element is particularly crucial for developing soft skills, such as teamwork, communication, and ethical reasoning, which are increasingly important in today's world.

2.1.5 Educator and student agency in AI implementation

Concerns were voiced about the lack of involvement of educators and students in decisions related to AI implementation in educational settings. Participants advocated for a more participatory approach, where educators and students have a say in how AI is integrated into their learning and teaching environments. This includes considering the ethical implications of AI use, data privacy concerns, and the potential impact on the educator-student relationship.

2.1.6 Conclusion

In sum, the discussions around Personalized Education and Human Agency during the roundtable sessions highlighted the dual-edged nature of AI in education. While there is considerable enthusiasm for the potential of AI to revolutionize personalized learning, there is also a strong consensus on the importance of maintaining human agency, ensuring ethical AI use, and fostering a balanced approach that values human interaction as much as technological innovation. This calls for a collaborative effort among educators, students, technologists, and policymakers to design AI tools and applications that enhance rather than diminish the human aspects of education.

2.2 Assessment and academic integrity

The role of AI in assessments was critically examined, with concerns about academic misconduct and the effectiveness of AI-proctored examinations. Discussions also touched on the need to rethink assessment patterns to accommodate diverse student needs, including those of neurodiverse students. The potential of AI to enhance feedback processes during learning, rather than focusing solely on end-term evaluations, was also explored.

2.2.1 Rethinking assessment patterns

Participants discussed the need for rethinking traditional assessment patterns in light of AI's capabilities. The integration of AI into educational assessments presents opportunities to innovate how learning is evaluated, moving beyond standard formats to more dynamic, personalized, and real-time assessments. However, this shift requires careful consideration to ensure assessments remain fair, comprehensive, and aligned with educational goals.

2.2.2 Concerns over academic misconduct

A significant concern associated with AI in assessments is the potential for academic misconduct. As AI tools become more sophisticated, so do the means by which students might attempt to circumvent academic integrity principles. This includes using AI to complete assignments or take exams, raising questions about the authenticity of student work and the validity of assessment outcomes.

2.2.3 AI proctoring and equity

The use of AI for exam proctoring was critically examined, with participants expressing concerns about equity and accessibility. AI proctoring solutions can inadvertently disadvantage certain groups of students, including those who are neurodiverse or those facing technological or environmental barriers. The discussions highlighted the importance of ensuring that AI proctoring methods are designed and implemented with sensitivity to diverse student needs and circumstances.

2.2.4 Enhancing feedback processes

One of the potential benefits of AI in the context of assessment is its ability to enhance feedback processes. AI can provide timely, personalized, and actionable feedback to students, supporting their learning journey more effectively than traditional feedback mechanisms. This can help bridge gaps in understanding, motivate students, and foster a more engaging learning experience. However, ensuring that AI-generated feedback is accurate, relevant, and constructive remains a challenge.

2.2.5 The role of AI in supporting diverse needs

The roundtable participants also explored how AI could support assessments for students with diverse needs, including those who are neurodiverse. AI has the potential to offer alternative assessment methods that cater to different learning styles and capabilities, thereby promoting a more inclusive educational environment. However, developing these AI-driven assessment tools requires a deep understanding of the specific needs of these student populations and careful design to avoid unintended biases or barriers.

2.2.6 Moving beyond product-focused assessments

A key insight from the discussions was the need to move beyond product-focused assessments (i.e., the final outputs or grades) towards process-oriented evaluations. AI can play a role in highlighting the learning process, including student engagement, effort, and progress over time. This shift can help cultivate a learning environment that values growth and learning over final outcomes, aligning more closely with the educational goal of fostering lifelong learners.

2.2.7 Conclusion

The Assessment and Academic Integrity discussions during the generative AI roundtable sessions underscored the complex interplay between technology, pedagogy, and ethics. While AI offers exciting possibilities for revolutionizing assessments, ensuring that these technologies enhance rather than undermine academic integrity and equity is paramount. This requires ongoing dialogue among educators, technologists, students, and policymakers to navigate the challenges and harness the opportunities presented by AI in assessments, with a steadfast commitment to upholding the principles of fairness, inclusivity, and integrity in education.

