



## Policy Statement on the Use of Artificial Intelligence (AI) in the California Community Colleges System

The Faculty Association of California Community Colleges (FACCC) is committed to supporting high-quality education for all students. Few changes in the higher education classroom have arrived as abruptly as tools based in Artificial Intelligence (AI). AI can be a valuable tool for enhancing teaching and learning. Like all new tools, AI presents faculty with opportunities and threats. AI must be used responsibly and ethically, centered on human students and instructors.

AI is rapidly entering many aspects of society, including the education system, and the California Community Colleges system is no exception. We need clear policies governing the use of AI from our classrooms and counseling offices, through college and district administrations, to the Chancellor's Office.

We also need to be cognizant of the temptation posed by AI tools to students who are still in the early stages of developing the critical thinking and communication skills characteristic of higher education. Faculty need to be thoughtful in designing content, delivery, and assessments that *enhance* students' ability to use a range of tools, including AI, as they develop their critical reading, thinking, writing, and speaking skills. The use of AI tools should never substitute for our commitment to providing students with the skills they need in an increasingly technology-driven world.

### Guardrails

The following guardrails should be in place to ensure the responsible use of AI in the California Community Colleges system, if AI is implemented:

- **Enhancing core skills:** Any AI implementation should focus on developing and enhancing students' core skills in critical thinking and communication.
- **Preserving human teaching:** AI should not replace human teachers. If used, AI should serve as a tool to supplement and enhance teaching and learning, recognizing that human teachers are essential for providing students with personalized instruction and support.
- **Ensuring transparency:** When AI is used in the classroom, students and faculty should be fully informed and given the opportunity to provide input on its implementation.

- **Promoting equity and inclusion:** AI implementations should be designed to create equitable and inclusive learning environments for all students, while also ensuring equitable access to these tools for both students and faculty. The use of AI should reduce existing inequalities rather than perpetuate or exacerbate them.

### **Academic Integrity and Concerns**

Using Generative AI (GenAI) and Artificial Intelligence (AI) tools in the classroom raises academic integrity concerns that faculty should address in their syllabi. To ensure students engage in honest and ethical academic practices, faculty should provide clear expectations and guidance on using AI tools. This may include requiring proper citation for any AI-generated content, establishing clear policies on acceptable and unacceptable uses of AI, and emphasizing the importance of student oversight to ensure appropriate tone and terminology.

Faculty should also consider adopting policies that promote transparency and accountability when using AI tools. This may involve requiring students to disclose their use of AI-generated content, implementing plagiarism detection software, and providing students with opportunities to demonstrate their understanding of the material beyond the use of AI tools. By incorporating these considerations into their syllabi, faculty can help ensure that AI enhances student learning while upholding academic integrity and promoting ethical research and scholarship.

There are several concerns about the use of AI in the classroom:

- **Bias:** Due to reliance on databases used to train language models, AI systems can be biased, and this bias can be harmful to students.
- **Privacy:** AI systems can collect and store a lot of data about students. This data can track students' progress and identify struggling students. However, there are concerns about how this data is used and how it is protected from unauthorized access.
- **Transparency:** AI systems are often black boxes, making it difficult to understand how they work and make decisions. This lack of transparency can make it difficult to trust AI systems and hold them accountable for their decisions.
- **Humans should be at the center of all AI-enabled learning experiences.** AI should support and enhance human teaching and learning, not replace it. Faculty should be involved in designing and implementing all AI-enabled learning experiences and have the opportunity to provide input on how AI is used. Students should also be involved in designing and implementing AI-enabled learning experiences and have the opportunity to provide feedback on how AI is used.

### **Labor Considerations and Concerns for Community College Faculty**

Integrating AI in community colleges raises specific labor considerations and concerns for faculty. The widespread adoption of AI for tasks such as grading student work, tutoring, advising, delivering instruction, or creating course content could disproportionately affect contingent faculty employment. These faculty members may face job displacement or reduced compensation as AI assumes more responsibilities.

Additionally, using AI in the classroom may necessitate changes in the skills and knowledge required of faculty. Faculty may need to develop expertise in AI systems and tools to use them effectively and responsibly. This may require professional development and training opportunities to ensure that faculty are equipped to navigate the changing landscape of teaching and learning.

Implementing AI in community colleges should address potential biases and ensure equitable outcomes for faculty and students. AI systems should be evaluated for fairness and accuracy, and faculty should be trained to use AI in a culturally sensitive and inclusive manner. By considering these labor concerns and taking steps to mitigate them, community colleges can harness the potential of AI to enhance teaching while safeguarding the learning process.

## **Student Support**

Colleges must prioritize equitable access to AI tools and resources for all students, regardless of their background or circumstances. Institutions should proactively address potential biases and promote fairness in AI systems to achieve this. This includes conducting thorough assessments of AI tools for potential biases and implementing measures to mitigate any identified biases. Colleges should strictly adhere to data privacy regulations and ethical guidelines to protect student data collected by AI systems. Ensuring that students have equitable access to training and support on the proper use of AI is crucial. By providing comprehensive training and support, institutions can empower students to harness the benefits of AI responsibly and effectively while mitigating potential risks.

## **Conclusion**

FACCC emphasizes the need for conscientious and ethical integration of AI in our educational system. By adhering to transparent and inclusive practices, we can harness the benefits of AI while safeguarding student well-being and academic integrity. The California Community Colleges need to establish clear policies, promote equity, and ensure that faculty students are equipped to navigate the evolving landscape of AI in education. The goal is to foster a learning environment where AI is a valuable tool, complementing human instruction and enhancing the educational experience for all.

*To ensure transparency, we acknowledge that AI tools have contributed to the drafting of this document.*