GENERATIVE AI

WHAT TO KNOW AS YOU PREPARE FOR FALL 2023 CLASSES

Our goal is to help faculty understand and respond to the ever-changing use of generative AI (GenAI) as we prepare for fall classes to begin. We recognize AI will be a transformative tool with applications in education, research, and nearly all aspects of professional endeavor. This guidance is preliminary and will change as the technology changes and advances.

1 COURSE SYLLABUS

INCLUDE A STATEMENT CLEARLY EXPLAINING THE POLICIES FOR THE USE OF GENERATIVE AI FOR YOUR COURSE & ASSIGNMENTS.

The syllabus is the best way to convey your expectations and policies regarding the use of GenAI for students. Faculty can decide to have an overall policy for all assignments or allow the use of AI for some assignments as it fits with the course design and learning objectives. The key is to make this very clear to students!

EDUCATE YOURSELF ON GENERATIVE AI 2

THERE ARE MANY RESOURCES AVAILABLE TO FACULTY TO LEARN MORE ABOUT GENERATIVE AI

- UK University Senate (https://www.uky.edu/universitysenate)
- ADVANCE
- CELT (https://celt.uky.edu)
- The Chronical of Higher Education (https://www.chronicle.com/article/should-you-add-an-ai-policy-to-your-syllabus)
- More resources will be posted to the Senate website

3 COMMUNICATE WITH SENATE

HOW CAN UNIVERSITY SENATE HELP?

The University Senate has created a subcommittee focused on understanding the implications of generative AI on educational activities and developing recommendations for policies to address those. We need your feedback and input.
https://uky.az1.qualtrics.com/jfe/form/SV_eCKX9gc1GPi0IBY

SAMPLE SYLLABUS LANGUAGE*

*The Senate AI committee offers the following sample syllabus language for three different paradigms of GenAI use. Instructors may use these texts, adapt them, or create their own course AI policies, based on the instructor's assessment of what is best for their courses.

Statement prohibiting the use of GenAI for all assignments; Any use of GenAI is prohibited and constitutes academic misconduct.	Because a major focus of this course is on developing your skills and fostering creativity in [writing, argumentation, and critical thinking], you must complete assignments for this course entirely on your own. You may not copy from any online sites (e.g. Course Hero or Chegg) or utilize composition technologies (e.g. ChatGPT or other GenAI software). Work submitted by students—all process work, drafts, low stakes writing, final versions, and all other submissions—will be generated by the students themselves. For the purpose of this course, any use of these sites or tools will be considered academic misconduct and consequences will follow University policies. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments.
Specific uses of GenAI are encouraged (generating ideas, editing, translating, outlining).	GenAI tools such as ChatGPT may be used in this course for the purposes of pre-submission activities such as [edit for course specifics: brainstorming, testing out ideas, editing text, outlining, or structuring an argument]. However, learners are responsible for submitting work that meets the assignment standards for quality and factual accuracy. Before submitting any assignment that was aided in any way by GenAI, students are responsible for fact-checking all statements and ensuring that any content drawn from other sources—including the use of GenAI--is appropriately acknowledged through the citation practices used in this course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments. If faculty desire to incorporate AI use as part of assignment evaluation, the following statement can be added to the syllabus: In addition, a portion of your term grade will evaluate your documentation of AI use throughout the course.
Specific uses of GenAI are allowed if students clearly distinguish between their original work and GenAI output (highlighting output, tracking changes in GenAI output).	For most assignments in this course, the use of GenAI to complete any part of the submitted work is prohibited unless explicitly specified by the instructor. In instances where specific instruction/permission to use GenAI tools are provided, students must acknowledge any work that is not their own. This includes citations for outside scholarship or information gathered from other sources. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments. If faculty would like to add syllabus language regarding the process of distinguishing between original work and GenAI output, the following statement may be included: It also means students will, through highlighting or the use of track changes, clearly delineate any text that is generated by a GenAI tool like ChatGPT.

University Senate

1. MCL-CCCC Joint Task Force Report on Writing and AI:
   https://hcommons.org/app/uploads/sites/1003160/2023/07/MLA-CCCC-Joint-Task-Force-on-Writing-and-AI-Working-Paper-1.pdf

2. Sidney Dobrin "Talking about Generative AI: A Guide for Educators"
   https://files.broadviewpress.com/sites/uploads/sites/173/2023/05/Talking-about-Generative-AI-Sidney-I.-Dobrin-Version-1.0.pdf

3. Wharton YouTube Series "Introduction to AI for Teachers and Students" (Ethan and Lilach Mollick)
   Practical AI for Instructors and Students Part 1: Introduction to AI for Teachers and Students

4. "The Daily" Podcast episode with student and instructor voices on how GenAI has affected teaching and learning
   https://podcasts.apple.com/.../the-daily/id1200361736...

5. Ethan and Lilach Mollick (Harvard Business Publishing)
   https://hbsp.harvard.edu/inspiring-minds/why-all-our-classes-suddenly-became-ai-classes

6. UK CELT forum slides and recording: https://celt.uky.edu/news/celt-forum-ai-teaching-and-learning

7. Running list of individual course policies being tried at different universities (Lance Eaton, College Unbound)
   https://docs.google.com/.../1RMVwzjc1o0Mi8Blw.../edit

8. A model of student-generated AI course guidelines created with support from Lance Eaton at College Unbound
   https://docs.google.com/.../12Kx.../edit

9. CHE "4 Steps to Help You Plan for ChatGPT in Your Classroom" June 27, 2023
   https://www.chronicle.com/article/4-steps-to-help-you-plan-for-chatgpt-in-your-classroom