

Recommended Course Policies and Strategies to Promote Academic Honesty

To restate our guiding principle in drafting this report, we believe that appropriate and ethical use of GAI can enhance our work in all missions, and that with intentional design choices, GAI has the potential to act in support of our campus values including enhancing diversity, equity, inclusion, and wellness. We believe that U-M has an opportunity to be leaders in shaping how this revolutionary technology can become a core aspect of providing an outstanding educational experience, and that this preparation will be crucial for our graduates being successful leaders in their fields. **We strongly recommend that schools/colleges broadly and faculty in the classroom do *not* ban GAI use by students. Instead, we recommend direct engagement with the technology. GAI is a valuable, emerging tool for building upon human decision-making and critical thinking and will allow both faculty and students to learn new tools and technologies to enhance the learning and teaching process. In addition, understanding how to live and work with new digital tools and platforms will help prepare students for the future of the workplace, in which AI will play a prominent role.** This process will require becoming familiar with the current landscape of technologies, and iterating course practices, particularly assessment practices, to integrate it into what students are expected to do.

With this goal in mind, in this section we will document a range of potential course policies that instructors may choose to take to shape their classroom context. Regardless of the policy approach selected, it is essential that **course materials include explicit and transparent policies about GAI and should explain to students the rationale behind them.** Students are going to be navigating very different expectations (from required use, to required non-use, and everything in between) in different courses, and **instructors cannot assume a shared perspective or set of instructional practices on this topic.**

GAI Bans

Banning GAI from course work is not realistic. A ban is unenforceable, and it is impossible to detect all uses of GAI. The range of technologies emerging is immense, and GAI supportive technologies are shortly going to be embedded in the majority of content-creation technology like Word, Google Docs, code editors, etc. Having students write by hand in class is recommended in some quarters as a way of eliminating unauthorized uses of GAI, but this strategy must be implemented in an equitable manner that does not disadvantage students with disabilities or English-language learners. If we are going to limit use of these technologies we need to explain why we think it is worth students completing an action without these supports, and recognize that everyday tools are going to incorporate these technologies in such a way that they will be hard for students to completely avoid even if they are trying to.

We recommend teaching students to use GAI responsibly to augment (rather than replace) their own intellectual work. Instructors will need to determine what GAI tools may be used or not in each course, and address (at least) the following three questions:

1. **May students use GAI?**
 - a. What tools are appropriate for the learning goals and why?
 - b. What tools are not acceptable and why?
2. **How may students use GAI? To**

- a. generate an entire text or only short passages?
 - b. begin with a GAI text and show their revisions of the text?
 - c. use it to outline a paper?
 - d. submit an essay to it and get suggestions for improvement?
 - e. generate ideas but not text?
 - f. illustrate an important point?
 - g. translate text?
 - h. consider counterarguments to their position?
- 3. How should students give credit to GAI, if they use it?**
- a. add an explanation of what tools were used, how, and why
 - b. add a note about the prompts put in, the output, and specific parts of output used
 - c. add detailed records of students' prompts and GAI responses

Course syllabi examples for instructors to select from:

Use-permitted

Example #1

Domain: Agnostic

GAI-use: Permitted with disclosure

Consequences for inappropriate use: Reported to school-based academic misconduct processes

Source: U-M Faculty member Nigel Melville

Any and all use of machines that emulate human capabilities (ChatGPT, Stable Diffusion, DALL-E, etc.) to perform assignments or other works in the course must be disclosed (this includes all graded deliverables as well as other course works and activities). In addition, an explanatory appendix is required for each and every unique usage to describe in clear steps how such a machine was used, including which machine, iteration, editing, etc. WARNING: the current state-of-the-art of machine capabilities have two salient features: 1) the quality is such that more work may be required in a machine-assisted mode; 2) it is feasible to discern the presence of "machine fingerprints." Our goal as a community of learners is to explore and understand how these tools may be used to augment human performance. However, violation of the explicit disclosure requirement may subject students to standard Ross processes (for reporting, determining misconduct (if any), and assigning sanctions (as appropriate) as would be employed for any other type of potential Academic Misconduct.

