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Dear Terry,

At the University of Cincinnati, students are logging into BearcatGPT, a university-backed AI platform designed to support learning—but not all of them are convinced it belongs in the classroom. While some students use it to draft essays and solve problems, others worry it is replacing the thinking that higher education is meant to develop. As one student put it, “If all you’re doing is telling a computer what to do, it lacks a human element, it lacks interest, it lacks soul.”

My article explores how BearcatGPT is reshaping learning at UC, focusing on the tension between accessibility and academic integrity. Through interviews with students, faculty and AI developers, the piece examines how the university is encouraging AI use while also regulating it, and how that balance is creating confusion across campus. With universities nationwide adopting similar tools, the story offers a timely look at how one institution is navigating a rapidly changing academic landscape and what it means for students now.

The article is reported through interviews with a senior architecture student, a mathematics professor, an English professor, UC’s director of AI strategy and an AI engineer working on the platform. It also incorporates UC’s official AI guidelines and policies, along with observations about how BearcatGPT is being used in classrooms.

BearcatGPT Reshapes Learning at UC is a reported feature at approximately 2,600 words. It would fall under higher education or technology coverage and includes opportunities for accompanying visuals, such as student workspaces or campus technology use.

I am a journalism student at the University of Cincinnati, and this piece is part of my capstone reporting focused on artificial intelligence in higher education. My work centers on student experiences and institutional change, with a focus on accessibility and emerging technology.

Thank you for your time and consideration. Please let me know if you would be interested in reviewing the piece.

Sincerely,
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