# Navigating AI in Academic Libraries:

## Ethics, Policy, and Practical Implementation Strategies

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# Agenda

Overview

## 01

### Introductions – Today's Speakers

## 02

### Challenges Facing Modern Research in Academia

## 03

### Using AI in the Classroom

- Cheating and attempts to detect/ban AI tools
- Why do professors assign term papers? Or any writing task?
- Comparing LLMs
- Scite in the classroom

## 04

### AI Integration Tips

- Assignment Redesign Challenge

## 05

### Live Q&A

# Today’s Speaker

**SEAN C. RIFE, PHD**

Head of Academic Relations at
**Scite** and Professor of Psychology
at **Murray State University**

# Challenges Facing Modern Research in Academia

AI Tools raise questions about research integrity

Information Overload

Fragmented Access

Varying quality of output and lack of reproducibility

Sources: US National Science Foundation, Scite, Nature
https://www.flaticon.es/iconos-gratis/medalla

# Some Assumptions

- Text-generative AI is here to stay
- Your students will use text-generative AI (they already are)
- Generative AI is increasingly present in the workforce
- Generative AI is a useful technology
- We all care about our students and want to do a good job teaching them the material and preparing them for their future (whatever that entails)

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# Cheating

- Text-generative AI can be used to cheat on writing assignments
- Cheating is not a new problem
- You already accept that some forms of cheating will take place
- But yes, text-generative AI will make cheating more common (if professors continue to teach and assess in traditional ways)

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# Detecting and Banning

- Detecting AI-generated writing is a cat-and-mouse game
- False positives are a serious problem
- Using AI for writing is becoming the norm – students need to know how to employ AI tools ethically and effectively
- Watermarking

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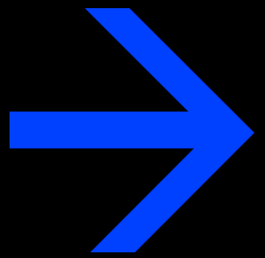

# Why do we assign papers?

# Using Assistant in the Classroom

- AI-specific assignments
- Reading and writing days (in class)
- An aid in reading
- Overall goal: show students how text-generative AI tools can be used responsibly for a better class experience (and better grades!)

- Allowing students to use AI tools
- Modifications to out-of-class assignments

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# Comparing some LLM tools

## Chat GPT

**Source Data**
Open web

**Strengths**
Idea generation, explanation, draft writing

**Weaknesses**
Fact verification not guaranteed (can fabricate references / choose not to use the web)

## Elicit

**Source Data**
Semantic Scholar (OA full text, others' abstracts)

**Strengths**
Lit synthesis matrix, filtering options

**Weaknesses**
Limited source data, not able to determine quality of sources

## Perplexity

**Source Data**
Open web (Some Wiley now)

**Strengths**
Long-form answers, broad coverage

**Weaknesses**
Limited source data, not able to determine quality of sources

## Scite Assistant

**Source Data**
Publisher Agreements and full text, OA Fulltext and all Journal Metadata

**Strengths**
Fact-checked summaries, search transparency

**Weaknesses**
Does not access and use grey literature

"Emerging AI Tools for Literature Review: Comparison of GenAI Tools" Hong Kong University of Science & Technology – Updated June 2025

