

# Implementing AI Policies and Practices at the Institutional and Departmental Level

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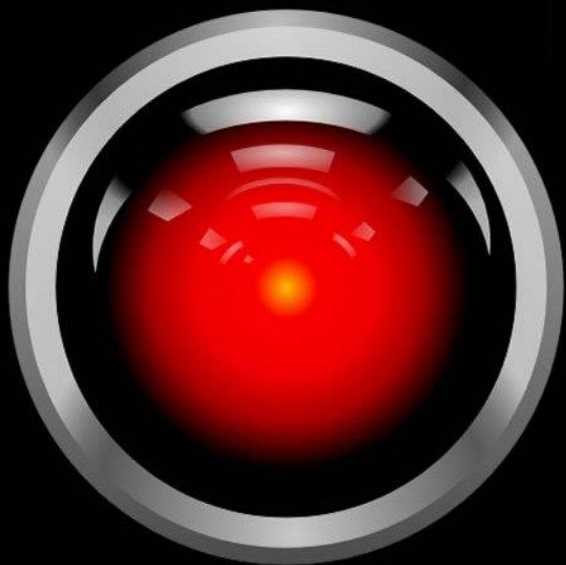
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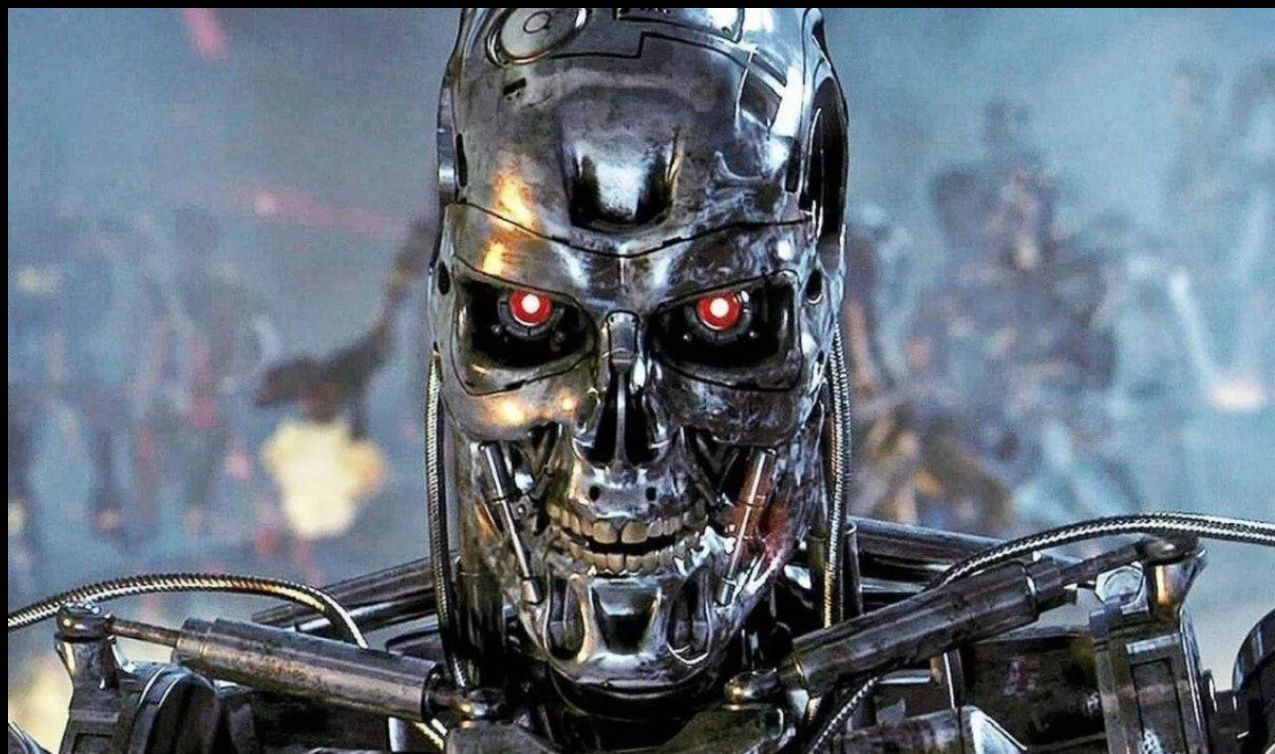


A.I.

SHALL WE PLAY A GAME



HELLO DAVE



# How Are Students Using AI?

## Usage Statistics:

**56%** of college students have used AI tools like ChatGPT for assignments or exams.

**53%** of students have had coursework that required them to use AI.

**79%** of students have had an instructor discuss the use and ethics of AI in the classroom.

## Perceptions and Policies:

**54%** of students believe using AI for schoolwork counts as cheating or plagiarism.

**58%** of students say their school has a policy on the use of generative AI tools.

## Common Uses:

Getting information: **53%**

Brainstorming: **51%**

Creative tasks like making images or music: **31%** and **16%** respectively.

## Concerns:

Potential for cheating and academic dishonesty.

Privacy and misinformation issues.

### References:

Smith, J. (2023). *AI in Education: Usage and Ethics*. *Journal of Educational Technology*, 45(2), 123-135.

Johnson, L. (2023). *The Impact of AI on College Students*. *Educational Research Quarterly*, 39(3), 78-92.

Brown, A. (2023). *Student Perceptions of AI Tools*. *International Journal of Educational Studies*, 50(1), 45-60.

Davis, K. (2023). *AI and Academic Integrity*. *Journal of Higher Education Policy*, 32(4), 210-225.