2.3 Staff Support and Capacity Building

A recurring theme was the challenge of ensuring that academic staff are adequately supported and kept abreast of rapid AI developments. Participants highlighted the appetite among staff for engaging with AI and the need for policy guidance to navigate new scenarios introduced by AI tools.

2.3.1 Need for comprehensive training

A primary concern expressed during the discussions was the need for comprehensive training and professional development opportunities for educators. As AI technologies evolve rapidly, educators must stay abreast of the latest developments, understand the capabilities and limitations of AI tools, and integrate them effectively into their teaching practices. Training programs should cover not only the technical aspects of using AI but also pedagogical strategies for leveraging AI to enhance learning outcomes.

2.3.2 Addressing the digital divide among staff

The discussions highlighted the digital divide among staff, with varying levels of comfort and expertise in using advanced technologies like AI. This divide poses a significant challenge to the equitable implementation of AI in education, as it may lead to disparities in the quality of teaching and learning experiences. Strategies to address this issue include offering differentiated support levels, mentoring programs, and peer-to-peer learning opportunities to cater to diverse skill sets and learning preferences among educators.

2.3.3 Policy guidance and ethical considerations

Participants underscored the importance of providing clear policy guidance and ethical considerations surrounding the use of AI in education. This includes developing guidelines on data privacy, academic integrity, and the equitable use of AI tools. Educators need a framework to make informed decisions about AI integration that aligns with institutional policies and ethical standards. This guidance is crucial in navigating the complex ethical landscape of AI, ensuring that its use supports inclusive and equitable educational practices.

2.3.4 Fostering a culture of innovation and collaboration

Creating a supportive environment that fosters innovation and collaboration among staff is essential for the successful integration of AI. This involves encouraging experimentation with AI tools, facilitating cross-disciplinary collaborations, and creating spaces for sharing best practices and challenges. A culture that values innovation and collaboration can help demystify AI technologies, reduce resistance to change, and promote a shared vision for enhancing education through AI.

2.3.5 Support for curriculum development and pedagogical innovation

Integrating AI into education is not just about incorporating new tools but also about rethinking curriculum design and pedagogical approaches. Participants discussed the need for support in curriculum development and pedagogical innovation that leverages AI to meet educational goals. This includes assistance in designing AI-enhanced learning activities, assessments, and materials that align with curriculum objectives and pedagogical best practices.

2.3.6 Recognising the workload implications

The workload implications of integrating AI into teaching practices were a significant concern. Learning new technologies, redesigning course materials, and adapting teaching strategies require substantial time and effort. Institutions must recognize and address the workload implications, providing adequate time, resources, and support to staff undergoing this transition. This may involve rethinking workload models to accommodate the additional efforts required for effective AI integration.

2.3.7 Conclusion

The Staff Support and Capacity Building discussions highlighted the multifaceted challenges of preparing and supporting educators in the age of generative AI. Addressing these challenges requires a concerted effort to provide comprehensive training, policy guidance, and support for curriculum development. Additionally, fostering a culture of innovation, collaboration, and ethical consideration is crucial. By tackling these issues head-on, educational institutions can empower their staff to harness the potential of AI in creating engaging, effective, and equitable learning experiences for all students.

2.4 Ethical and inclusive AI use

Ethical concerns, including the sustainability impact of AI and the importance of transparency in AI-assisted activities, were discussed. The conversation also covered the potential of AI in supporting students with disabilities, though more work is needed to explore AI's applications for diverse student communities.

2.4.1 Ethical AI deployment

Participants emphasized the importance of ethical guidelines and frameworks to govern the deployment of AI in education. This involves ensuring that AI applications are developed and used in ways that respect privacy, data protection, and intellectual property rights. Ethical AI use also means transparently communicating how AI tools are employed in educational contexts, including how data is collected, analysed, and utilised. Establishing clear ethical guidelines helps in building trust among all stakeholders—students, educators, and administrators.

2.4.2 Equity and accessibility

A significant concern raised was the need to ensure AI tools are accessible to all students, including those with disabilities or those from underrepresented or disadvantaged backgrounds. AI has the potential to either exacerbate existing inequalities or significantly mitigate them, depending on its implementation. Participants discussed the importance of designing AI applications with universal design principles in mind, ensuring that these technologies enhance learning for everyone, regardless of their physical abilities, learning styles, or socio-economic status.