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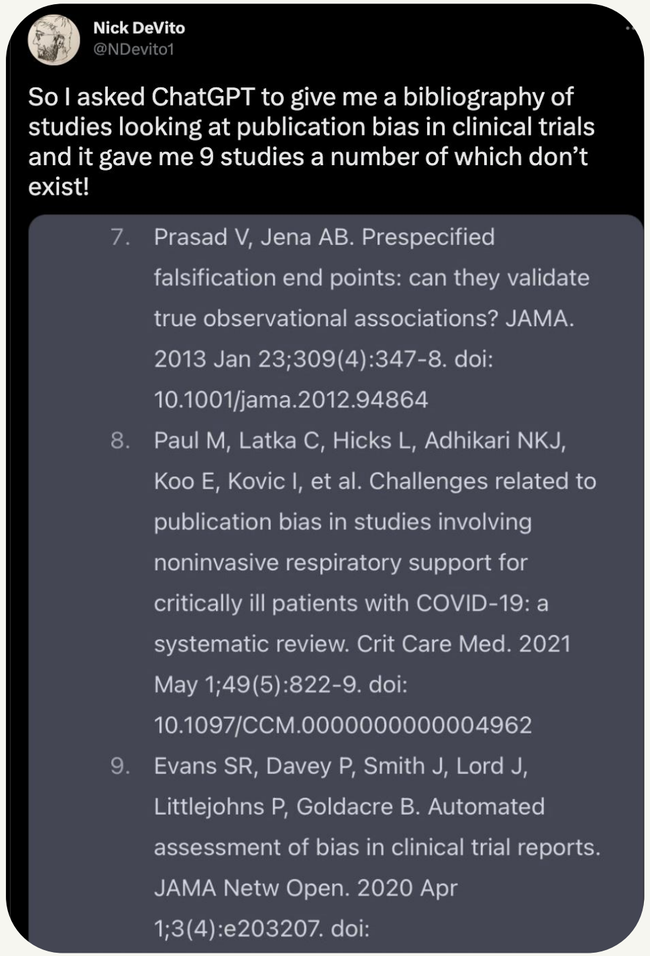
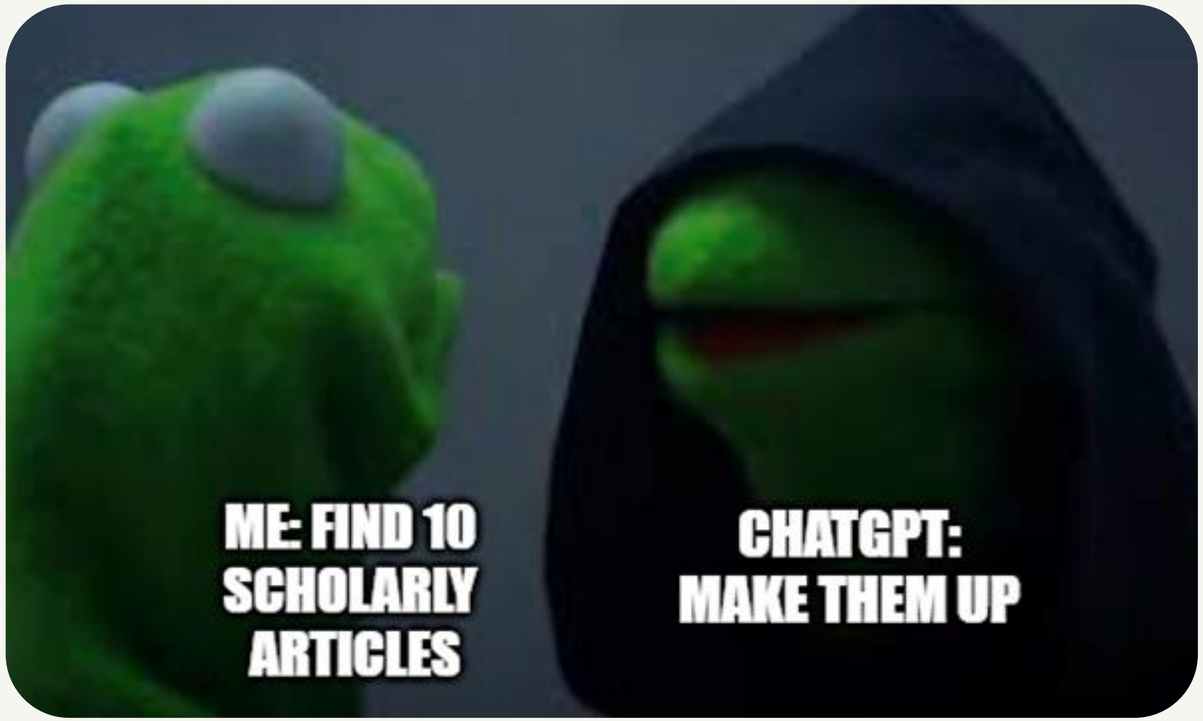
# LLM Limitations




LLMs hallucinate by predicting text from **patterns, not real facts** — sometimes fabricating data or citations without access to verified information.




https://blogs.library.duke.edu/blog/2023/03/09/chatgpt-and-fake-citations/

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# Revising Assignments with AI in Mind

