

Guidance on the use of generative Artificial Intelligence Tools in the classroom from the University of Baltimore's Academic Integrity Workgroup

Background

This document is a product of the University of Baltimore's working group on academic integrity. It is intended to provide guidance to the university community about the appropriate use of Artificial Intelligence (AI) tools in a manner that adheres to the principles of academic integrity.

In creating this guidance, the working group recognized the ever-advancing capabilities of generative AI tools and that anything specific would quickly become obsolete.

Application of Official Policies

The [University of Baltimore Academic Integrity Policy](#) does not explicitly mention the use of generative AI tools in the classroom. However, the use of such tools without proper attribution is prohibited by the section on plagiarism which specifically states the following:

“Plagiarism includes the copying of the language, structure, ideas, or thoughts of another and representing the same as one's own original work.”

Recommendations regarding the use of AI the Classroom

We believe in the autonomy of our faculty members to make the best decisions for their courses. As such, the integration of Artificial Intelligence (AI) into curriculum is entirely at faculty's discretion. We understand that each course has unique needs and objectives, and we trust faculty judgement in determining the most effective teaching methods. If faculty members choose to explore the potential of AI in their teaching, the Center for Excellence in Learning, Teaching, and Technology (CELTT) offers a variety of supportive resources. Faculty are encouraged to utilize these tools as they choose, always keeping in mind the shared goal of fostering an enriching and engaging learning environment.

It is recommended that faculty include a reference about the use of AI tools in their syllabus and discuss expectations about the use of AI with your students.

- Below are 3 examples of language you could include in your syllabus based on the level of AI use you expect in your class (CELTT's [Sample AI Syllabus Language](#)).
 - **Limited/guided use of AI is allowed**
 - *I recognize that there are many artificial intelligence (AI) assisted programs available to assist with writing. However, AI programs are not a replacement for individualized creativity, originality, and critical thinking. We may use AI writing tools (e.g., ChatGPT) under guidelines as a class. You will be informed as to when, where, and how these tools are allowed to be used, along with guidance*

for attribution. Any use of AI tools outside of these announced instances constitutes a violation of UBalt's Academic Integrity Policy and will result in appropriate consequences.

- **All AI use is allowed**
 - All AI Writing tools (e.g., ChatGPT) are welcome in this class if you cite the tool and when and how you used it to complete the assignment.
 - Include examples of how students cite the use of this tool in their assignments.
 - [How to cite ChatGPT](#) APA style
 - [How do I cite generative AI in MLA style?](#) MLA Style center
 - [Citing, Documentation of Sources](#) The Chicago Manual of Style online
- **No AI use is allowed**
 - No AI Writing tools are permitted in this class. If you use these tools, your actions will be considered academically dishonest, which constitutes a violation of UBalt's Academic Integrity Policy, and will result in appropriate consequences.
- Here is another example of [specific language for each of these three approaches](#) from Colorado State University
 - The Following resource includes thought on the impact of biases embedded in these systems: [The Ethics of College Students Using ChatGPT](#)

Important Reminder

An 'AI-proof' assignment or assessment does not exist. While it may be tempting to design tasks that challenge AI, faculty are cautioned against fostering a 'beat the system' mentality among our students. The focus of our educational efforts should not be outsmarting technology, but rather on the value of learning, making a meaningful impact, and the human element that is at the heart of education. Let us strive to cultivate a culture of intellectual curiosity, personal growth, and genuine understanding, rather than a competitive race against machines. Our goal is to prepare our students to contribute positively to society, using technology as a tool, not a rival.

The Office of Student Support is your partner

- If you think there might have been a policy violation, you do not have to investigate this yourself.
- The Office of Student Support (OSS) treats potential violations as a teaching moment. See the following articles that reference the importance of building rapport with students in the academic environment and teachable moments:
 - [“A Letter to my Students”](#)
 - [Our obsession with cheating is ruining our relationships with students](#)
- You can [file a report with the Office of Student Support](#)
- Faculty should be aware of sites that can post past assignments such as Chegg and Course Hero. OSS can help submit a request that content be taken down. However, the submission of a request does not always ensure content will not re-appear.

- [Copyright Infringement Removal Request Form](#)
- Detection of AI usage conclusively is particularly challenging
 - Grammarly and Language Translators are among the tools that can result in student work being labeled as AI generated.

Other Resources about Generative AI in Higher Education

- Examples of actual [Classroom policies for AI Generative Tools](#)
- [Resources about Artificial Intelligence from CELTT](#)
- [Avoiding Infractions website from the University of Buffalo](#)
- Follow posts tagged with [AI in the classroom](#) on the CELTT blog for updates
- [Syllabus Resource](#) from the Sentient Syllabus Project