

## Initial Guidance for Faculty in the Era of Generative AI Technologies

On November 30, 2022, the first widely accessible generative AI platform *ChatGPT* (Chat Generative Pre-Trained Transformer) was launched by the firm OpenAI. Since that time other Large Language Model platforms have been released including *AlphaCode*, *GitHub Copilot*, *Bard*, *Cohere Generate*, *Claude*, *Synthesia*, *DALL-E 2*, *StyleGAN*, *Bardeen*, *Copy.ai*, and many others. These systems can produce written, visual, and video content and are being marketed broadly for use in both educational settings and the workplace. As such, it is essential that we both understand the capabilities and limitations of these systems, guard against their inappropriate use, and lead conversations with our students about how this technology can best be utilized.

The Center for the Enhancement of Teaching and Learning (CELT) provides a range of well-considered strategies that faculty can use to reduce the likelihood of academic integrity violations in their classes [<https://www.pfw.edu/offices/enhancement-learning-teaching/Educational-Technology/integrity>]. When a faculty member suspects an integrity violation has occurred, they are **required** to report all instances to the Office of Student Conduct and Care; complete guidance for doing so is available for faculty use [<https://www.pfw.edu/student-conduct-care/student-conduct>]. Importantly, instructors should be aware that widely available plagiarism checking software systems such as *Turnitin* are prone to false-positive errors. As such, charges of integrity violations should not be based solely on a numerical percentage returned from such an analysis.

In addition to these resources the following guidance is offered with an anticipation that this information will be revised and expanded in the future. Instructors are strongly encouraged to engage their colleagues in discussions regarding these and related topics.

As an instructor, it's important to establish clear guidelines and foster a responsible use of generative AI technologies like ChatGPT among your students. Here are some strategies you can employ to help ensure responsible use:

1. **Establish an open dialogue:** Begin the course by discussing the capabilities and potential implications of generative AI technologies. Encourage students to ask questions, share concerns, and engage in a conversation about the responsible use of such tools.
2. **Define acceptable use policies:** Create a set of guidelines that outline the acceptable use of generative AI technologies in your class. Clearly communicate your expectations regarding academic integrity, originality of work, and appropriate sourcing of information.
3. **Educate about plagiarism and ethics:** Provide instruction on plagiarism and the ethical considerations of using generative AI technologies. Help students understand the importance of giving credit to original sources and maintaining academic integrity in their assignments.
4. **Incorporate critical thinking exercises:** Assign projects or assignments that require students to critically analyze the output of generative AI technologies. Encourage them to question and evaluate the information generated, and highlight the limitations and biases that may be present.

5. **Monitor and provide feedback:** Regularly review and assess students' work to ensure they are not misusing generative AI technologies. Look for signs of excessive reliance on generated content and provide feedback to guide them towards responsible usage.
6. **Emphasize skill development:** Focus on teaching essential skills such as research, critical thinking, and effective communication. Emphasize the importance of these skills in complementing and verifying the information generated by AI technologies.
7. **Encourage collaboration and discussion:** Foster a classroom environment that encourages collaboration and peer discussion. By engaging in collaborative learning experiences, students can benefit from diverse perspectives and reduce the temptation to rely solely on AI-generated content.
8. **Promote ethical awareness:** Explore ethical considerations surrounding AI technologies, including issues related to privacy, bias, and fairness. Encourage students to think critically about the societal impact of AI and the responsible use of these technologies beyond the classroom.
9. **Think about our students' future:** Consider the ways AI could be appropriately and ethically used in the jobs students in your discipline are most likely to move into after earning a degree; build course content and policies accordingly.
10. **Stay updated on AI advancements:** Continuously educate yourself about the latest developments and challenges in the field of AI. This will enable you to stay informed about potential misuses and effectively guide your students in navigating these technologies.

By implementing these strategies, faculty can help ensure that students understand the responsible and ethical use of generative AI technologies and thereby empower them to leverage these tools effectively in their learning while avoiding misuse. These technologies will become widely used in the workplace and it is our duty to help students navigate this new reality.

In order to support faculty, CELT has created example syllabi statements for four different use scenarios: **prohibited, allowed with guidance, use with prior permission, use is freely permitted**. These statements and explanations of benefits and drawbacks of the use scenarios are available:

[\[https://www.pfw.edu/offices/enhancement-learning-teaching/pedagogical-resources/Teaching%20in%20the%20Age%20of%20AI\]](https://www.pfw.edu/offices/enhancement-learning-teaching/pedagogical-resources/Teaching%20in%20the%20Age%20of%20AI).



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