

Clackamas Community College

Artificial Intelligence FAQ

Ethical & Responsible Use of AI in Higher Education

This FAQ provides information for students, faculty, staff, and administrators on Artificial Intelligence (AI) tools, and suggestions for how we can ensure we are using these tools ethically and responsibly.

Please note that, as AI technologies develop and as CCC leadership and the GAPP Taskforce continue to navigate potential opportunities and issues, this FAQ may change. This FAQ may not address all potential questions. If you have additional questions that you believe should be included, please contact the GAPP Taskforce at katrina.boone@clackamas.edu.

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General Questions About AI in Higher Education

1) What is Generative AI, and why does it matter in education?

Generative AI (GenAI) tools, like ChatGPT, Claude, Gemini, and Copilot, produce human-like outputs based on prompts. These tools may become integrated into teaching, learning, research, advising, and administration in a variety of ways, but their use raises important questions about:

- Accuracy & reliability
- Privacy & data security
- Bias & equity
- Academic integrity & Critical thinking
- Transparency and accountability
- Environmental impacts
- Effect on mental health and cognition

Learn more: Cornell University – [Ethical AI in Teaching & Learning](#)

2) What principles has CCC identified as crucial for ethical AI use at our institution?

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CCC's approach to AI is grounded in several foundational principles:

- **Ethical & Equitable Use:** Promote responsible, fair, and inclusive use of AI. AI technologies must not reinforce bias or cause harm. AI will be used in ways that uphold the college's values of equity, access, inclusion, and student success.
- **Privacy & Security:** Prioritize data privacy and security. The privacy of personal and student data is paramount. AI systems and use must comply with all applicable laws, including but not limited to FERPA, intellectual property, and data privacy regulations.
- **Academic Integrity & Quality:** Uphold the highest standards of academic integrity. AI should never be used to cheat, plagiarize, or defraud. Use of AI must not undermine academic honesty or professional standards.
- **Accountability & Transparency:** Insist on human accountability for all AI-assisted actions and decisions. There must be transparency about when and how AI is used. Administrative discretion is maintained through specific practices, procedures, and standards defined and updated in related guidelines posted on the college's website and in course information disseminated.
- **Innovation & Empowerment:** Encourage innovation and forward-thinking experimentation with AI to enhance teaching, learning, and operations, while proceeding with caution and adaptability.

These guiding principles are highlighted in the Generative Artificial Policy draft.

AI Use for Students

3) Can I use AI to help me write papers or complete assignments?

It depends on your instructor and course policy. Some faculty allow AI-assisted brainstorming or summarization, but submitting AI-generated work as your own can be a form of plagiarism.

- Always check your syllabus to see your instructor's specific guidelines for academic integrity and AI use. When necessary, ask questions to clarify expectations.
- Verify any AI-generated information you intend to use.

When AI usage is permitted, disclose and cite it using your department's required style. Check with your instructor on this; not all classes or

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- instructors will allow AI use or citing of AI-produced information.
- As with other forms of plagiarism, misuse of GenAI may be an academic misconduct violation and could be referred to the conduct team.

Learn more:

CCC Resources:

- [Clackamas Library AI Guide](#)
- [CCC Academic Honesty Policy](#)

Other resources: [CSU Guidelines on Responsible AI Use](#)

4) What are the risks of relying too heavily on AI as a student?

- Accuracy issues: AI tools may “hallucinate” incorrect facts or citations.
- Integrity violations: Using AI where prohibited can lead to academic misconduct charges.
- Skill erosion: Over-reliance reduces your ability to think critically and communicate effectively.

Learn More: Ball State University Libraries – [Guide to AI Research for Students](#)

AI for Instructors

5) How can departments support instructors regarding AI use?

- Instructors should have shared conversations within their departments and with students about AI.
- Familiarize yourself with the department norms and guidance, as well as CCC’s Academic Honesty Policy and Student Code of Conduct.
- Instructors with questions can talk with their Chair/Director, Associate Dean or Dean.

6) How can instructors handle possible AI use in student work?

a. Syllabus-Level Expectations

- Provide clear guidance on what uses of AI are allowed or prohibited in your class.
- Clarify and define what “counts” as AI. Students may not understand the differences between GenAI, search algorithms, and assistive programs like “spell check.”
- Disclose AI use. Ethical standards encourage transparent disclosure for both instructors and students who choose to use AI.

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b. Process-Based Assessment

- Require students to turn in process documents (such as brainstorming notes, outlines, or rough drafts) to demonstrate their thinking and writing process.
- For research-based assignments, ask students to share their sources in advance and explain them.
- Assign and collect in-class writing assignments to evaluate students' writing style and tone.
- Talk with students. Oral check-ins, individual conferences, and asking students to explain portions of their writing can help confirm they understand the material.
- Ask for drafts or thought logs showing the student's process.
- Include in-class writing to compare tone and style.
- Use oral check-ins to confirm understanding.

c. AI Detection Tools: CCC Does Not Recommend Using These Tools

- AI detection software is highly inaccurate.
- As with other forms of AI, detection programs are susceptible to replicating or reinforcing biases.
- AI detection tools have a high false positive rate.

Learn more:

CCC resources:

- [CCC Academic Honesty Policy](#)
- [CCC Student Code of Conduct](#)
- [CCC Center for Teaching and Learning – AI Use Policies Guidelines and Considerations](#)

Other Resources to Consider

- [Harvard Faculty Resource on Academic Integrity & AI](#)
- [Cornell Teaching with AI Guidelines](#)

7) What are some ethical considerations for instructional use of AI?

- Pedagogy-First Approach: Ensure AI supports, rather than replaces, teaching and learning.
- Fairness: Avoid using AI in ways that disadvantage students without access to equivalent tools and be aware of biases in AI models.
- Transparency: Be open about when you use AI to prepare materials, grade, or communicate.
- Human Oversight: Always review and verify AI-generated content.

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AI for Staff & Administrative Professionals

8) How should staff ethically use AI in campus operations?

Assistive AI tools are being imbedded into systems we are already using. In addition, GenAI can be helpful for drafting communications, analyzing reports, or automating workflows, but ethical use requires:

- Never inputting confidential student or HR data into public AI tools.
- Reviewing AI-generated content for accuracy, tone, and bias.
- Disclosing when GenAI is used to create official institutional communications.

Learn more: [ASU Guidelines for Generative Artificial Intelligence Use](#)

9) What is administration currently doing to advance our understanding and policies around AI?

- The Generative AI Policy and Practice (GAPP) Taskforce has been established to examine the rapid changing role of AI and develop recommendations and policies.
- Created a draft board policy addressing AI use on campus

Further Exploration Needed

10) What if we have more questions?

We anticipate there will be additional questions not addressed in this FAQ. The use of AI raises complex issues, such as environmental impacts, allegations of misuse, and effects on mental health and cognition, among other issues. All of these concerns warrant further exploration and discussion. We know that this is not an exhausted list, and this is an evolving conversation. Please contact the GAPP Taskforce with your additional questions and thoughts. This FAQ will be updated as appropriate.

Disclosure: a first draft of this FAQ was created using ChatGPT. That draft has undergone substantial changes and revisions through a collaborative process of discussion and the addition of human-written content.

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