# ARTIFICIAL INTELLIGENCE

## Implementation in Business, IT and Culinary Areas

- Unit Guideline & Directive
- CTL resources
- Copilot with institutional license

Institutional Level

- Professional development
- Faculty trainings and resources
- AI Initiative Teams page
- WCE courses

Department Level

- Incorporate AI into learning outcomes
- Transparent expectations for students
- Outline discipline specific use of AI

Program Level

- Create AI integrated assignments aligned to common degree outcomes
- Include AI in syllabus and assignments where appropriate

Course Level

Student  
Competency

Layered Approach



# Institutional Level



Test your awareness of artificial intelligence in everyday life

# Taskforce

- Goals – make recommendations to the Provost about AI
- Defined AI at Macomb
  - The College defines AI in two categories: predictive and generative. Predictive AI refers to AI generated content based on pattern recognition. Current examples of predictive AI include Quillbot, Microsoft Word, and Grammarly. Faculty can continue their existing class policies and practices on the use of predictive AI. Generative AI is defined as computational techniques that can generate seemingly new, meaningful content such as text, images, or audio from training data. Current examples of generative AI include ChatGPT, Gemini, Claude, and Dall-E.

# Guideline

- All faculty are required to have a statement about AI on their syllabus
- All faculty must use predetermined levels
  - Per assignment or the entire course
  - May be a departmental decision
- Includes statement about detection tools
  - AI detection tools are not reliable and must not be the sole determinant of unacceptable AI use. Faculty are expected to engage students in a conversation in response to suspected, unauthorized AI use.

# Levels of AI Use

Level of Generative AI Use	Description	Sample Syllabus Language
<b>Immersive</b>	Students are required to use AI and will receive feedback and grading on their use of AI.	"You must use AI tools for this assignment. You will be graded on AI techniques, transparency, fact-checking, and citation."
<b>Permissive</b>	Students can freely utilize AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic. Proper citation is required."
<b>Moderate</b>	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be the student's original work.	"You can employ AI tools to assist your brainstorming or initial research, but the main content, arguments, and conclusions must be your own."
<b>Restrictive</b>	AI tools are prohibited for this assignment. All work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be your original work. Any use of AI will be treated as plagiarism and a violation of the <a href="#">Academic Integrity Policy</a> ."

# Equity Considerations

## Bias

- AI contains a narrow field of perspectives, linguistic and rhetorical frameworks, and cultural knowledge
- Limited by the quality of its training
- Reinforces norms about “good writing”
- Many biases according to values, race, gender, ethnicity, politics

# Equity Considerations

## Ethical Concerns

- Void of cultural and linguistic context
- Digital Divide
  - Access
  - Education and exposure
- Privacy & security
- Accuracy
- Plagiarism

# AI Use at Macomb

## Copilot

- Free with Microsoft License, Copilot is also free in Windows 11
- ChatGPT 4.0 instead of 3.0 (smarter), more up to date information (Chat 4.0 + Internet)
- Using Edge browser at Macomb adds security (not Chrome browser).
- Keeps history, longer conversations
- Lists references
- Creates pictures from text
- Helps guide you through prompts
- Also has a phone app.

Recommendation to create a guideline for staff use



# Department/Program Level

# ARTIFICIAL INTELLIGENCE

## TRAINING OPPORTUNITIES FOR FACULTY

Business - Information Technology - Culinary



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### ACUE: AI QUICK STUDY SERIES

Set of four quick study courses. Topics include: empowering students to use AI responsibly, teaching with AI-inclusive and AI-resistant learning experiences; leveraging AI to develop course resources; writing effective AI prompts

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### AUBURN ONLINE: TEACHING WITH ARTIFICIAL INTELLIGENCE

8 modules with topics including ethical considerations, course design, upcoming AI tools and capabilities, partnering with students for AI tool use.

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### COURSERA/UNIVERSITY OF GLASGOW: GENERATIVE AI IN EDUCATION

Fundamentals of generative AI; Ethical considerations in using generative AI in education

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### MINDSPARK: APPLIED AI FOR EDUCATORS

Topics include applications of generative AI, prompt engineering for educational applications, AI for productivity and task management, using AI for enhanced educational research and writing.

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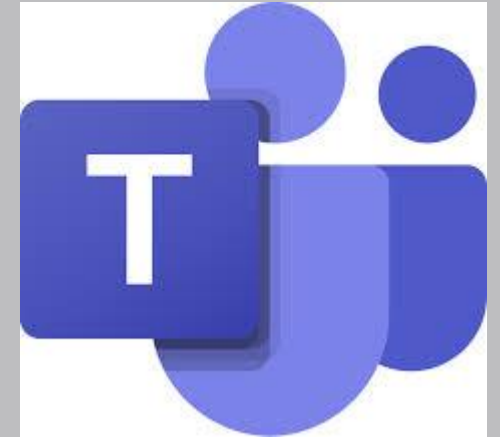
### EDX WITH STELLENBOSCH UNIVERSITY: PROFESSIONAL CERTIFICATE IN AI IN HIGHER EDUCATION

Set of 4 classes. Learn about human relationship with machines, incorporating AI tools into student learning, and how to reposition assessment in support of learning and developing evaluative judgment in an AI-infused world.

