

Michigan State University Interim Guidance on Generative Artificial Intelligence (AI) in Instructional Settings

As you prepare for the Fall 2023 academic semester, our hopes are that instructors will 1) **develop a course-level generative AI use policy and actively discuss with students about expectations for generative AI use in the work for your class**, 2) **promote equitable and inclusive use of the technology**, and 3) work with colleagues across campus to **determine ethical and scholarly applications of generative AI** for preparing students to succeed in an evolving digital landscape.

The following materials were assembled using existing MSU policy documents and include framing questions developed by an interdisciplinary team of campus experts.

Develop and actively communicate your course-level generative AI policy

1. Consider how AI technology might compel you to revise your course assignments, quizzes, and tests to avoid encouraging unethical or dishonest use of generative AI.
2. Develop and integrate a generative AI policy throughout the course resources:
 - Provide clear definitions, expectations, and repercussions of what will happen if students violate the policy.
 - Explain the standards of academic integrity in the course, especially as related to use of AI technologies, and review the [Integrity of Scholarship and Grades Policy](#).
 - Be clear about what types of AI are acceptable and what versions of the technology students can use or not use.
 - Put this policy into D2L and any assignment instructions consistently.
3. Discuss these expectations when talking about course policies at the beginning of the course and remind students about them as you discuss course assignments:
 - Take time to explain to students the pros and cons of generative AI technologies relative to your course.
 - Explain the development of your policy and make clear the values, ethics, and philosophies underpinning its development.
 - Explain the repercussions of not following the course policy and submit an [Academic Dishonesty Report](#) if needed.
4. If you want to integrate AI in the classroom as an allowed or required resource:
 - Consult with [MSU IT guidance](#) about recommendations for use and adoption of generative AI technology, including guidelines for keeping you and your data safe.
 - Determine if MSU already has access to the tools you desire for free, and if not available through MSU, consider the cost and availability of the resources you will allow or require, and go through [MSU's procurement process](#).
 - If you want to require students to use an AI technology that comes with a cost, put the resource into the scheduling system as you would a textbook, so students know that is an anticipated cost to them.

Promote Equitable and Inclusive Use

1. Consider equity and inclusion when making decisions about AI use in your course.
 - 1.1. How does the development and use of generative AI affect identity groups differentially? What biases exist within the development and use of generative AI? What are the potential challenges regarding AI from an equity-lens (e.g., historic issues with facial recognition and BIPOC populations)?
 - 1.2. What data sources does generative AI use to generate a response, and how representative is this data source?

2. Consider how AI content and perspectives can enhance dialogue and collaboration between diverse disciplines, departments, and individuals.
3. Consider how integration of generative AI technologies into the classroom help or hinder students' success.
4. Consider situations in which some students may have access to more advanced technology than others based on cost or other factors.
5. Consider if generative AI technology provides accommodation for certain populations and how its use may help achieve equity for persons with disabilities.

Determine Ethical and Scholarly Use

The determination of appropriate uses for generative AI can be facilitated through discussion with colleagues within and among disciplines. Discussions that can help our communities to answer

1. What is the ethical use of AI in society, in a given scholarly discipline, and in instruction?
2. How does generative AI pose ethical challenges to issues such as data security and privacy?
3. What types of information should and should not be inputted into an AI system?
4. When does generative AI-assistance become AI-ownership? What are the limits to using generative AI in support of academic work?
5. How should a student cite or disclose the use of generative AI relative to their academic work?
6. How does the course/instructor define plagiarism and academic dishonesty relate to AI? What are the penalties for not following the policy? Many philosophies and policies outlined on the [OSSA Academic Integrity website](#) already apply, and additional specific guidance is available on [FAQs specifically addressing generative AI](#).

AI as a complex issue requiring multiple perspectives and dialogue

1. How can generative AI technologies assist with collaborative, integrated, and interdisciplinary work in the classroom?
2. What is the appropriate use of generative AI in the subject-area and/or discipline to advance scholarship and maintain excellence?
3. What are the current uses, concerns, and dialogue relative to generative AI within the subject and/or discipline?
4. How will generative AI affect the unit/major/courses' content, assignments, instructional objectives, learning outcomes, or assessment models? Might these outcomes need to change to account for AI technology?
5. How will generative AI influence job growth, skills, and responsibilities in the future?

To help facilitate this work, the Center for Teaching and Learning Innovation (CTLI) and the Enhanced Digital Learning Initiative (EDLI) will be producing resources, offering workshops, and facilitating discussions throughout the year. You can learn more about generative AI and participate in discussions in the ["AI & Education" group on iteach.msu.edu](#).