



Libraries & Academic Innovation

While the library website is unaffected, the current Cloudflare outage may interrupt web access to some software throughout the day. For example, the software used to schedule tutoring and review sessions for Academic Commons (Penji) as well as other GWU sites and research databases may be intermittently affected. Thanks for your patience as we wait for this issue to be resolved.

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Deciding on Appropriate Use of GenAI in Academic Classes

Although GW has provided general guidance to faculty (see: [George Washington University's Policy on the Use of Generative Artificial Intelligence](#), [Additional Guidance Regarding Generative Artificial Intelligence and Technology Committee Guidelines for GAI in WID](#)), faculty have flexibility to encourage, allow, or prohibit students to use GenAI in their courses. The [GenAI Task Force](#) created these guidelines for faculty deciding on appropriate use of GenAI in academic classes.

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Developing a Policy That Will Work for Your Students

1. **Review the [costs and risks of GenAI use](#)** and factor these into your decision to allow or prohibit GenAI usage.
2. **Consider ways GenAI use might facilitate or interfere with learning.** This [Expectations Worksheet](#) can help you think about different possible uses of GenAI. Be sure to consider:
 - **Skill-based differentiation:** Foundational courses might restrict GenAI to ensure basic skills are developed. Advanced courses might incorporate GenAI as a professional tool.
 - **Accessibility and equity:** Some students may have better access to premium GenAI tools than others, creating potential inequities.

3. **Ask [ChatGPT](#), [Claude](#), or another GenAI tool to complete current assignments.** What did you want students to learn from writing this assignment, and how might you ensure that learning if GenAI returns high quality work? Consider how you will encourage academic integrity if you do not modify the assignment.
4. **Discuss what you have learned with colleagues** who teach similar courses to explore their perspectives and approaches to the use of GenAI in academic classes.
5. **Consider modifying assignments.** Integrate GenAI in ways that support learning or make them resistant to completion by existing GenAI tools.
6. **Create policies.** This [tool](#) can help you create a policy that will support your learning goals for students. Plan for transparency: If GenAI is permitted, instruct students to document its use or reflect on how the use impacted their learning.
7. **Align policies with program/department goals.** Consider how your course policies fit within broader program or departmental learning objectives. Consider how your course can help students to improve their [GenAI literacy skills](#) to succeed in your class, future classes, or their fu'
8. **Communicate policies.** Review this guide to plan [how to communicate](#).

*Approved by the Generative AI and Teaching Committee (GAIT) on 3/31/25. A
for guidance to faculty on 5/2/2025.*

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