ChapGPT/AI Guidance for the Classroom

Developments in technology are often challenging and daunting, and the recent explosion of generative artificial intelligence is no exception. Since AI tools such as ChatGPT have the capacity to revolutionize the way we research, work, and learn, it is incumbent upon an institution of higher education to not only acknowledge the presence of AI, but also help students critically examine the practical benefits and ethical repercussions of using AI in academic and professional settings.

Bergen Community College has always focused on helping students prepare for successful professional careers and rewarding personal lives. As AI is becoming a part of many aspects of everyday life, we recognize our obligation to help students use this new tool productively and responsibly. Therefore, we encourage every faculty member to reflect on strategies to help our students think critically about AI and apply this innovation in an ethical manner.

In order to support faculty in achieving this goal, below are suggestions for initial steps, resources, and models for revising syllabi, crafting learning activities, and creating assignments that address the reality of generative AI. Since technology and its uses in higher education and the workplace are evolving rapidly, we encourage faculty to follow the latest developments and best practices as they emerge.

1. **Research AI and gain experience with its use.**

   MLA-CCCC Joint Task Force on Writing and AI Working Paper:
   Overview of the Issues, Statement of Principles, and Recommendations

   https://aiandwriting.hcommons.org/working-paper-1/

2. **Review Bergen's academic integrity policy as a framework for your approach to AI.**

   Student Conduct Handbook
   https://bergen.edu/student-conduct/student-code-of-conduct/

3. **Create a clear syllabus statement that prompts conversation with students.**

   Should You Add an AI Policy to Your Syllabus?
   https://www.chronicle.com/article/should-you-add-an-ai-policy-to-your-syllabus

   Princeton University:
   https://mcgraw.princeton.edu/guidance-aichatgpt

Cleveland State University:
https://pressbooks.ulib.csuohio.edu/teachingandlearning/chapter/statements/

UVM:
https://www.uvm.edu/wid/examples-ai-chatgpt-syllabi-statements

UCLA:
https://teaching.ucla.edu/resources/ai_guidance/#toggle-id-7

4. **Design activities and assignments that promote critical interaction and evaluation of AI.**

   UCLA Resources:
   https://teaching.ucla.edu/resources/ai_guidance/#toggle-id-7

5. **Learn how to cite AI according to professional style guides**.

   How do I cite generative AI in MLA style?
   https://style.mla.org/citing-generative-ai/

   How to cite ChatGPT in APA
   https://apastyle.apa.org/blog/how-to-cite-chatgpt

   The Chicago Manual of Style Online: Citation, Documentation of Sources
   https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html

6. **Consider using tools that aid in the identification of AI (Power Notes, Turnitin, Detection), while understanding that current software can only determine probability, not certainty, of AI use.**
   PowerNotes LibGuide
   https://bergen.libguides.com/powernotes

   TurnItIn
   https://www.turnitin.com/solutions/ai-writing