

**Kimberlee A. Dobek**

**April 12, 2026**

**Communications Department**

**Generative AI Memorandum**

**Finding Common Ground: Using AI inside the classroom and the civic duties and responsibilities of modern technology.**

Rapidly advancing technologies have swept across the country, leaving educators, government officials, and the general public with open access to Generative Artificial Intelligence (AI) in its wake. As educators, we remain at the forefront, paving the way for our students in a position of authority and expertise over these new “extreme” technologies. Educators have always maintained a civil discourse surrounding change inside the classroom. AI is a known polarizing technology that can be triggering, but shouldn’t be feared as an overreach threatening jobs. Rather, AI requires a level of professionalism and intentionality that needs to be embraced within our classrooms so that students and teachers effectively use generative AI as a tool of literacy, not to be ignored. Educators should take an authoritative top-down approach assimilating AI practices beginning inside the composition classroom.

How educators choose to learn, educate on, and engage with Generative AI will vary from one instructor to another, and those boundaries are to be respected. How we choose to embrace the newest technologies will differ and open dialogue is essential in creating communal forms of terminology guiding our discussions. This means that forming an opinion means being informed about a topic. I encourage everyone to study what it is instead of ignoring influential technology that society uses daily for emails, budgets, interior design, personal therapists, creating assignments, or for work. AI has many uses that have affordances and constraints. As educators, we’re leery of academic integrity posing a risk with capabilities of hindering student learning potential, but it also hinders students’ learning when educators avoid teaching with the most powerful literacy tool of our time.

So what is the real threat and why are we resistant to GenAI? Fear of the unknown hinders open dialogue and prevents progress. My motto is that “With great power comes great responsibility.” Our students are ethically responsible for their actions and abilities. That means that if we are to teach AI, we need to also educate students on their civic responsibility concerning their digital identities, since identities are no longer in-person; they are also now online. This involves a level of trust as

students are faced with insurmountable pressure and uncertainty surrounding AI, especially the ethics behind the software. Students are confronted with the expectation of achieving good grades to garner entry into an Ivy League school, and prove they are capable of earning a high-paying job. This undue pressure leads to students taking shortcuts on their burdensome assignments in the form of cheating and plagiarism.

Educators need to fill in the gap between ethical responsibility, civic duty, and their rights and responsibilities as students and members of society. As educators, the responsibility falls on us to teach and train students on the literacies of their time, mainly AI because they have unrestricted access to the technologies outside of the classroom. The classroom is meant to shape students for their benefit when they leave our classrooms. Educators do this by developing assignments that engage students in their learning instead of pitting technologies against them. We are responsible for paving the way toward a harmonious future surrounding technologies. This highlights the importance for transparency between educators and students that we are all on the same side because this is not a war between students vs. teachers or teachers vs. technologies. Coming together to create communal assignments, policies, and guidance is a healthy way forward for everyone involved.

The classroom is still a dedicated space to teach students about the affordances and constraints of writing literacies. In turn, students will hopefully educate others as they learn to engage with advanced technologies that will benefit their future as they learn through self-agency and self-regulation. So long as educators agree to communicate and provide explicit parameters for students that keep general educational outcomes aligned in a safe environment. Students' education will benefit from the continuity of their education that aligns with the college's guidelines as well as their teachers. Even if AI policies differ from class to class, a policy will create an educational framework that is both accepting of the new literacy technology and is beneficial to the students and the community. Allowing students to engage with AI during a course remains nuanced; in the future connecting traditional composition and literacy skills to modern technologies will promote student success through relevant engagement.

To see an example of an [AI Policy click here](#).