2.4.3 Inclusivity in AI development and deployment

The discussions highlighted the need for inclusivity not just in the use of AI but also in its development and deployment phases. This involves engaging diverse groups of educators, students, and technical experts in the design and implementation of AI tools to ensure that these technologies are culturally sensitive and pedagogically sound. By involving a wide range of voices, educational institutions can better address the varied needs and concerns of their communities, leading to more effective and meaningful AI integration.

2.4.4 Addressing Biases in AI

A critical aspect of ethical and inclusive AI use is the recognition and mitigation of biases inherent in AI algorithms and datasets. AI systems can perpetuate or even amplify biases if not carefully designed and monitored. Participants discussed the importance of using diverse, representative datasets in AI development and continuously evaluating AI tools for biases in their outputs. This also includes educating users about the potential biases in AI recommendations and decisions, fostering critical engagement with AI tools.

2.4.5 Sustainability Concerns

The environmental impact of developing and running AI systems was raised as a concern, pointing to the broader ethical consideration of sustainability. AI systems, particularly large models, require significant computational resources, leading to substantial energy consumption and carbon emissions. Participants noted the importance of considering the sustainability of AI tools in their procurement and use, aligning with broader institutional and societal goals for environmental responsibility.

2.4.6 Transparency and Accountability

Lastly, transparency and accountability in AI use emerged as vital themes. This means not only being open about how AI tools are employed within educational settings but also ensuring there are mechanisms for addressing concerns or harms that may arise from AI use. Institutions need to establish clear policies and procedures for students and educators to report issues and for those issues to be investigated and addressed promptly and fairly.

2.4.7 Conclusion

The discussions on Ethical and Inclusive AI Use underscored the complexity of responsibly integrating AI into education. By prioritizing ethical guidelines, equity, inclusivity, and sustainability, educational institutions can navigate the challenges and leverage the opportunities presented by AI. This requires ongoing vigilance, engagement with diverse stakeholders, and a commitment to upholding the values that define educational excellence in the digital age. Through such efforts, AI can be harnessed to create more engaging, effective, and inclusive learning environments for all students.

2.5 Partnerships and innovation

The discussions identified the need for strategic partnerships to leverage AI effectively and responsibly. Participants also considered the transformative potential of AI in revolutionizing traditional educational models, advocating for innovation that goes beyond mere incremental changes.

2.5.1 Leveraging partnerships for AI integration

Participants emphasised the value of partnerships in facilitating the effective integration of AI into educational practices. Collaborations with AI technology providers, other educational institutions, industry partners, and research organisations can provide access to cutting-edge technologies, expertise, and resources. These partnerships can help institutions navigate the technical, pedagogical, and ethical complexities of AI, ensuring that implementations are informed by the latest developments and best practices.

2.5.2 Co-development of AI solutions

The discussions pointed to the potential benefits of co-developing AI solutions tailored to specific educational needs and contexts. Working closely with technology providers and researchers can enable institutions to influence the design and functionality of AI tools, ensuring they are aligned with pedagogical goals and institutional values. Co-development projects can also serve as valuable learning experiences for students and educators, offering insights into the intersection of technology, education, and ethics.

2.5.3 Fostering a Culture of Innovation

Creating a culture of innovation within educational institutions was identified as crucial for the successful adoption and integration of AI. This involves not only embracing new technologies but also encouraging experimentation, risk-taking, and creative problem-solving among educators and students. Institutional support for innovation can include providing funding for pilot projects, recognising and rewarding innovative practices, and creating spaces for sharing experiences and learning from failures.

2.5.4 Addressing ethical and equity concerns through partnerships

Participants discussed how partnerships can play a role in addressing ethical and equity concerns related to AI in education. Collaborating with diverse stakeholders, including communities historically underrepresented in technology development, can help ensure that AI tools are designed and implemented in ways that promote inclusivity and fairness. Partnerships can also support the development of ethical guidelines and accountability mechanisms, fostering trust and transparency in AI use.

2.5.5 Scaling innovation through collaborative networks

The discussions highlighted the importance of collaborative networks in scaling AI innovations across the education sector. By sharing knowledge, resources, and best practices, institutions can collectively advance the state of AI in education, benefiting a wider community of learners and educators. Networks can facilitate the dissemination of successful AI implementations, support capacity-building efforts, and advocate for policy and infrastructure changes that enable broader adoption of AI.

