

SBVC Best Practices for AI in Teaching and Learning v1.0

Academic Senate 1st read 4/29/26, 2nd read 5/6/26

Faculty Purview and Clear Communication

Decisions about how artificial intelligence is used in a course belong to the individual faculty member. Each instructor is best positioned to determine how AI fits the discipline, the learning outcomes, and the needs of their students. Faculty are encouraged to make their AI expectations explicit in the course syllabus, in assignment instructions, and in early conversations with students. The SBVC AI Framework for Syllabus Use, Teaching, and Learning provides a structure and sample language faculty can use or adapt for this purpose. Departments are encouraged to use the framework as a starting point for discipline-specific conversations about AI, and feedback from early adoption will inform future revisions. AP 3775 calls on faculty to clearly define the parameters of AI use in their courses; the framework is one tool for doing so. Updates and resources are available on the [Academic Senate AI Task Force website](#).

Teaching with AI: Transparency, Equity, and Faculty Use

Faculty are welcome to use AI tools in their own instructional work, including course design, assignment creation, feedback, and communication with students, subject to the same data privacy and ethical standards in AP 3775 that apply to any AI use at SBVC. When faculty use AI in work that students will see, the same transparency expected of students applies to faculty. Faculty should disclose AI use, verify AI-generated content for accuracy and bias, and ensure that AI complements rather than replaces meaningful human engagement with student work. Faculty should also be mindful of equity when designing assignments that involve AI tools. Requiring AI use without providing equitable access can disadvantage students, since paid versions often produce significantly better results than free versions.

Academic Integrity, Assessment Design, and AI Detection

AI does not change the underlying principle that student work should reflect student learning. It does change the conditions under which faculty can verify this. The most reliable approach is to design assessments that emphasize process, reflection, contextualized application, and oral or in-class demonstration of understanding. When concerns about AI use arise, faculty should follow established academic integrity procedures. AP 3775 notes that AI detection tools may be flawed, often produce false positives, and show bias against non-native speakers. A detection result should prompt further investigation rather than serve as a final judgment. Faculty are encouraged to focus on assessment design rather than detection as the primary strategy for maintaining learning integrity.

Key Definitions

AI-assisted means the student used AI as a tool during their process (research, idea generation, editing, study support) but produced the submitted work themselves.

AI-generated means AI produced text, code, images, or other content that appears in the final submission. The distinction is about whether the student produced the submitted content, not whether AI was involved at any point.

Process statement is a brief description of how AI was used in completing an assignment, typically including what was prompted, what was used from the output, and what was revised.

Citation

When AI use is permitted, students should cite the AI tools they used. Both MLA and APA have published guidance for citing generative AI. The SBVC library can provide additional support. At higher levels of AI use, faculty may also require a process statement describing what students prompted, what they used from the output, and what they revised.

Relationship to AP 3775

This framework and best practices statement help faculty meet the AP 3775 instruction to clearly define the parameters of AI use. