MARIST+AI

GUIDELINES FOR ARTIFICIAL INTELLIGENCE IN TEACHING AND LEARNING

Introduction

Marist University is committed to the responsible and equitable use of generative artificial intelligence (GenAI), in alignment with our mission and the Marist 100 pillars of Academic Vibrancy, Student Centrality, and Expansive Community. The following document provides a starting point for faculty and students on using GenAI. Please see Marist's Ethical Statement on GenAI, a document that was used to inform these recommendations. These guidelines and sample syllabi statements are designed to help faculty and students who wish to explore artificial intelligence (AI) for teaching and learning with an understanding of how to integrate AI in a responsible, ethical, and effective manner, and provide faculty with the autonomy to make individualized choices regarding AI for their courses.

They aim to:

- Enhance learning and teaching outcomes

- Support personalized and adaptive educational experiences

- Foster digital and AI literacy across disciplines

These guidelines apply to AI use in the classroom. They cover the use of generative AI tools (e.g., ChatGPT, DALL-E), adaptive learning systems, and other AI applications employed in instructional, administrative, or research settings. By following these guidelines, Marist University aims to harness the transformative potential of AI while ensuring that its use is ethical, equitable, and centered on enhancing learning outcomes. Faculty and students are encouraged to collaborate, remain critical, and explore continuous learning as we integrate these powerful tools into our educational practices.

Generative AI and Academic Integrity

Academic integrity is a foundational principle of Marist University. While generative AI tools can be useful in supporting learning, their misuse can undermine the learning process. Students and faculty must ensure that AI tools are used in ways that uphold honesty, transparency, and individual intellectual contributions. Misrepresentation of AI-generated content as one's own original work constitutes plagiarism, and thus a breach of academic integrity, and will be subject to consequences.

Best Practices for Student Use

To ensure ethical and responsible use of AI, students should consider the following when using AI across different types of academic work:

Defining AI-Assisted vs. AI-Generated Work

- **AI-Assisted Work**: AI is used as a collaborative tool to support students in their academic work, such as brainstorming, outlining, data analysis, coding, problem-solving, drafting, and creative projects. Substantive work (e.g., writing, research, and composition) is performed by the student and not generated by AI. AI should complement and not replace original intellectual contributions.

- **AI-Generated Work**: AI is used to produce work with minimal human contribution, such as fully AI-generated essays, reports, research papers, or problem solutions. This approach is not acceptable without explicit instructor approval.

Students might ask the following when using AI across different types of academic work:

- Is AI being used to generate complete first drafts, solutions, or analyses, or to assist with refinement and improvement?

- Is AI being used for feedback during problem-solving or creative processes?

- Is AI being used primarily for proofreading, formatting, data analysis, coding, or image generation?

- How much original thought, critical analysis, and creativity am I (the student) contributing?

AI and Critical Engagement with Reading and Research

AI tools can assist students in summarizing, organizing, and analyzing research materials. However, these tools should not replace deep critical reading, engagement with sources, or the development of independent analytical skills. While AI-generated summaries and insights can help streamline the research process, they often lack nuance, context, and accuracy. AI tools may introduce biases, fabricate sources, or misinterpret complex arguments, making it essential for students to critically assess and verify AI-generated content against primary sources.

To maintain academic rigor, and if permissible, students should:

- Use AI to supplement, not replace, their direct engagement with texts.

- Cross-check AI-generated summaries with original sources for accuracy and context.

- Develop their analytical and interpretive skills by engaging with materials independently.

When faculty allow AI use in courses, they should encourage students to balance AI assistance with traditional reading and research methodologies to ensure a thorough and critical understanding of academic materials.

Suggested Syllabus Statements

Faculty are encouraged to have a statement on AI use in their syllabus. These statements can be used as the framework to be adapted by faculty for different teaching philosophies, course outcomes and contexts, and disciplines. It is important for faculty and students to maintain an open dialog as AI is a quickly evolving technology. Below are three sample syllabi statements representing a range of approaches for incorporating AI in the classroom (or choosing not to incorporate AI) that faculty can use to establish course guidelines for AI usage.

1. Encouraged Use with Transparency

Students are encouraged to use generative AI tools like ChatGPT to support their learning and assignments, provided their use is acknowledged in submissions. Students should disclose how the tool was used, such as: "AI tools were used to conduct preliminary or advanced research, generate ideas, images, refine grammar, and/or summarize concepts" or "This assignment involved the use of [AI tool name] for [specific purpose]." It is at the discretion of the instructor to determine the level of detail required of the disclosure. Misrepresentation of AI-generated work as entirely your own is considered plagiarism.

2. Structured Use for Academic Integrity

Generative AI tools (e.g., text and image generators like ChatGPT and DALL-E) may not be used to complete assignments unless explicitly permitted. Unauthorized use of AI tools will result in a violation of the academic integrity policy. If AI use is allowed for certain assignments, students must document its role in their work.

3. No AI Use Policy

Assignments in this course must be completed without the use of AI tools such as ChatGPT or other generative AI systems. The goal is to develop individual critical thinking and problem-solving skills. Violations of this policy can result in academic penalties.

Generative AI and Assessment

The utilization of AI in student assessment and enrollment or admissions is widely considered to violate privacy and individual fundamental rights and should be heavily scrutinized prior to utilization.

Documentation and Disclosure

Citation and Attribution Guidelines. Students should follow the appropriate citation style for AI-generated content based on their discipline. Here are a few examples:

- **MLA Style**: AI tools should not be listed as authors. Instead, describe the AI-generated content and provide details about the tool used. Example: "Response generated by ChatGPT, OpenAI, version 4.0, March 15, 2025."

- **APA Style**: AI-generated content is treated as software output. Example: "OpenAI. (2025). ChatGPT (Version 4.0) [AI language model]. Retrieved from https://chat.openai.com"

- **Chicago Style**: Provide a description of the AI-generated content, the AI tool, version, and access date. Example: "ChatGPT, response to 'Explain how to make pizza dough,' OpenAI, March 7, 2025, https://chat.openai.com."

Transparency with AI Use. Students who use AI tools such as Microsoft Copilot or ChatGPT in their academic should understand how to document their usage transparently. When required by an instructor, students should be prepared to submit a shared link to their chat or chat history AI-generated interactions to demonstrate how the tool was utilized. Here are a few examples on how that might work:

- **Microsoft Copilot:** Students can export or share their Copilot chat history by saving the conversation as a PDF or submitting a printed version. To do this, open the chat history, select the conversation, and choose the print or save option.

- **ChatGPT:** Students can generate a shared link to their ChatGPT conversation by selecting the chat, clicking the share icon, and copying the link. This allows instructors to view the AI-generated content in full context.

These shared links or saved records help ensure transparency, proper attribution, and compliance with academic integrity guidelines.