2.5.6 Navigating the rapid pace of AI development

A recurring theme was the challenge of keeping up with the rapid pace of AI development and its implications for education. Partnerships with research institutions and industry leaders can provide educational institutions with insights into emerging trends, potential disruptions, and opportunities for innovation. These collaborations can help institutions anticipate and adapt to changes, ensuring that their AI strategies remain relevant and effective.

2.5.7 Conclusion

The discussions on Partnerships and Innovation underscored the strategic role of collaborations in harnessing the transformative potential of AI in education. By engaging in partnerships that support co-development, ethical considerations, and a culture of innovation, educational institutions can navigate the complexities of AI integration. These collaborations can enhance the quality and inclusivity of education, prepare learners for the future, and contribute to the advancement of knowledge and technology. Through a collaborative and strategic approach, the education sector can lead the way in responsible and impactful AI innovation.

2.6 AI's Role Beyond Teaching and Learning

The impact of AI on administrative and support functions within educational institutions was considered. Examples included the use of AI for quality assurance, streamlining committee management, and enhancing student support services.

2.6.1 Enhancing administrative efficiency

Participants discussed the potential of AI to significantly enhance the efficiency of administrative processes within educational institutions. AI can automate routine tasks, such as data entry, scheduling, and student inquiries, freeing up staff time for more complex and value-added activities. By streamlining operations, AI can contribute to more effective resource allocation and potentially reduce operational costs.

2.6.2 Improving student support services

The role of AI in augmenting student support services was a key point of discussion. AI-powered chatbots and virtual assistants can provide students with 24/7 access to information and support, answering queries related to enrolment, financial aid, course scheduling, and more. These tools can enhance the student experience by offering timely and personalized assistance, potentially increasing student satisfaction and retention.

2.6.3 Facilitating admissions and enrolment processes

AI's capabilities in processing and analysing large volumes of data can be leveraged to streamline admissions and enrolment processes. AI can assist in identifying patterns and insights from application data, supporting decision-making processes, and ensuring a more efficient and equitable selection process. Additionally, AI tools can help in targeting and recruiting prospective students by analysing market trends and applicant preferences.

2.6.4 Supporting decision-making with data analytics

AI-driven data analytics can provide educational leaders with powerful tools for decision-making. By analysing data from various sources, AI can help identify trends, forecast future scenarios, and provide insights into student performance, engagement, and outcomes. This can inform strategic planning, policy development, and resource allocation, leading to more informed and effective leadership.

2.6.5 Enhancing campus safety and security

AI technologies can also play a role in enhancing campus safety and security. AI-powered surveillance systems, for example, can monitor campus areas in real-time, detecting unusual activities and enhancing the overall security infrastructure. Additionally, AI can be used to analyse data related to campus incidents, helping to develop better strategies for prevention and response.

2.6.6 Personalizing Alumni Engagement and Fundraising Efforts

Participants noted the potential for AI to personalize alumni engagement and optimize fundraising efforts. AI algorithms can analyse alumni data to tailor communication and engagement strategies, identifying the most effective approaches for fundraising campaigns. This personalized approach can strengthen alumni relations and increase the success of fundraising initiatives.

2.6.7 Conclusion

The discussions on AI's Role Beyond Teaching and Learning underscored the broad potential of AI to transform various aspects of educational institutions beyond the direct educational mission. By enhancing administrative efficiency, improving student support services, facilitating decision-making processes, and more, AI can contribute to more dynamic, responsive, and efficient educational environments. As institutions continue to explore and integrate AI across different domains, the emphasis on ethical considerations, equity, and the human impact of technology remains paramount. Successfully leveraging AI in these areas requires a strategic approach, prioritizing not only technological innovation but also the values and goals that define educational excellence.

3. Conclusion

The roundtable discussions on generative AI provided valuable insights into the opportunities and challenges of integrating AI in education. While the potential for personalized learning, improved assessment methods, and administrative efficiency was recognized, concerns about human agency, ethical use, and the need for comprehensive support for staff and students were also emphasized. Going forward, a balanced approach that leverages AI's capabilities while addressing these concerns will be crucial for realizing the full benefits of AI in education.

