GENERATIVE AI IN THE CLASSROOM

RESOURCES FOR FACULTY - August 24, 2023

As a university community, we recognize that generative AI presents new opportunities and challenges in teaching, research, and creative scholarship. The Office of the Provost, Faculty Senate, the Office of Organizational Learning Development (OOLD), Legal Counsel, Internal Audit and Enterprise Risk Management, and Information Technology have been working together to identify relevant resources for faculty. This will be a continuing conversation as we work to better understand the impact of generative AI on student learning. The following frequently asked questions are designed to provide faculty with resources to get started.

What are my rights and responsibilities as an instructor regarding generative AI in the classroom?

Much like earlier advances such as computers, calculators, and the internet, generative AI presents opportunities to innovate. We remain committed to the experimentation and free exchange of ideas that make such innovation possible. These essential principles are defined in [University Policy 370—Rights and Responsibilities of Academic Personnel](#), as well as Board of Regents Policy and the Collective Bargaining Agreements. As you consider how generative AI will inform your teaching this semester, we hope you might frame your response within the charge of Policy 370:

- maintain an active interest in the advances and current thinking in your discipline and relate such information through incorporation into course materials;
- maintain a critical attitude toward your teaching and strive continuously to improve it; and
- ensure equal application of standards and requirements as you adapt your courses in response to this paradigm shift.

How can I prepare for the semester?

Start experimenting with generative AI. Think about how your course assignments and assessments might be adapted to the capabilities and limitations of generative AI. This blog post from LinkedIn offers helpful ideas:

- [*"Faculty: Your Classes Must Change. Here's Your Five Step AI Action Plan for Fall"*](#) by Inara Scott

You can also use your UM Linkedin Learning account to register for these courses curated by OOLD:

- [Nano Tips for Using ChatGPT for Business with Rachel Woods](#): This course offers a good overview of ChatGPT with enough information about how it works to get started.
- [How to Research and Write Using Generative AI Tools](#): This course offers basic techniques and strategies for using ChatGPT writing prompts. It includes lesser-known functions of

ChatGPT– such as creating response tables, increasing the productivity of web and database searches, and more.

- [Generative AI for Creative Pros: Opportunities, Issues, and Ethics](#): This course expands on the opportunities and ethical considerations of using generative AI. It goes beyond writing and covers text-to-image, image-to-image, and audio-based content generators.

And finally, don't miss these excellent on-campus professional development sessions:

- [Accountability, Authorship, and Writing Assessments in the Age of AI](#) - Wednesday, September 6, 2-3 p.m., Education 241. AI technologies have led many of us to reflect on how we teach and assess writing. Led by Amy Ratto Parks, Associate Director, Writing and Public Speaking Center, participants will learn strategies to structure and assess writing assignments in ways that draw attention to each student's personal intellectual engagement with the coursework.
- [Don't Panic: Let's Adopt a Thoughtful Approach to Generative AI](#)- Friday, September 8, 12:00 - 1:30 p.m., Education 123. With new generative tools like ChatGPT, Google Bard, Microsoft Bing, Canva, and Midjourney, we have an unprecedented take hold of a fast-moving evolution and equip our students (and ourselves) with futuristic superpowers. Join Dr. Jason Neiffer, the Executive Director of Montana Digital Academy at the Phyllis J. Washington College of Education, for a first-glance look at the coming AI tsunami, along with recommendations on where to start to immerse yourself in these tools to gain insight. Join us for a fascinating look at the generative AI landscape and how you can prepare your students - and yourself - for the AI world ahead.

How will generative AI be addressed in syllabi this fall?

As you prepare your syllabi for the upcoming semester, we encourage you to outline your expectations regarding students' use of generative AI. Your approach can range from restricting it entirely to fostering its integration into your courses. Be thoughtful in the boundaries you set for students. Banning the use of generative AI is difficult to enforce.

To assist you in crafting these guidelines and defining your boundaries, we have gathered some sample statements from other institutions.

- [Texas A&M University: Generative AI Syllabus Statement Considerations](#)
- [Temple University Center for the Advancement of Teaching: A Faculty Guide to AI](#)

If you plan to allow students to use generative AI, be sure to set clear standards for attribution and citation. Standards are already being developed including:

- [MLA](#)
- [Chicago Style](#)
- [APA](#)

What are the consequences and procedures if I believe a student violated my syllabus statement? Can I accuse them of plagiarism?

The UM Student Code of Conduct outlines the definitions and procedures concerning academic dishonesty, which can be applied to the misuse of generative AI. While we are still considering the need to update some of that language to explicitly address unattributed or misrepresented use of generative AI, the current definitions of the following are still enforceable:

- plagiarism;
- misconduct during an examination or academic exercise;
- submitting false information; and
- substituting, or arranging substitution, for another student during an examination or other academic exercise.

For more information read, "ARTICLE IV: Proscribed Academic Misconduct."

Will UM be providing access to AI detection programs?

UM does not currently subscribe to any campus-wide plagiarism detection software. In addition, there are currently few reliable tools to detect generative AI and definitively prove a student has plagiarized or misrepresented their efforts. Existing platforms have limited capabilities, undesirable false positives rates, and have been shown to have bias towards the writing of international students. Faculty who choose to use AI detection software are encouraged to do so judiciously. The University of Kansas Center for Teaching Excellence has curated a set of resources explaining the complexity of this issue:

"Why you should use caution with AI detectors."

The best approach is to teach students that their human capacity for thought, imagination, and feeling far exceeds the limited ability of generative AI to create content and solve complex problems. Students who are tempted to misrepresent content generated by AI need to learn its limitations through preemptive instruction. Let misconduct investigations and official sanctions be reserved for only the most egregious cases.

What's next?

As a university community, we must embark on this process of discovery alongside our students. We realize that this is yet another unexpected trial that brings uncertainty to our work this year. The last three years serve as enduring evidence of our ability to persist in the face of unforeseen challenges. We can do this. More opportunities to learn and collaborate are being planned and will be announced in the coming weeks on Griz Hub.