Faculty: Guiding Questions on Ethical Generative AI Use

Negotiating the balance between helping students understand and implement AI with all of its ethical pitfalls can feel intimidating and precarious. These guiding questions are meant to assist you in deciding how to incorporate AI tools into your classroom more ethically and responsibly and to align use with the guidelines outlined in the University of Maine System (UMS) Guidelines for General Artificial Intelligence Use.

What are ways we can balance AI use with academic integrity?

Introducing a potentially perfect cheating mechanism to your students can feel risky, but when we think about it, different ways for students to cheat have existed forever. Still, students will need clear guidance on what AI uses are acceptable to you in your classroom, and what uses are not.

Sample Syllabus language:
- UMA's sample syllabus language [link when it's been developed]
- Possible AI Syllabus Statements
- Sample syllabus statements regarding student use of artificial intelligence

How can we talk with our students about the potential for bias and hallucinations in Generative AI models?

Students will need to develop discerning skills to spot overt and more implicit forms of bias in AI. They will also need to learn the importance of due diligence in checking AI output for accuracy. How can you build opportunities for students to evaluate outputs through the lenses of bias and accuracy?

Sample Lesson Plans:
- Navigating Bias in AI Algorithms course lesson plan
- Collaboratively Defining AI Boundaries with Students
- A Truth, a Lie, and a Blurry Line

When should I, as an instructor, use AI tools in developing my course or assessing student work?

AI tools are now being used in course development and assessments. Instructors can utilize AI to complete repetitive tasks or incorporate more creative learning opportunities. In course development, AI should support rather than replace the instructor's expertise, enhancing creativity without dictating the course. Transparency is essential—students should know when and how AI is used, whether for grading, feedback, or course design. Additionally, sensitive student data must never be uploaded to AI tools. It is important to carefully consider how and when you use AI in this capacity to ensure student privacy and to maintain transparency and trust with students.

Resources:
- [The great assessment rethink](#)
- [Thinking about Assessment in the Time of Generative Artificial Intelligence](#)
- [Ethical AI for Teaching and Learning](#)

How can we balance AI's environmental footprint with its use in our courses?

Generative AI requires massive amounts of water and electricity to run. Therefore, it has a huge environmental footprint. You may want to consider which uses of these tools outweigh the environmental harms they cause. How can we talk with our students about this issue?

Resources:
- [The Environmental Impacts of AI -- Primer](#)
- [Making AI Less 'Thirsty': Uncovering and Addressing the Secret Water Footprint of AI Models](#)
- [AI, data centers and the coming US power demand surge](#)