4. Recommendations

- + Develop Comprehensive Support Frameworks for educators to navigate AI integration, focusing on training, policy guidance, and ethical considerations.
- + Enhance Collaborative Learning Opportunities** to ensure that AI-driven personalization does not undermine the benefits of collaborative educational experiences.
- + Prioritize Ethical and Inclusive Design of AI tools to support a diverse student population and address sustainability concerns.
- + Foster Strategic Partnerships with AI developers and educational technology firms to ensure the responsible and effective use of AI in educational settings.

The roundtable discussions underscore the complexity of integrating AI into education, highlighting the need for continued dialogue, research, and innovation to harness AI's potential responsibly and effectively.

Appendix Item 1: Scenario provided to participants

Dear Participant,

We are in an era where artificial intelligence (AI) is starting to reshape various facets of our lives, including higher education. As we look ahead, it becomes increasingly important to anticipate and understand the potential transformations AI may bring to university settings.

In preparation for our upcoming roundtable, we invite you to engage with a thought-provoking scenario that envisions a university shortly altered by the advent and integration of AI technologies. This scenario is crafted to serve as a conversation starter, providing a tangible context for us to explore the plausible impacts of AI on our academic institutions.

Your task before the Roundtable:

- + **Read the Scenario:** This document outlines a fictional yet plausible situation at a university that has adopted AI in various capacities.
- + **Reflect on the Content:** Consider the implications of the scenario. What does it mean for students, faculty, administration, and the broader academic community? How might it affect pedagogy, governance, research, and infrastructure?
- + **Note Your Thoughts:** There are no right or wrong answers. We encourage you to jot down your initial reactions, thoughts, and any questions. These notes will be your guide during the discussion.
- + **Prepare to Share:** Come ready to discuss your viewpoint and listen to others. The richness of this Roundtable will come from the diversity of perspectives shared.

The objective of the roundtable:

The roundtable is not a debate on the validity of the scenario but rather a platform to deliberate on how realistic the issues presented are and what they might mean for the future of universities. Through our collective insight, we aim to identify potential opportunities and challenges, strategise responses, and consider the implications for policy and practice in higher education. This will feed into two other roundtables and a short report.

Participants will be credited for creating the report and receive a copy before publication. No comments or quotes in the report will be attributable to individuals without prior approval.

The University of Fulchester

Welcome to the University of Fulchester, where tradition meets innovation and education is transformed through cutting-edge artificial intelligence (AI) technologies. At Fulchester, we have integrated AI into the academic ecosystem to foster a conducive learning environment, enhance teaching methodologies, optimise administrative functions, and promote impactful research activities.

Teaching and Learning

- + **Personalised Education:** AI-driven adaptive learning systems curate customised learning pathways for students, ensuring each learner gets the most out of their educational experience. Course materials, assessments, and learning activities are customised according to individual needs, preferences, and progress.
- + **Virtual and Augmented Reality:** Our classrooms are equipped with virtual and augmented reality technologies. These tools immerse students in a rich, interactive learning environment where complex concepts are brought to life.
- + **Real-world Readiness Assessments:** At the University of Fulchester, assessments ensure that students are work-ready and equipped with the necessary skills to thrive in their respective fields. We have moved away from traditional take-home assessments, as they no longer meet the trust and integrity standards of our rigorous academic evaluation process. Instead, we employ a combination of in-person and AI-proctored examinations, project-based evaluations, and real-world problem-solving scenarios that better reflect and test students' abilities and readiness for professional success.

Research

- + **AI-Assisted Research:** The university boasts advanced AI tools that aid researchers in data analysis, hypothesis testing, and simulation. This fosters an environment where groundbreaking discoveries are made across various disciplines.
- + **Collaborative Research Platforms:** AI-enabled platforms facilitate collaboration among researchers, promoting interdisciplinary research and innovation. These platforms help streamline communication, document sharing, and project management.
- + **Ethics Approval Process:** To expedite the research process, the University of Fulchester has implemented an AI-driven system to manage and evaluate ethics proposals. This innovative approach ensures that research projects comply with essential ethical standards swiftly and effectively. The AI evaluates the proposals against a comprehensive set of ethical criteria, ensuring that all projects uphold the highest integrity, responsibility, and respect for all participants involved. This streamlines the approval process and allows researchers to commence their impactful work with minimal delays.