Faculty Training

## Faculty Collaboration Site

Training Materials  
Conference Presentations - HLC  
Assignments using AI  
Communication Channel  
Department Resources





# ARTIFICIAL INTELLIGENCE

RESOURCE GUIDE FOR STUDENTS

BUSINESS, IT AND CULINARY

# What is Artificial Intelligence?

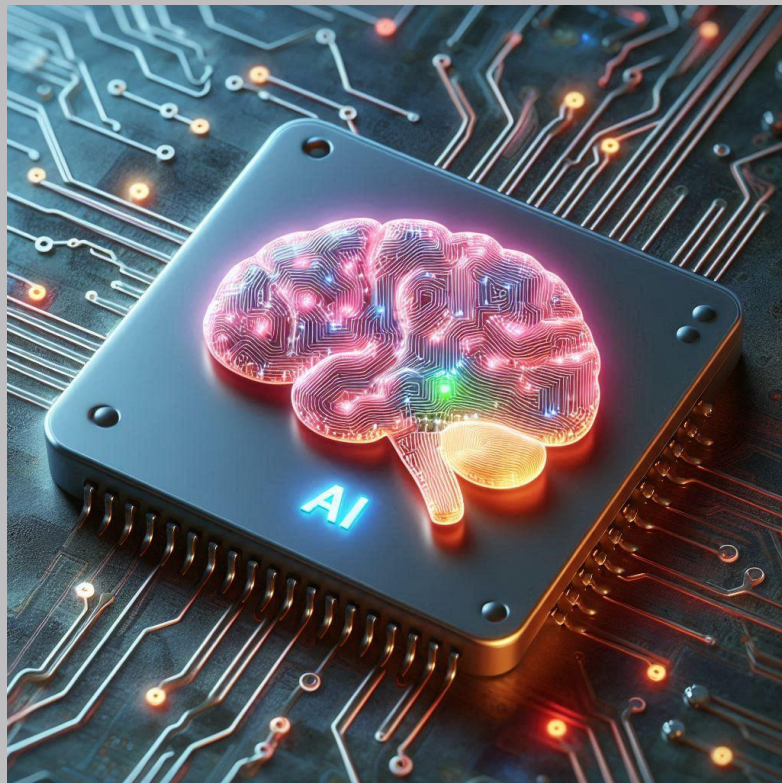


Image created with DALL-E 3 | OpenAI

**Artificial Intelligence (AI)** is a technology that enables computers and machines to simulate human problem-solving.

AI uses data to learn, adapt, and make decisions. The quality of the data used to train AI will show in its responses. If the data contains errors or bias, the AI response will as well.

## Generative AI

Generative AI can create new content based on the data that it has been trained on.

Advances in computer technology have led to a surge in the capabilities and use of generative AI chatbots such as ChatGPT, Microsoft Copilot, and Google Gemini.

## Predictive AI

Examines data to find patterns and anticipate future events or outcomes.

Predictive AI often runs behind the scenes in algorithm recommendations, fraud detection, and weather forecasting

AI can already be seen in your everyday life. Predictive text suggestions, virtual assistants like Siri or Alexa, and algorithm recommendations for shows or music all use AI.

# Ai enhanced Learning

## Strengths of AI in Academics

### **Brainstorming and Creative Process**

Use AI to generate new ideas, overcome writer's block, or explore alternative perspectives.

### **Personalized Learning**

Ask AI to quiz you on accounting homework, translate documents, or create Python coding games for practice.

### **Summarizing Text**

Input a document and AI can provide bullet points, define key terms, or explain complex concepts.

### **Writing Suggestions**

Get grammar and style suggestions or ask for ideas to enhance the persuasiveness of your marketing pitch.

### **Efficient Information Retrieval**

AI rapidly searches through extensive data to provide detailed and specific responses.

## Limitations of AI in Academics

### **Academic Dishonesty**

Claiming completely AI generated content as your own is academic dishonesty and can be considered plagiarism.

### **Inaccurate Responses/Hallucinations**

AI can sometimes provide incorrect or even made-up answers. Always verify the information with other sources.

### **Questionable, Biased or Outdated Data**

AI may pull information from unreliable or inaccurate sources. Always cross-check the data and think critically about responses.

### **Access Limitations**

AI cannot access data behind paywalls, such as certain research journals, limiting the information available.

### **Security Concerns:**

AI systems can learn from any data input, including sensitive personal information. Be cautious about what you share.

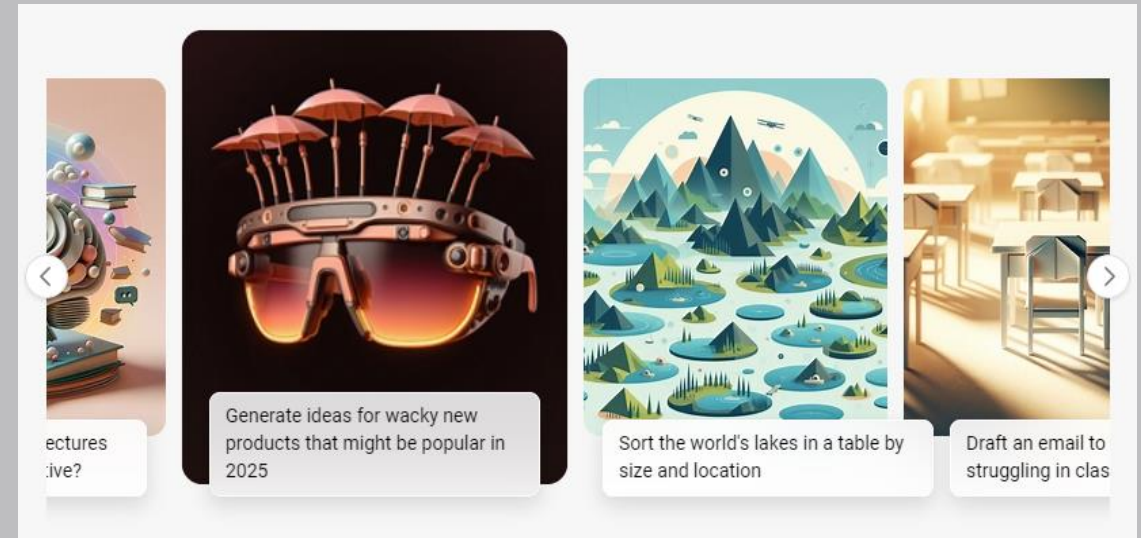
# Recommended AI tools



## Microsoft Copilot

Macomb Community College has purchased an academic license for Copilot.

