Academic Senate
of the
California State University

The Possible Use of AI in Instruction

1. **RESOLVED**: That the Academic Senate of the California State University (ASCSU) affirm the importance of learning about Generative Artificial Intelligence (GenAI) and the importance of learning where GenAI is appropriate in instruction and where it is not; and be it

2. **RESOLVED**: That the ASCSU acknowledge CSU Chancellor García's notable initiative in trying to position the CSU in the forefront of GenAI in collaboration with industry leaders on the Workforce Acceleration Board; and be it

3. **RESOLVED**: That the ASCSU request that the text in the rationale to this resolution be displayed prominently (*above* the information on ChatGPT) on the Faculty page of the CSU AI Commons; and be it

4. **RESOLVED**: That this resolution be distributed to

CSU Board of Trustees
CSU Workforce Acceleration Board
CSU Chancellor
CSU campus Presidents
CSU Provosts/Vice Presidents of Academic Affairs
CSU campus Senate Chairs
CSU campus Senate Executive Committees
California State Student Association (CSSA)

26   CSU Campus Senates

27   CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

28   Workforce Acceleration Board

29   Intersegmental Committee of the Academic Senates (ICAS)

30   General Education Advisory Committee (GEAC)

31   California Faculty Association (CFA)

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34   **Rationale**

35   **Guidelines Regarding the Possible Use of**

36   **Generative AI (GenAI) in Instruction**

37   The main goal of the CSU is to provide excellent instruction for excellent student

38   learning. When GenAI (sometimes just referred to as AI) contributes to excellent

39   teaching and learning, it should be used in instruction; when GenAI makes teaching and

40   learning worse, it should not be used. The CSU has no intention of requiring that faculty

41   use GenAI in instruction. Instructors should investigate whether GenAI might improve

42   teaching and learning in their specific classroom the same way they did with any other

43   new technology such as the pen and pencil, the printed book, the computer, the internet,

44   etc. Instructors might also investigate whether learning GenAI in a classroom setting

45   might make students better prepared for the workforce.

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47 Because the CSU does not require that faculty use GenAI in instruction, instructors

48 should consider whether GenAI might improve teaching and learning in their specific

49 classroom the same way they did with any other new technology.

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51 After these considerations, faculty might decide to use GenAI in the classroom or

52 decide not to use GenAI in the classroom. The guidelines below are aimed at both

53 groups. More specifically, faculty might use (or not use) GenAI themselves, and they

54 might allow (or not allow) students to use GenAI in a variety of forms.

55 In all of these considerations, faculty should be aware that at least some students will

56 inevitably use GenAI, whether or not it is prohibited or encouraged by the instructor.

57 Therefore, another aspect of the guidelines is to explore how to deal with the situation

58 where the instructor has prohibited students from using GenAI, but they use it

59 nevertheless.

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61 <u>All Faculty</u>

62   1. Before writing the syllabus:

63   ● Consult samples of syllabus statements stating the terms of the use of

64   GenAI in the course, including academic integrity policies.

65   ● Look for campus guidelines on GenAI.

66   • Identify campus resources for using and identifying GenAI.

67   • Collaborate with colleagues to share best practices.

68   2. In the syllabus:

69   • Provide clarity on when and how GenAI tools can or cannot be used in

70   coursework and assignments.

71   3. At the beginning of the semester:

72   • Explore with students the varieties of GenAI, including specific apps like

73   Chat GPT, hidden GenAI like Grammarly, GenAI in Google searches, etc.

74   • Discuss with class the ethical implications and limitations of using GenAI

75   for assignments.

76   • Note the potential decrease of practice in critical thinking skills, thus

77   possibly creating barriers to meeting the expected learning outcomes for the

78   course.

79   • Highlight the potential digital divide created by inequitable access to

80   GenAI between students.

81   • Describe how generated AI content can be biased because of incomplete

82   or selective training data.

83   4. Throughout the semester:

84   • Place more emphasis on critical thinking and originality.

85   ●   Recognize the development of ideas over polished prose.

86

87   <u>Faculty Who *Allow* the Use of GenAI</u>

88   5.   At the beginning of the semester:

89   ●   Emphasize the importance of using GenAI ethically and according to the

90   terms laid out in the syllabus.

91   ●   Require and teach students how to reference and cite GenAI-generated

92   content appropriately.

93   ●   Explain that no data entered into the CSU's walled garden "ChatGPT.edu"

94   will be shared with any entities outside the CSU, nor will it be used to train

95   ChatGPT.edu or other AI or LLM models.

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97   6.   Throughout the semester:

98   ●   Teach students how to incorporate GenAI into the writing process.

99   ●   Compare and fact-check GenAI-generated coursework as an in-class

100   activity.

101   ●   Incorporate oral components reflecting on GenAI into assignments, for

102   example:

103 "Let's spend xx minutes discussing the pros and cons of using GenAI writing

104 tools for academic work. What are the ethical considerations we should keep in

105 mind?"

106 • Emphasize process over product.

107 • Incorporate peer review sessions into class.

108 • Require students to submit outlines, drafts, and revisions.

109 • Ask students to explain their writing process and/or research methods.

110 • Ensure that students critically evaluate all AI-generated output.

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112 Faculty Who *Do Not Allow* the Use of GenAI:

113 7. At the beginning of the semester:

114 • Explain to students why the instructor made the decision not to allow

115 students to use GenAI for the coursework.

116 • Explain to students how coursework will be checked for the use of GenAI

117 and what the penalties for using GenAI are.

118 8. Throughout the semester:

119 • Emphasize process over product.

120 • Incorporate peer review sessions into your class.

121 • Ask students to explain their writing process or research methods.

122   •   Redesign assignments.

123   •   Require students to submit outlines, drafts, and revisions.

124   •   Create tasks that require personal experiences or reflections, for instance:

125   "Describe a time when you faced an ethical dilemma and how you tried to resolve

126   it. Include specific details about your thought process and the outcome."

127   •   Assign in-class writing exercises such as:

128   "At the start of class, you'll have xx minutes to write an analysis of the passage we

129   just read together. This will form the basis of our discussion today."

130   •   Develop project-based assignments that require ongoing progress checks,

131   e.g.:

132   "For your paper, submit a topic proposal by week x, an annotated bibliography by

133   week x, a rough draft by week x, and participate in peer review sessions in weeks

134   x and y."

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Resolution summary

The ASCSU affirms the importance of learning about generative artificial intelligence (GenAI) and acknowledges Chancellor García's efforts to move the CSU to the forefront of GenAI in collaboration with industry. The ASCSU requests that text reflecting on the use of GenAI in instruction and guidelines both for faculty who *want* to use GenAI and for faculty who *do not want* to use GenAI, depending on their pedagogy and discipline, be displayed prominently on the Faculty page of the CSU AI Commons.