- Make assignments is intrinsically interesting / personally relevant as possible
- Make assignments difficult to prompt engineer
  - "Identify a story that recently appeared in the news that is related to one of the logical fallacies discussed in class."
  - "Describe an instance in which you or someone you know had one of the cognitive biases discussed in this module."
- Rely more on in-class assessments
  - Exams
  - Quizzes

☑ Side Note

Lockdown Browser (or related tech) will probably not save you

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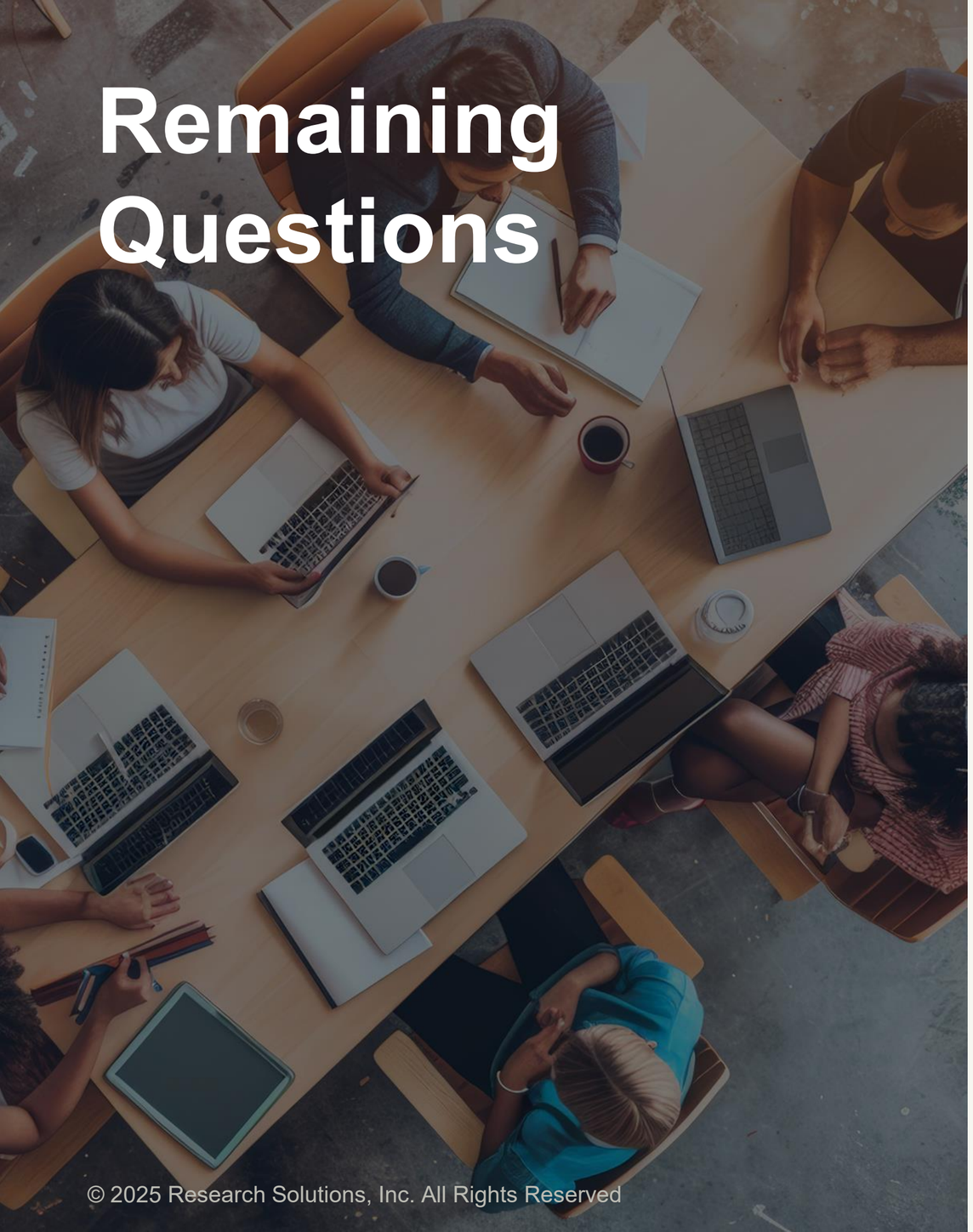