- Uses ChatGPT 4 Turbo as base model and includes limited DALL-E image generation
- 30 response limit per topic then you must start a new chat. Number of chats is not limited.
- Trained on data up to April of 2023 (not able to process current events or news)
- Allows you to input files, images and screenshots for analysis



Log into copilot with your Macomb email and password

<https://copilot.microsoft.com>

# Responsible and ethical use of AI

## DO'S



Think critically about AI responses and how you use them.



Cite your use of AI.  
When in doubt, ask your instructor for guidance.



Cross reference and check accuracy of results.

## DON'TS



Assume AI generated content is 100% accurate or unbiased.







Directly copy AI responses and claim as your own work.



Input sensitive data or personal information.

# Levels of AI Use

Your instructor may outline acceptable use of AI in assignments:

Color Code	Level of Use	Description	Sample Syllabus Language
	Immersive	Students are required to use AI and will receive feedback and grading on their use of AI	"You must use AI tools for this assignment. You will be graded on AI techniques, transparency, fact checking and citation."
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	Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but core content and conclusions must be student's original work	"You can employ AI tools to assist your brainstorming or initial research, but the main content, arguments, and conclusions must be your own."
	Restrictive	AI tools are prohibited for this assignment. All work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be your original work. Any use of AI will be treated as plagiarism and a violation of the Academic Integrity Policy."



# 5 tips for effective Prompts

1

## **Provide Context**

Give AI background information or a persona related to the task.  
Example: "You are an expert in social media marketing."

2

## **Give a Task**

Specify the desired outcome or action you want the AI to perform.  
"Create a bullet list of five slogans to market an ecofriendly sneaker."

3

## **Be Specific**

Avoid vague prompts; provide detailed information or actions.  
"The target audience is women between the ages of 18 to 25 who go to the gym."

4

## **Give Examples**

Elaborate on your request with sample inputs.  
"Try something like 'Shoes That Leave No Carbon Footprint'."

5

## **Have a Conversation**

Further refine your results by asking additional questions.  
"Give me five more but make the slogan funnier."

# Key Takeaways



Image created with DALL-E 3 | OpenAI

Remember: You need to have a full understanding of your subject and think critically about AI-generated content.

Consider AI as a helpful tool or assistant.



**When in doubt about the use of AI,  
please consult your instructor.**

# Workforce and Continuing Education

# INTEGRATING ARTIFICIAL INTELLIGENCE

## INTRODUCTION WORKSHOP

### OCT 21-30, 2024, M/W, 6:00-8:00 PM

Discover the transformative power of Artificial Intelligence (AI) in our immersive workshop designed for professionals across industries. This course will provide a comprehensive overview of AI technologies, applications, and ethical considerations. Participants will learn practical strategies for incorporating AI tools to enhance productivity, decision-making, and innovation.



