

**To:** Shakenna Adams-Gormley, Chair, College Council

**From:** Dr. Jermaine F. Williams, President

**Subject:** College Council Recommendation 23-01: Faculty Guidelines for the Use of Artificial Intelligence

**Date:** November 30, 2023

I want to express my appreciation to you, the College Council, and all the members of the participatory governance system for their leadership in considering issues of importance to Montgomery College. I have reviewed College Council recommendation 23-01: Faculty Guidelines for the Use of Artificial Intelligence, which College Council voted to move forward for presidential review on October 25, 2023. The document presented to me by the College Council is attached.

This recommendation arises from the advent and rapid proliferation of artificial intelligence resources in the past year, which present both opportunity and challenges for educators and students. I appreciate the research conducted by faculty members and the thoughtfulness of the guidelines developed around this topic.

Based on this information and the advice of Cabinet members, I approve this recommendation and endorse its addition to the Faculty Handbook. I have asked Interim Senior Vice President for Academic Affairs Sharon Fechter and Senior Vice President for Student Affairs Monica Brown to work together to implement this change to the handbook. I encourage faculty, along with students and staff, to engage in ongoing discussions—and even amendments to these guidelines—as artificial intelligence tools continue to advance.

Thank you for your dedicated service to Montgomery College's governance system and your work to support the College's mission. Please do not hesitate to contact me if you have further questions or concerns.

Attachment

cc: Cabinet Members  
Governance Director



## Governance Recommendation

<b>Title: FACULTY GUIDELINES FOR THE USE OF ARTIFICIAL INTELLIGENCE</b>
<b>Council Name submitting the recommendation: Faculty Council</b> <b>Council Chair: Dr. Anestine Theophile-LaFond and Brenda Knopp-co-chairs</b>
<b>Date of Approval by the Individual Council: 10/05/2023</b> <b>Date Recommendation Review by College Council: 10/25/2023</b> <b>Recommendation Presenter: Dr. Anestine Theophile-LaFond</b> <b>Recommendation #:23-01</b>
<b>Recommendation Issue or Concern:</b> <i>(Provide background reasoning or justification and any research findings or supporting documentation for recommendation.)</i>  Academic technology and the integration of Artificial Intelligence (AI) tools such as ChatGPT, Bard, DALL-E, and Stable Diffusion into our classrooms is gaining traction at a tremendous speed. Despite the fact that the Faculty Council acknowledges that these tools have transformative potential, we are keenly aware that faculty may have different pedagogical approaches regarding the use of Artificial Intelligence.  The Faculty Council sought to investigate and learn the best practices for the approaches and applications of these AI technological advancements. The Council engaged with the Vice President of the Office of E-Learning, Innovation, and Teaching Excellence (ELITE) and had faculty discussions and presentations involving the Professional Development Director from ELITE. A dedicated select committee from the Faculty Council teamed up with the Professional Development Director from ELITE to craft guidelines for faculty. The conversation was further enriched with insights from the Associate Senior Vice President for Academic Affairs, who is the liaison to the Faculty Council.  To address our students' needs, safeguard our faculty autonomy as subject matter experts in their respective fields, and be in harmony with the four strategic goals of the College, the Faculty Council deems it necessary to provide Faculty Guidelines for the use of AI. The guidelines would be shared with all academic departments and become a part of the Faculty Handbook. The Faculty Council voted unanimously to move this recommendation forward to the College Council.
<b>Resolution:</b> We hereby move that the Faculty Guidelines for the use of Artificial Intelligence be adopted and approved by the College Council.

**Student Impact:**

The Faculty Council determined the following student impact as outlined below:

1. Foster a sense of belonging and respect
2. Provide clarity for both faculty and student
3. Enhance the learning environment
4. Empower students to experiment and create authentic work

**Economic Impact:**

There is no additional or inherent cost associated with these AI guidelines.

**Equity and Inclusion Impact:**

The Office of Equity and Inclusion has determined that the guidelines are clear, sensitive, straightforward, and concise.

**Proposed Motion:**

The motion is to adopt the Faculty Guidelines for the use of Artificial Intelligence as attached.

**Final Disposition/Recommendation:** *(Complete once decision is made by College Council)*

The College Council voted unanimously to move the recommendation forward to the president for consideration.



## ***Faculty Guidelines for the Use of Artificial Intelligence***

As MC navigates the ever-changing world of academic technology, integrating AI tools such as ChatGPT, Bard, DALL-E, and Stable Diffusion into our classrooms is gaining traction. The Faculty Council proposes the following guidelines for consideration.