# Remaining Questions

## Is the age of the term paper over?

Alternatives

- Presentations
- Oral “defense”
- Assignments involving more than writing (e.g., multimedia projects, experiential assignments)

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# AI Integration Tips

For Librarians & Information Professionals

## Training & Education

- Offer training sessions for faculty and students
- Create AI literacy workshops
- Develop discipline-specific training modules
- Provide hands-on demonstrations with verification tools

## Tool Evaluation

- Prioritize AI tools designed for scholarly research
- Test tools for accuracy in your subject areas
- Maintain a curated list of recommended research tools

## Policy & Guidelines

- Develop institutional AI usage policies
- Create disclosure requirements for AI-assisted work
- Establish academic integrity guidelines
- Collaborate with faculty on assignment redesign
- Continually review and revise policies as new technologies emerge

## Implementation

- Start with pilot programs in select departments
- Create comprehensive resource guides and tutorials
- Offer one-on-one consultations for faculty
- Build partnerships with IT and academic departments

**Remember**

AI should be used selectively rather than exclusively Focus on teaching critical evaluation skills

Carroll, A. J., & Borycz, J. (2024). Integrating large language models and generative artificial intelligence tools into information literacy instruction. *The Journal of Academic Librarianship*, *50*(4), 102899.

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**Joshua Borycz**
Librarian for STEM Research
at Vanderbilt University

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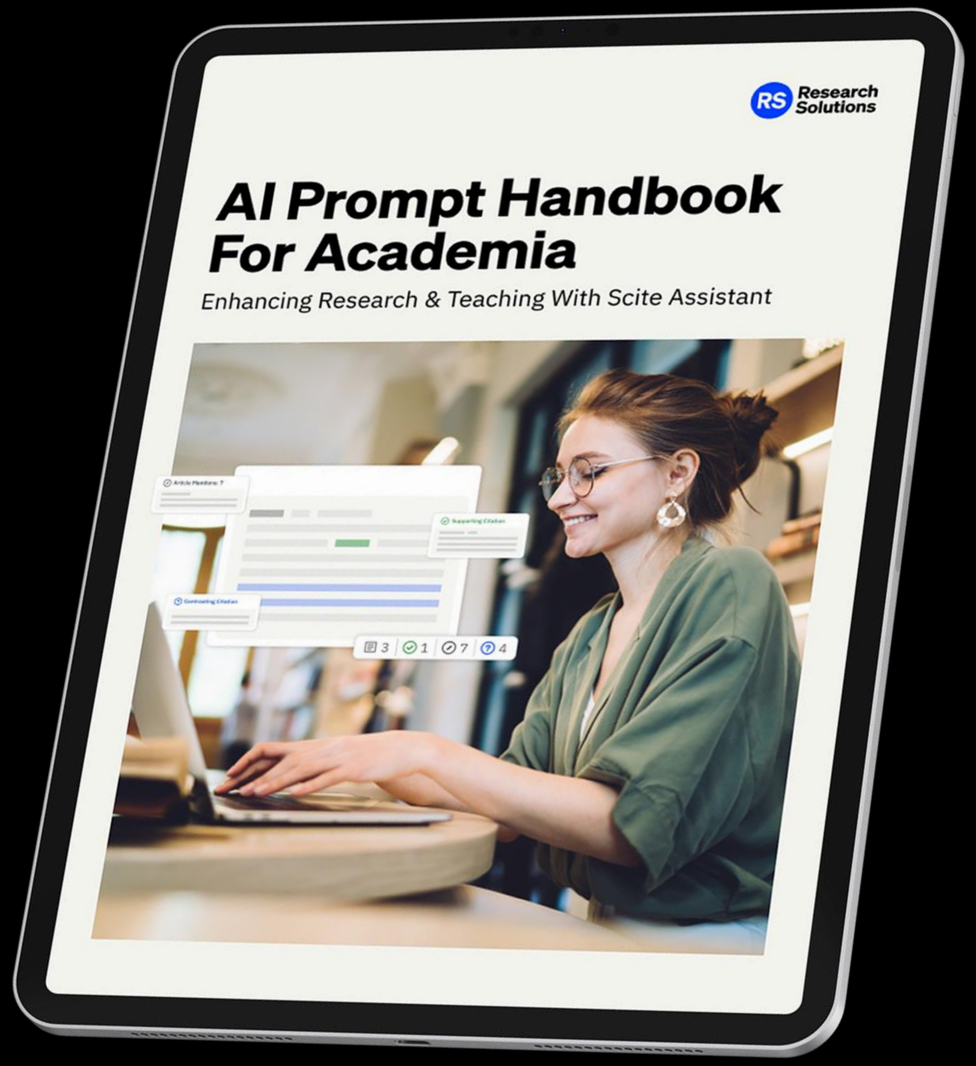
# AI Prompt Handbook For Academia