Register at: <https://wce.macomb.edu>



scan to learn  
more



Discover. Connect. Advance.™

# Advisory Board Feedback

Artificial Intelligence, Data Analysis

Artificial Intelligence application development



# Course Level



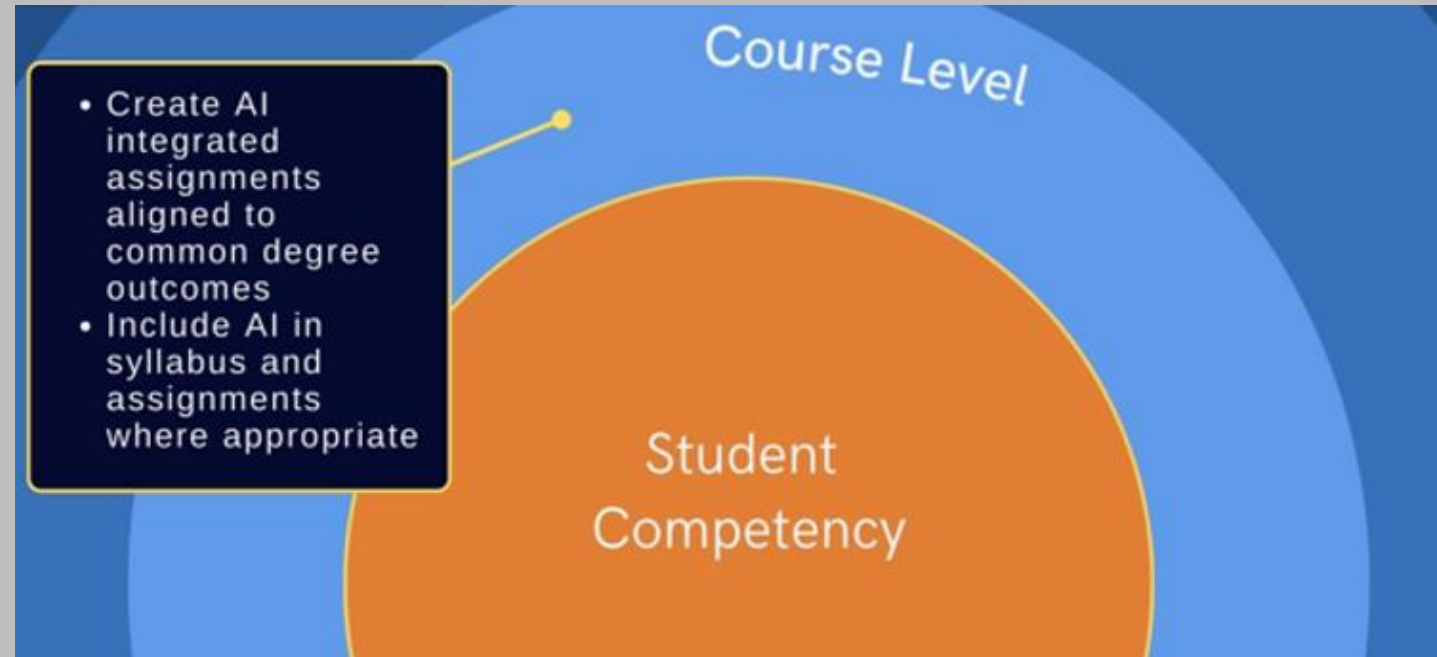
**Macomb**  
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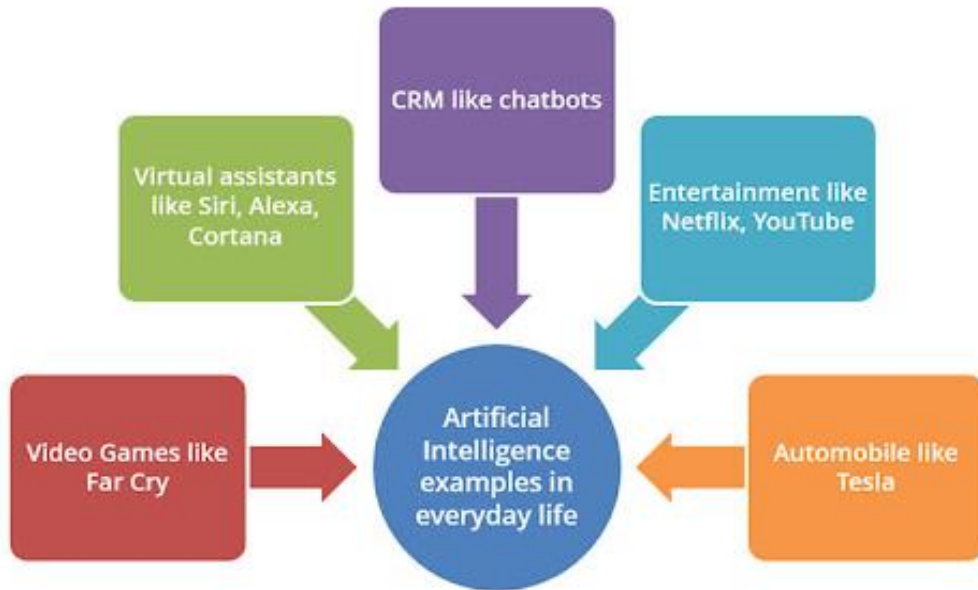
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# Course Level

- 15/13/5.5 years
- Trainings/AI Task Force
- Shared Governance
- 
- Teaching Outlook & Strategy
- Student Perspective - Uses, Confidence Level
- Classroom Specific Policies
- AI Assignment Integration



# Expanding Reach



Google getting Duet AI  
Duet AI provides generative writing and data analysis



AI apps generate images  
Apps like DALL-E or Midjourney create images from text prompts

AI tools are here to stay in higher education, industry, and everyday life.

*Pew Research: only 30% of adults correctly recognize all six examples of AI in everyday life.*

# Technology Outlook

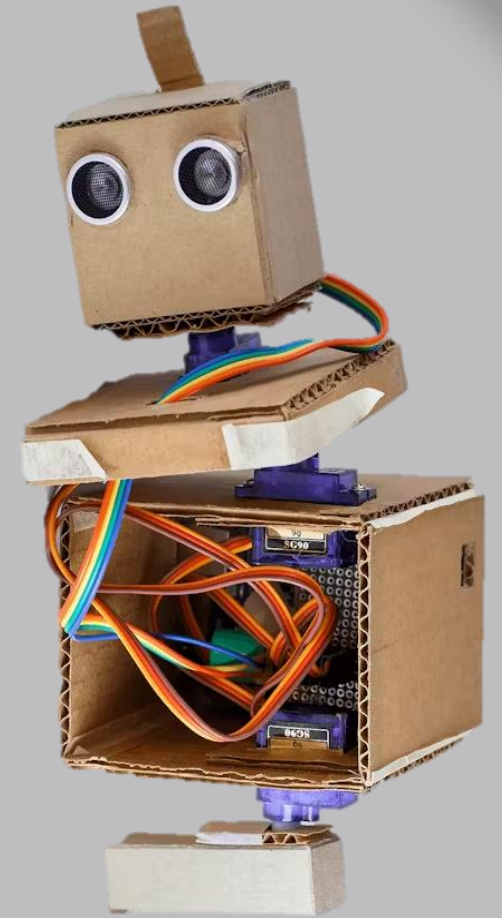
Evolve alongside technologies impact

- What can I **do** as an instructor that technology can't?

