



## Faculty Guidelines: Generative AI

Generative AI (GenAI) technologies present both opportunities and challenges at Stockton. With recognition that students will function in an AI-infused future, faculty need to consider AI-conscious teaching methods.

Stockton permits instructors to decide how and whether to permit Gen AI use in their courses. It is anticipated that program faculty will engage in productive conversations about the curriculum and discipline specific use of AI to determine how students will be adequately prepared for ethical and appropriate AI use.

These guidelines based on the core principles outlined below are designed to assist faculty navigate the ethical, pedagogical, and practical issues of generative AI use in higher education.

### Core Principles

- **Educational Integrity:** Use of AI should enhance not replace the fundamental goals of education: authentic learning (development of essential knowledge and skills), critical thinking, and independent analysis. Academic standards are upheld while adapting to technological change.
- **Access & Equity:** All students need equal and fair access to AI tools, especially if required for course work. As needed, provide alternatives to required AI tool use.
- **Communication:** Provide students with clearly articulated policies about AI use. Model acknowledgement of AI use in your own use of AI tools for preparing or providing feedback on course materials. Encourage open dialogue regarding AI use and misuse.
- **Privacy:** Be aware of AI tools terms of service and protect student information/privacy. Obtain informed consent if appropriate AI use may involve student data. Review Stockton's [privacy and data protection procedures](#).

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## Getting Started

To create an effective approach to AI use or prevention in your courses, it is important to **experiment with AI tools**. Attending a Center for Teaching & Learning Design (CTL) Discovery Lab or reviewing resources provided by the [CTL](#) or [library](#) will help you determine how AI tools work to determine circumstances where AI may be helpful or a hindrance to student learning in your course.

When initially experimenting with an AI tool, **test the tool from the student perspective**. Ask AI to respond to a discussion question, assignment, or exam question from your course. Continue experimenting with **AI to assist with your tasks** such as writing an email, creating a grading rubric, outlining a lesson plan for a course topic, or creating a quiz on a specific topic. With experimentation, you will notice the quality of GenAI output is dependent on typing in the correct phrase or prompt. For more information on prompt engineering, [click here](#). Always be sure to analyze the validity of GenAI's output. This is an important skill for faculty and students.

**Safety** is important when experimenting with AI tools as materials you submit may become part of the GenAI tool's database and development. Faculty must use caution and avoid submitting student's work to tools not vetted for privacy as doing so could violate the student's intellectual property or constitute a [FERPA violation](#).

The [CTL](#) offers training and consultations to learn more about AI and AI tools.



## Benefits and Limitations

Use of GenAI has limitations and benefits to student learning. Some possible **benefits** realized through appropriate GenAI use include

- Improved grammar and clarity in expressing ideas or responses that are particularly useful to students for whom English is a second language
- Rapid summarization of large amounts of information
- Identifying patterns or themes from a large amount of data
- Generating code
- Brainstorming, role-playing, and simulation
- Personalized instruction/feedback/tutoring

Some possible **limitations** of GenAI use include

- Bias and hallucinations (incorrect information)
- Generic or inconsistent responses
- Ethical issues (privacy, copyright, environmental impact)
- Learning loss from not performing all aspects of a task

## Provide an AI Policy to Students

It is strongly recommended that you outline an explicit statement about the use of GenAI in your course(s). The CTLD offers sample statements in a [syllabus template](#). Be certain to clearly communicate your informed expectations and rationale about the use of AI tools. Provide examples of responsible GenAI use and explicitly prohibit use for cheating, plagiarism, or circumventing learning outcomes. Students must understand what behaviors or actions you will consider to be a violation of Stockton's [Academic Honesty Procedure](#). It is important that students are aware that your policy will differ from other instructors/courses; this information may be conveyed in the syllabus and reinforced during class discussion. When permitting AI use, ask students to provide appropriate [citation](#) and information about AI use. Model citation in your own use of AI tools.

The [CTLD](#) is available to assist faculty in developing AI Policy for specific courses.

## Avoid the AI Detection Trap

There is no reliable tool or method to [detect AI use](#) with a high level of certainty. It is useful to focus on teaching proper AI use compared to policing misuse. When potential misuse of AI is suspected, it is recommended that you speak to the student about your observations that the level of work makes you suspect inappropriate AI use. By focusing on the work and standards you can avoid accusations that attack the student and create conflict.

To prevent inappropriate AI use, assign authentic assessments and personal reflection that make it harder to submit the generic response from AI tools and/or have students express knowledge that is not text-based (such as a podcast) or participate in in-class assignments.

## AI Literacy

Students must develop skills necessary to appropriately engage with AI technologies. Faculty play an important role in helping students develop [AI literacy skills](#). Promote digital literacy by exploring the limitations, biases, and reliability of AI-generated content with students. Teach students critical and ethical AI tool use (e.g., as a writing assistant, coding helper, tutor, or ideation partner). Have students critically evaluate AI-generated content emphasizing the importance of fact-checking. It may be helpful to have students submit drafts and revisions indicating AI contribution and personal contribution to the assignment.

## Faculty Use of AI Tools

Faculty may explore appropriate use of AI tools in course design and preparation with many online tools (including Blackboard) offering AI-assisted course design. AI may be used to generate an email, lecture notes/presentations, create tests, rubrics, explain concepts in multiple ways, develop assignment guidelines, generate discussion prompts, and more. The faculty is responsible for reviewing final content for accuracy, relevance, and bias and correcting any issues. AI is a potential tool to enhance pedagogical effectiveness but is not a replacement for scholarly and pedagogical expertise. Students require your feedback and human interaction.

Use of [AI for research](#) and writing should be disclosed in accordance with a journal, discipline, or institutional policy.

## Professional Development

It is important to remain informed about AI tools, institutional policies, and emerging best practices. Consider attending webinars and [sessions](#) offered by the CTLD, engaging in conversations with your colleagues, and contributing to policymaking and AI resources in academia.

The [CTLD](#) is available to assist with course design and integrating Generative AI into teaching and the curriculum. Contact us at (609) 626-3828 or [ctld@stockton.edu](mailto:ctld@stockton.edu) to [set up an appointment](#).