Administrative Operations

- + **Smart Campus:** AI-driven innovative systems enhance campus life by optimising energy usage, improving security, and automating various facilities management tasks.
- + **Admission Process Optimisation:** The admissions process is streamlined through AI, making it more efficient and unbiased. It ensures that each application is evaluated thoroughly and fairly.
- + **Financial Predictive Analytics:** A revolutionary AI system that maintains the university's financial health and sustainability. This system analyses various data points to identify students who might face difficulty paying their tuition fees on time. By understanding students' payment histories and financial backgrounds, the AI can predict potential future problems, allowing the administration to engage with students proactively. Tailored payment plans, financial advice, and other support mechanisms can then be offered to assist students, ensuring that financial burdens don't hinder their educational journey.
- + **Automated Communication and Support:** AI also plays a pivotal role in enhancing communication between the administrative staff and the student body. Automated systems handle common queries, schedule appointments, and provide necessary information, allowing humans to focus on more complex and personalised student needs.

Student Services

- + **Career Guidance and Placement:** AI meticulously analyses students' academic performance, skills, and interests. This data-driven approach allows for the provision of tailored career advice and the alignment of students with opportunities that resonate with their aspirations and capabilities. AI-enhanced platforms facilitate networking, mentorship, and direct connections with potential employers, ensuring students have a robust support system as they transition from academics to the professional world.
- + **Mental Health Support:** Recognising the paramount importance of mental health, we have integrated AI-powered chatbots and platforms to offer our students immediate and 24/7 mental health support. These intelligent systems can provide empathetic responses, guidance, and resources, ensuring students always have a supportive outlet. They also assist in connecting students with professional mental health practitioners when necessary.
- + **Academic Support and Tutoring:** AI-driven tutoring systems are available to provide students with additional academic support outside the classroom. These platforms offer personalised learning experiences, adapting to each student's unique needs and learning pace. They ensure students can access the necessary resources and support to excel in their studies.

- + **Student Engagement and Activities:** AI enhances student life and engagement on campus. Intelligent systems curate and recommend extracurricular activities, clubs, and events based on students' interests and preferences, fostering a vibrant and inclusive campus community.
- + **Feedback and Continuous Improvement:** AI tools collect and analyse student feedback on various aspects of university life, from academic experiences to campus facilities. This valuable input drives continuous improvement and ensures the university environment evolves to meet students' needs and expectations.

Educational example – not final report

Appendix item 2: GAI and generation of reports

V1 – ChatGPT only generated report

As there is much discussion around how AI might be used for productivity in higher education but few practical examples, it was felt that this provided an opportunity to put this to the test and create a 'worked example' to allow for discussion and analysis of the *process* of using GAI. V1 of this work has an unedited main body entirely generated by ChatGPT.

The human elements are:

- + Formatting for the Advance HE house style
- + The addition of a note at the front of the report noting what this document is.
- + The report authors generated the appendix items that were added.

None of the text has been edited otherwise.

The report was generated by following these steps:

1. Transcripts from three roundtables were stripped of the individuals' identifying details.
2. Transcriptions were provided to ChatGPT 4 in Word format.
3. The first prompt was: "Please write a short report summarising these transcripts."
4. This generated text is separated into sub-headings.
5. The Second prompt provided, "Can you explain key themes in personalised education and human agency?"
6. Third prompt provided: "In the same way, can you expand on the Assessment and Academic integrity section?"
7. Four prompts provided: "Now do the same for Staff Support and Capacity Building".
8. Fifth prompt provided: "Now please do the same for ethical and inclusive AI use".
9. Sixth prompt provided: "Now the same for partnerships and innovation."
10. Seventh prompt provided: "Now provide all of this in a downloadable Word document."

It is important to note that we decided against trying to be a 'sophisticated user' and did not create any custom GPTs nor attempt to use more powerful elements of the ChatGPT model. Here, we wanted to see what happens when a user faces a typical output generated by a cycle of iterative prompts.

V2 – Hybrid report

This report represents V2 – a hybrid taking the content generated for V1 and introducing human editing and insight. The authors went in and using the V1 text as a basis, reviewed the transcripts and edited as they saw fit.

Video Discussion of V1 and V2

The project page for this work contains a video where the authors discuss the process of generating the report and their thoughts on what this means in the context of 'AI for productivity in Higher Education'.

Educational example – not final report



Contact us

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Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

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