### **Guidelines on AI Tool Utilization**

- **Instructor Discretion:** In the absence of formalized rules, faculty should communicate their position about using generative AI to support student learning to their students. Please remember that our reliance on technology must not overshadow the foundational learning goals.
- **Transparent Acknowledgment:** Whenever students lean on AI tools for assistance, they should be encouraged to credit these aids in their work openly. When there is ambiguity, erring on the side of disclosure might be best. APA ([apastyle.apa.org/how-to-cite-chatgpt](http://apastyle.apa.org/how-to-cite-chatgpt)) and MLA offer official guidance on citing AI-generated content.
- **Faculty Autonomy:** Instructors can state their own policy on AI tool integration. It is imperative that such stances, once taken, are clearly communicated to the student body, ideally within the course materials or introductory sessions. *See the Sample Faculty Statements on Student Use of Generative AI Tools below.*
- **Encouraging Dialogue:** Fostering a culture where students feel comfortable seeking clarifications regarding AI tool use is key to its ethical use. Students should be actively encouraged to approach faculty with queries or concerns about AI use without penalty.

### **Sample Faculty Syllabus Statement on Student Use of Generative AI Tools**

In [course name], we recognize the value of each student's authentic voice. We also promote the critical thinking skills that emerge from developing your ideas in your own words. Using generative artificial intelligence (AI) to produce text is acceptable for specific tasks with proper citation when your professor has given explicit permission. In all other cases, written work for this class must be completed by you personally for submission. Submission of text produced by generative AI without permission will be considered a violation of academic ethics (Academic Regulations; Article 5.3).

- **Collaborative Learning:** I encourage you to explore, alongside your classmates, these AI tools as a supplementary resource. They can be excellent for brainstorming, understanding complex topics, or even practicing problem-solving.
- **Assignments and Evaluations:** While I understand the appeal of relying on AI to simplify tasks, for the purposes of this course, using generative AI to complete assignments, essays, or exams will be considered a violation of academic honesty. The work you submit should reflect your personal effort, contribution, and comprehension.
- **Acknowledgment and Transparency:** If you consult AI for clarification or to further your understanding of a topic, and this indirectly aids in your assignments, please provide a brief acknowledgment with the assignment. Example: I "Utilized ChatGPT for brainstorming ideas."

- **Open Communication:** If you're unsure about the appropriateness of using generative AI for a specific task or need clarification, please don't hesitate to reach out. I value honesty and open dialogue.

Remember, education is not just the destination (grades, degrees) but the journey itself — the challenges, the learning curves, the eureka moments. I believe generative AI can be a valuable companion on this journey if used thoughtfully.

### **Guidelines for Faculty Conversations with Students Suspected of Using AI to Generate Academic Work**

When addressing suspected AI use by a student, faculty are encouraged to approach this sensitive issue with a balance of firmness and empathy, keeping the ultimate goal of student education in mind. These guidelines provide a framework for approaching such situations in a manner that prioritizes educational development and academic integrity.

- **Educate:** Help students understand the academic and ethical implications of using AI-generated content in their assignments.
- **Investigate:** Provide students an opportunity to explain their side of the story without feeling targeted.
- **Adapt and Grow:** Use the situation as a learning experience to adapt and implement better practices for the future.

### **Monitoring AI Use**

- **Detection Tools:** Use tools designed to identify AI-generated text, such as GPTZero, to scan students' work. However, while AI detection tools like GPTZero offer valuable support in identifying potentially AI-generated academic work, it's crucial to understand that these tools are not infallible. Like any technological solution, they come with limitations and should not be used as the sole determining factor for assessing a student's academic integrity.

AI detection tools should be considered part of a broader strategy for maintaining academic integrity. When a detection tool flags a submission, it should serve as a starting point for dialogue rather than a conclusive judgment. This approach enables educators to balance enforcing academic policies with an understanding and appreciating the complex factors that may influence a student's academic performance, including the rapidly evolving technological landscape.

- **Documentation:** Keep a record of the original submission and the report generated by the AI detection tool.
- **Confidentiality:** Ensure that all communications about this matter are confidential to respect the student's privacy.

### **Communication Guidelines for Suspected AI Use**

Faculty are encouraged to foster open dialogue, ethical consideration, and educational growth in addressing the issue of AI use in academic settings. The following offers communication guidelines for managing suspected AI use.

### **Initial Contact**

- **Medium:** Use a formal medium like email or a scheduled one-on-one meeting to address the issue.
- **Tone:** Maintain a non-accusatory tone focused on educational growth.
- **Transparency:** If you intend to use a detection tool, communicate that policy in advance.

#### **During the Conversation**

- **Ask Open-Ended Questions:** Allow the student to explain their process. For instance, "Can you walk me through how you completed this assignment?"
- **Explain Consequences:** Clarify what the academic policies are concerning AI-generated content.
- **Discuss Ethics:** Engage the student in a conversation about the ethical considerations of using AI for academic work.

#### **Post-Conversation**

- **Documentation:** Keep a record of the conversation for future reference.
- **Action Plan:** Depending on the outcome, develop an action plan that may include assignment revision, academic warnings, or other educational interventions.
- **Follow-up:** Schedule a follow-up conversation to assess understanding and implementing better practices.