Resolution on the Ethical Integration
of Generative AI Writing Tools in Education at SRJC

submitted by English Faculty Dr. Purnur Ozbirinci, Ph.D.
for consideration by the Academic Senate 4 September 2024

Whereas Adoption of new technologies in education carries both the promise of innovation and also the risk of unintended consequences such as those exacerbating inequalities, necessitating faculty and student training and support, as well as transparency, faculty input, and student input.

Whereas It is the obligation of educational institutions to carefully consider the challenges and promises presented by using generative AI writing tools and cultivating critical thinking and creative skills that are essential for preparing students and faculty for success in an increasingly automated world.

Whereas Current generative AI detection tools are often inaccurate, unreliable, and disproportionately flag the writing of students of color. *

Whereas SRJC faculty and students' success in academia and competitiveness in the workforce can be enhanced by cultivating their own critical thinking and creative skills in the use of cutting-edge educational technologies, including generative AI writing tools.

RESOLVED that as faculty develop their understanding of the ways to use generative AI tools in their teaching practices, the leaders of SRJC Academic Affairs and Student Services continue collaborating to support faculty in creating strategies to promote anti-racist pedagogy, inclusivity, diversity, and community-oriented work, centering student voices, lived experiences, de-colonialism, and linguistic justice. Maintaining a grounding in these values, principles and practices will enable our community to thoughtfully and critically respond to new technologies like generative AI.

RESOLVED that the Academic Senate recommend a subcommittee of the SRJC District Online Committee develop proposed policies and guidelines to ensure equitable, appropriate, and ethical use generative AI writing tools recognizing the potential benefits for all students and faculty while providing clear guidance on academic

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integrity, privacy, inaccuracies, biases, and other relevant issues, and; the subcommittee bring these proposed policies and guidelines back to the Academic Senate for consideration and recommendation to the District.

RESOLVED that the Academic Senate recommend the SRJC Professional Development Coordinators, in partnership with the Office of Distance Education, establish a process for faculty to receive support in evaluating and redesigning assessment methods to discourage overreliance on generative AI writing tools by students completing coursework.

RESOLVED that the Academic Senate recommend departments establish processes for faculty and student training in critically and effectively using generative AI writing tools in their respective disciplines in order to leverage the knowledge and information produced by these tools, while maintaining adherence to the policies and guidelines that are developed from Resolved #2.

References:

Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., & Zou, J. (2023). "GPT detectors are biased against non-native English writers." *Patterns*, 4(7),1-4. DOI: https://doi.org/10.1016/j.patter.2023.100779

Additional Resources available from Distant Education Office here and include, but are not limited to...

Responses to Generative AI in the Classroom

- **Embrace the Bot: Designing Writing Assignments in the Face of AI**, **Faculty Focus** — Presents three different responses to generative AI, geared mainly towards writing assignments.
- **ChatGPT Comes to CUNY Writing Classes**, **CUNY Graduate Center News** — Writing instructors who incorporated generative AI into their courses share their experiences and takeaways.

Syllabus Policies and Strategies to Support Academic Integrity

- **10 Tips to Increase Academic Integrity**, **UC San Diego, Academic Integrity Office** — This resource provides "common-sense" strategies that often get overlooked.
- **Generative AI in the Syllabus**, **Dr. Tamara Tate, UC Irvine, Department of Education** — A guide to creating your course policy, with examples.

See also online here for more resources