Advances in technology change how:

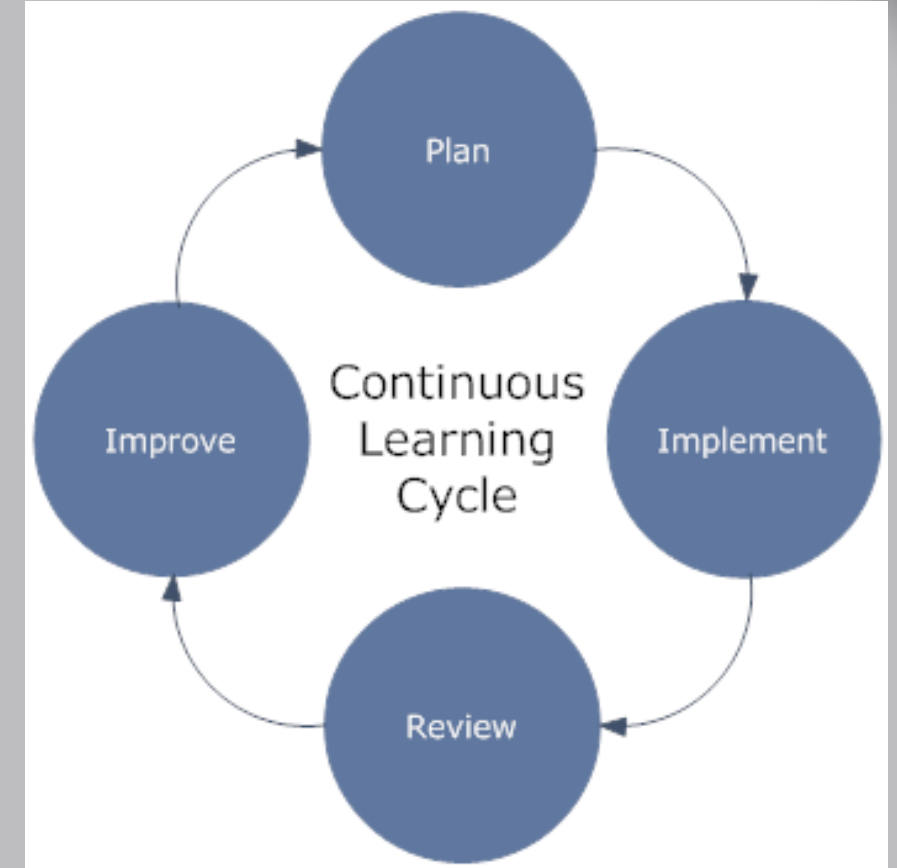
- student success is promoted
- student learning is assessed
- student learning process is viewed

*Personal connection, support, adapt to learner needs in real-time, create community, gauge understanding (non-verbal cues).*



# Teaching Strategy

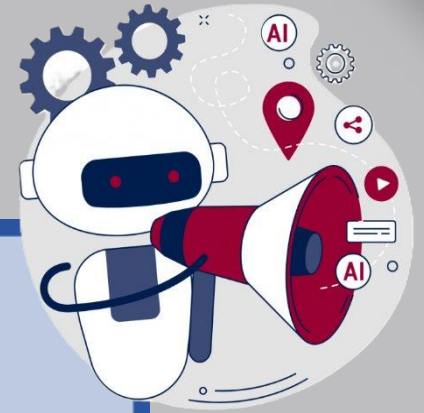
- Foster AI Literacy
- Clarify AI Use Boundaries
- Encourage Critical Thinking
- Promote Continuous Improvement
- Create Community
- Innovation





*Teach to each student group based on understanding and confidence level they come into the classroom with.*

# Backwards Design: Potential Uses by Students



## Generating Content

Using AI to generate content, including written work, case answers, code, and presentations to earn credit without learning course material and/or without demonstrating their skills.

## Finding Answers

Using AI to find or generate answers to tests, quizzes, exams, etc.

*Note: instructors can use generative AI to write or revise test questions*

## Creating Study Materials

Using AI to generate personalized study guides, notes, examples to clarify concepts. Offer activities for critique. Generate activities and examples.

## Tutoring and Communicating

Using AI as a tutor and communicating with instructors and teammates in a professional way. Impersonate the socratic method.

# AI Research (DEC)

86% students said they use AI regularly

Most common ways used:

- Check grammar (42%);
- Search for information (69%);
- Summarize documents (33%);
- Paraphrase a document (28%); and
- Create a first draft (24%)

## Frequency of students using AI in their studies

Question: How often do you use AI tools?