Example #2

Domain: Agnostic

GAI-use: Permitted with disclosure

Consequences for inappropriate use: Not specified

Source: U-M Faculty member

Learning how to use AI functions such as ChatGPT is important for all of us. Used properly, ChatGPT can enhance our work; used improperly, it can border on plagiarism. If you have used ChatGPT on anything you submit for [CLASS NAME], please include an explanation as to (1)

what was your original prompt to the chatbot; (2) what are some examples of incorrect data that the chatbot provided to you; and, (3) how did you rework and revise so that your final document was both factually accurate and reflected your writing voice and style.

Example #3

Domain: Computer science, data science

GAI-use: Permitted with disclosure

Consequences for inappropriate use: Not specified

Source: Boris Steipe (2023) "Syllabus Resources". The Sentient Syllabus Project

<http://sentientsyllabus.org>

In principle you may submit AI-generated code, or code that is based on or derived from AI-generated code, as long as this use is properly documented in the comments: you need to include the prompt and the significant parts of the response. AI tools may help you avoid syntax errors, but there is no guarantee that the generated code is correct. It is your responsibility to identify errors in program logic through comprehensive, documented testing. Moreover, generated code, even if syntactically correct, may have significant scope for improvement, in particular regarding separation of concerns and avoiding repetitions. The submission itself must meet our standards of attribution and validation.

Example #4

Domain: General writing

GAI-use: Permitted with disclosure

Consequences for inappropriate use: Not specified

Source: Boris Steipe (2023) "Syllabus Resources". The Sentient Syllabus Project

<http://sentientsyllabus.org>

In principle you may submit material that contains AI-generated content, or is based on or derived from it, as long as this use is properly documented. This includes for example drafting an outline, preparing individual sections, combining elements and removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet our standards of attribution and validation.

Example #5

Domain: Agnostic

GAI-use: Permitted, no disclosure needed

Consequences for inappropriate use: None

Source: Inspired by <https://tilt.colostate.edu/what-should-a-syllabus-statement-on-ai-look-like/>

ChatGPT and similar technologies are rapidly becoming part of our professional lives. As such, I expect that you will incorporate these technologies into your work in this class as appropriate, and will treat the work you produce as demonstration of your abilities to engage with these new tools. We do ask that you cite the technologies used as part of your submission so that we're all engaging in a dialogue around the role and efficacy of these tools.

Use permitted depending on activity type:

Example #1

Domain: Agnostic

GAI-use: Permitted

Consequences for inappropriate use: Not specified

Source: Temple University Center for the Advancement of Teaching:

<https://teaching.temple.edu/sites/teaching/files/resource/pdf/Chat-GPT%20syllabus%20statement%20guidance.pdf>

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Use-forbidden:

Example #1

Domain: Agnostic

GAI-use: Forbidden

Consequences for inappropriate use: Reported to school-based academic misconduct processes

Source: GAIA committee

The use of AI tools is explicitly forbidden. Any indication of use will be reported to [School/College] name for investigation as academic misconduct, and subject to consequences like failing the assignment or failing the course depending on the scope and severity of the actions taken.

Example #2

Domain: Agnostic

GAI-use: Forbidden

Consequences for inappropriate use: Failed assignment

Source: GAIA committee

ChatGPT and other similar technologies are advancing rapidly and there are many instances where they will be key tools in your schoolwork and career. For the purposes of this class, we are asking all students to pledge that they will *not* use these technologies. We believe this is key for this learning environment because we want you to learn how to *critically engage with* the material we'll be discussing, including learning how to search for and identify relevant sources, synthesize these materials, and make recommendations without the aid of technology. Artificial Intelligence cannot do this learning for you. Students who are found to have used ChatGPT or the like to complete their assignments will receive a grade of zero for that assignment.