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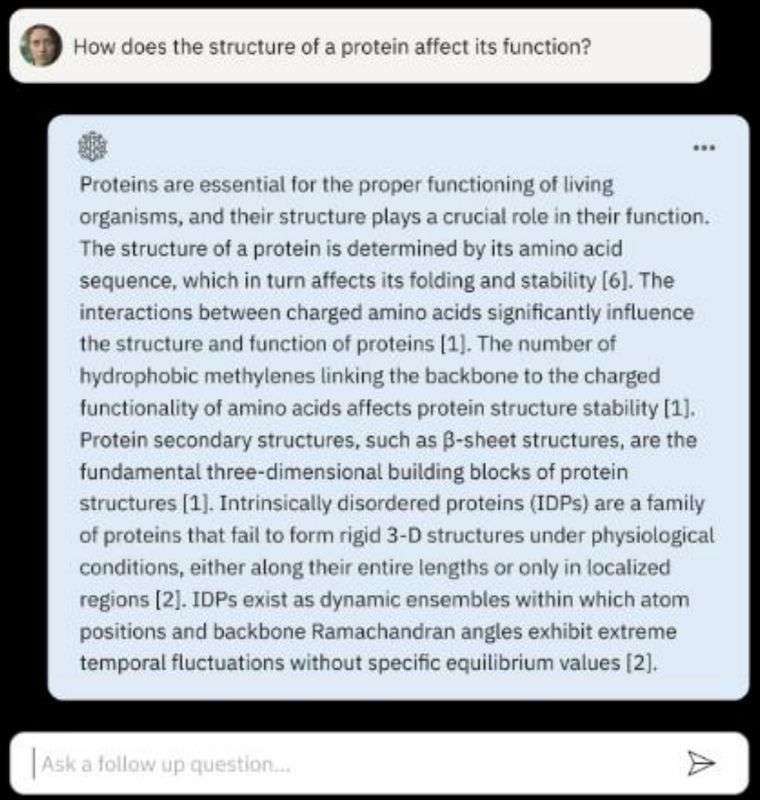
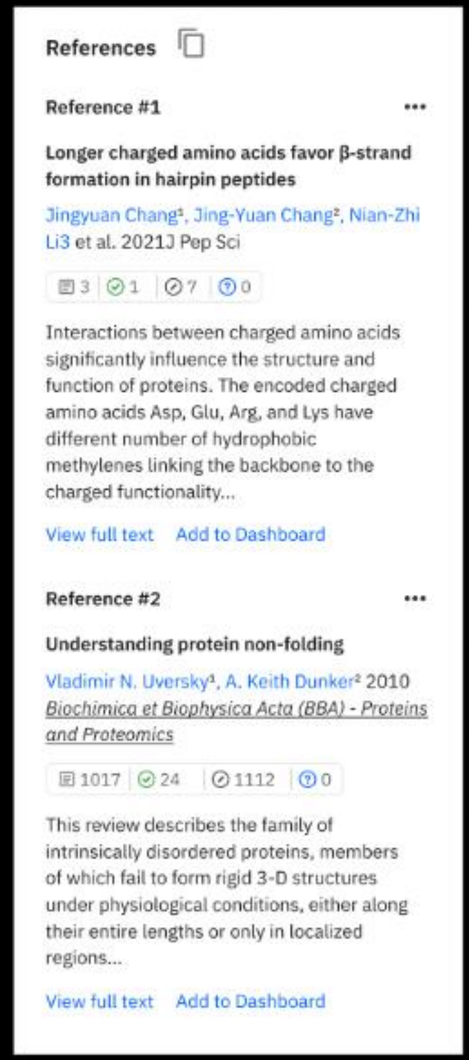
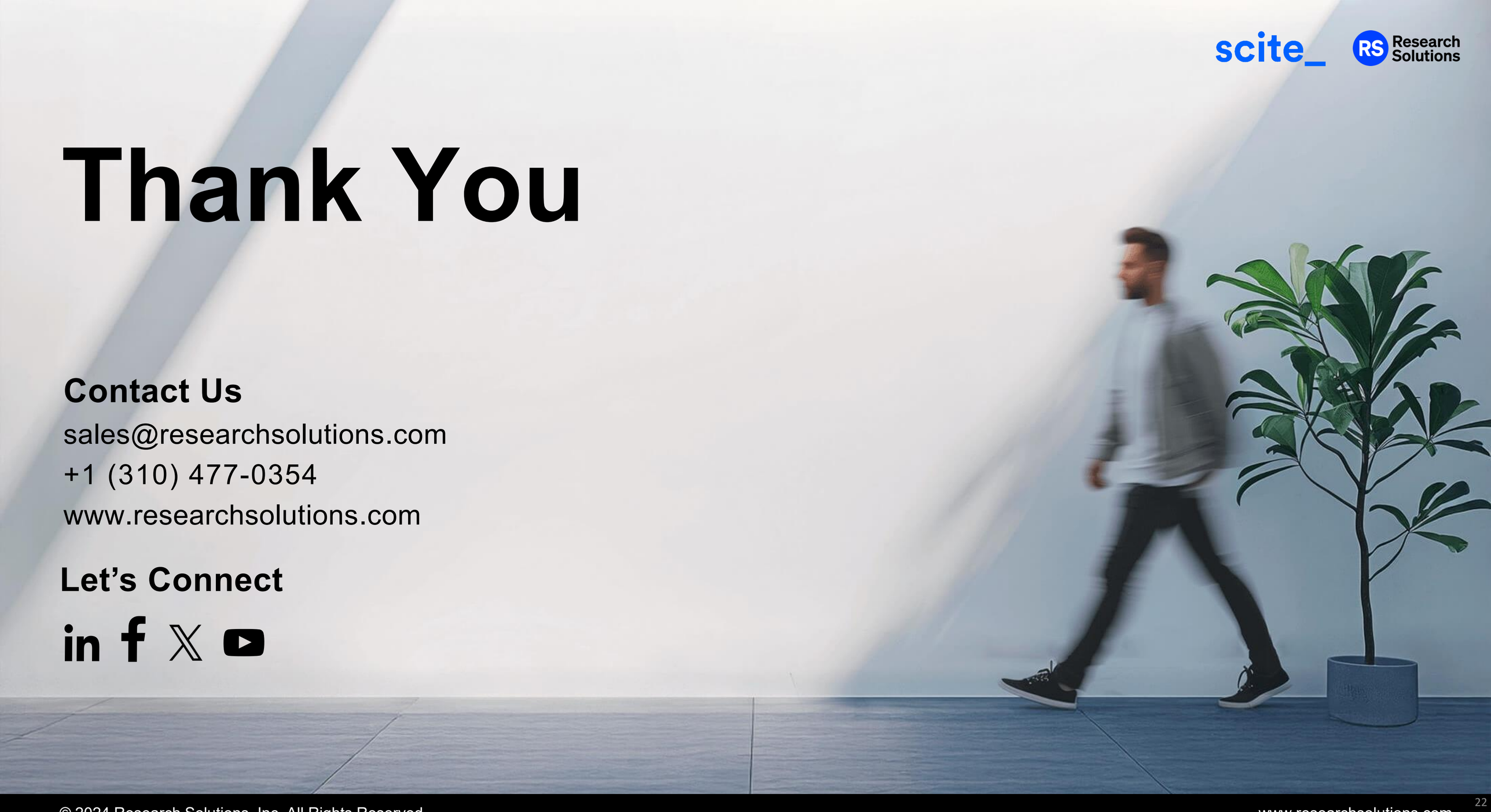
# Q&A



# Thank You



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## Let’s Connect

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