**54%**

of students use AI at least  
on a weekly basis

**54%**

use daily or weekly

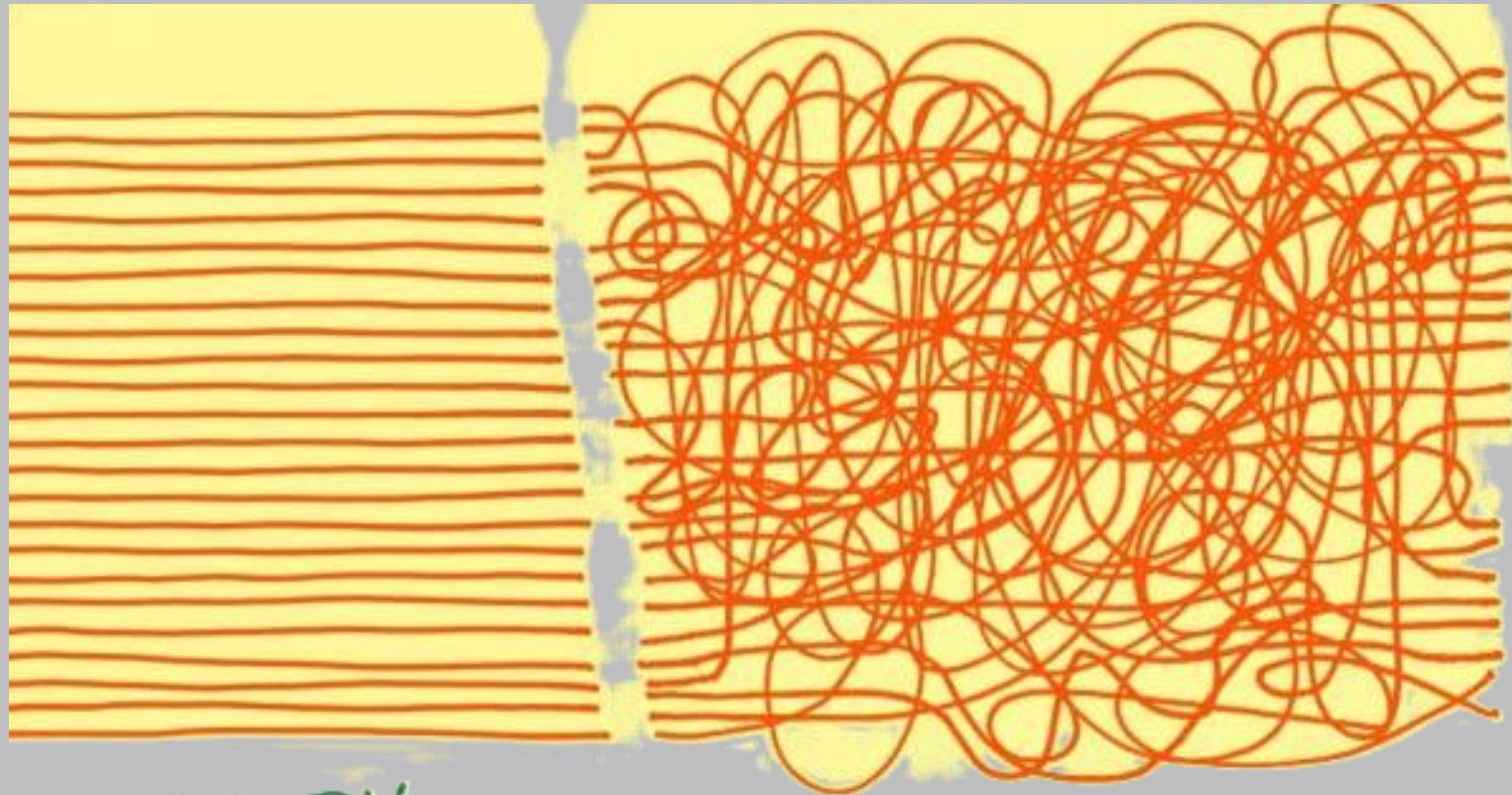
**24%**

use AI daily

[Digital Education Council](#) (a global alliance of universities/industry representatives focused on education innovation)



