UMass Dartmouth Guidelines on the Use of Generative AI

With acknowledgment that we are in a moment of rapid technological change that is also a challenge to the creative, critical analysis, knowledge development, and original research of the university, this policy aims to reaffirm existing university policies around academic integrity, affirm the value of the creative and original teaching and research across disciplines, and firmly center the *human* as both agent and object of university education and critical and creative research and practice.

The UMass Dartmouth Guidelines on the use of Generative AI aims to

- Define "AI"
- Articulate standards on plagiarism connected to GAI
- Articulate fair-use and prohibitions on GAI use by students, faculty, and staff
- Suggest ways faculty might clarify acceptable and prohibited AI use in syllabi and to their students

Definition:

Generative Artificial Intelligence refers to machine learning models that can generate text, images, code, and other content based on their training data. Generative AI (GAI in this document) brings with it a rapid real-time transformation for institutes of higher education as well as the world more broadly.

Current tools such as Large Language Models (LLMs), Image Generators, and other generative AI platforms seem to be able to rapidly replace human creative capacities. However, it is crucial to recognize that these tools mimic, rather than replace or even imitate, human creative, technical, and scholarly endeavors. They are not original or creative; they do not have analytical or critical capacities; and they are not driven by curiosity or human agency. Instead, they respond to prompts fed into them based on probability and prediction. Due to their foundation on wide-spread language, image, and code that are openly available, they often reinforce bias and spread inaccurate or incorrect information. They can also provide a false sense of security or ease as users handover their own critical and creative faculties to computers.

The UMass Dartmouth Guidelines on the use of Generative AI uses GAI to refer to all these tools and other generative computing not yet available.

Syllabi

Faculty are encouraged to include a statement of their policy for AI use in their courses.

AI Fair Use

Some assignments might explicitly ask for the use of or engagement with GAI. As with other assignments, students should follow the instructions of individual instructors and courses. Students should always attribute and explain any usage. [Absent explicit permission or syllabus policy of an instructor, students are prohibited from using GAI]

Students must disclose the use of AI technologies in the creation of any coursework submitted for academic credit. This disclosure should include a description of the GAI's role in the work.

Students must use GAI technologies responsibly and ethically, avoiding any form of misuse that could harm others or give an unfair advantage. This includes respecting copyright laws and the rights of others.

Since students cannot be required to provide their information or original work to third parties that are not contracted by the university, faculty must take care, when requiring the use of GAI, to protect students' identities and original work.

AI and Plagiarism

As with any source (human, textual, creative, artificial), students and faculty are required to attribute source material, including text, image, code, etc. that has been generated by GAI. Failure to do so is evidence of academic dishonesty. Students should always follow both the Student Handbook and the course syllabus in understanding how to attribute sources.

The use of GAI technologies must not violate the principles of academic integrity. AI-generated content must be properly cited, and students must ensure that the use of AI does not constitute plagiarism or any other form of academic dishonesty.

Following an understanding of academic integrity, students should never present work generated by GAI as their own original work. This includes all levels of intellectual, technical, and creative process, from low-stakes to high-stakes student work. Use disciplinary or instructor guidelines for attribution.