THEORY

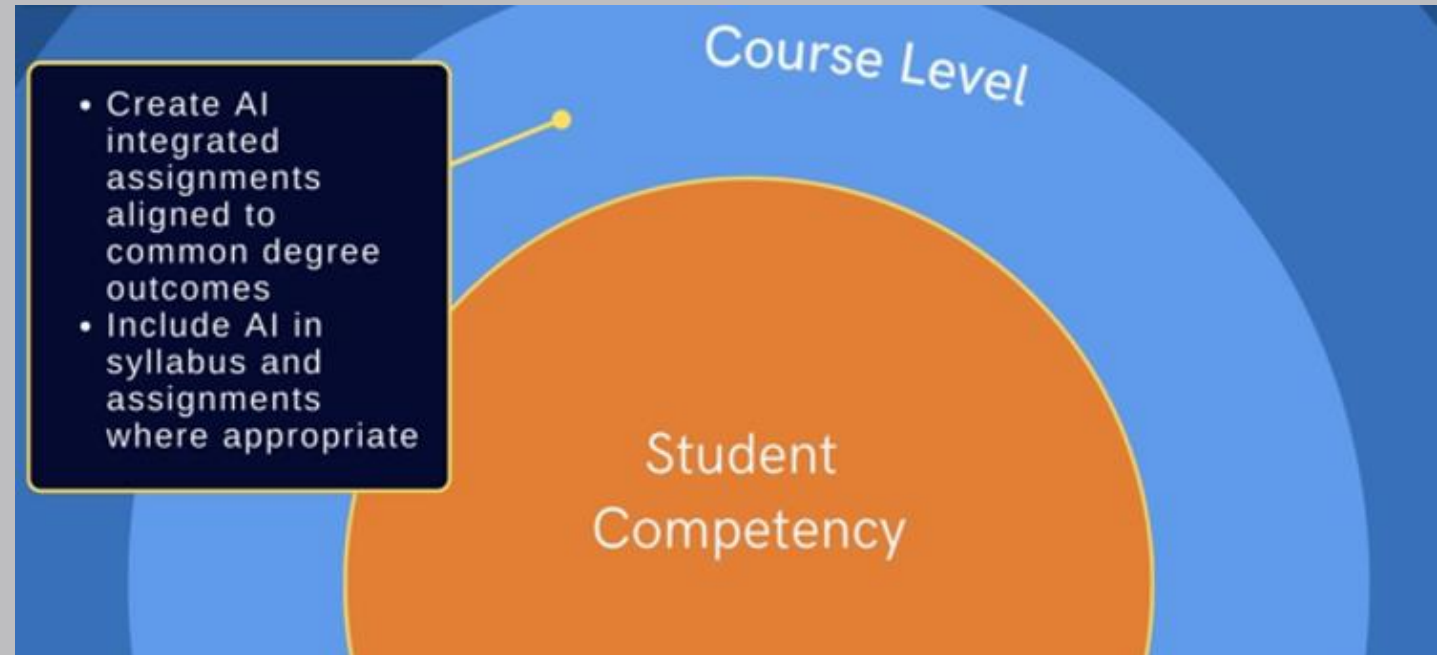


THEORY

PRACTICE

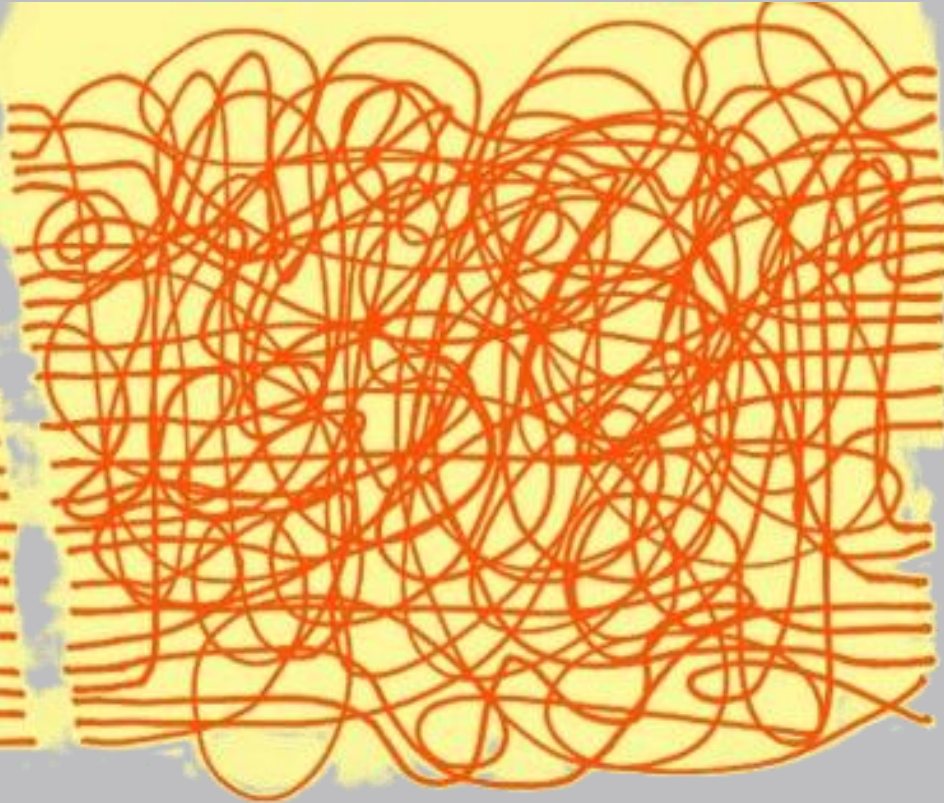
# Trial & Error Assignments using AI

- Resume Review
- Research
- Group Project
- Ask AI





THEORY



PRACTICE



THEORY  
INTO  
PRACTICE

# AI Assignment: Secondary Research



**CDO:** Critical Thinking, Information Literacy, Communication

**Course Outcome:** Conduct Research, Data Literacy, Presentation Skills

# AI Assignment: Secondary Research

Encourage crucial skills for the digital age, including:

- data literacy
- critical thinking
- problem-solving


By engaging with AI technologies, students can learn to:

- evaluate information sources,
- discern patterns,
- synthesize findings,
- enhance analytical capabilities

**Employability Goal:** Prepare for the demands of an increasingly data-driven society

# AI Assignment: Checking for Accuracy


DALL·E



Four generated images showing a 5-year-old boy and an Elf of the Shelf doll. The first image shows the boy sleeping in bed with the elf on the wall. The second image shows the elf sitting on the bed. The third image shows the boy sitting at a desk with the elf. The fourth image shows the elf sitting on the bed.

Create a cartoon image of a 5 year old boy with an Elf of the Shelf doll. The boy should be sleeping. The elf should be lifesize watching him.

Edit BG Remover



Two selected images from the generated set, showing the boy sleeping in bed and the elf sitting on the bed. The images are framed with a purple border and white corner handles, indicating they are selected for editing.

# AI Assignment: Checking for Accuracy



# AI Classroom Specific Policies

- AI for research but not for automatic essay writing
- Inspect what you expect
- Ethics & Academic Integrity
- Equal Access
- Cite AI Usage



# Syllabus Statement

*Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. You can employ AI tools to assist your brainstorming or initial research, but the main content, arguments, and conclusions must be your own. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by AI. It should also clearly identify/cite what AI tool was used. Unauthorized use of generative AI tools, with or without attribution, is considered plagiarism and a violation of the Academic Integrity Policy*

# Teaching Tips: Assignments

## Demo generative AI

Ask ChatGPT or Claude to complete assignments. Share the output with students for critique.

## Deter or embrace generative AI

Update assignments to deter or embrace generative AI use. Use obscure sources or current events.

## Focus on the process

Have students write or code in class and then use AI to complete the same task. Compare and discuss.

## Show generative AI detection

Show TurnItIn reports that detect AI use. Discuss paraphrasing tools.

## Change the context of the work

Have students handwrite in-class work, use the Testing Center or Scantrons, or take oral exams.

## Tutor & prep

Impersonate the Socratic method, serve as a personal tutor, generate activities and games, and offer arguments for critique.



# Resources

- <https://www.capttechu.edu/blog/ethical-considerations-of-artificial-intelligence>
- <https://www.unesco.org/en/artificial-intelligence/recommendation-ethics/cases>
- [“Creative and Critical Engagement with AI in Education”](#) from metaLAB (at) Harvard
- [Taking Teaching & Learning to the Next Level with AI](#) from UNC



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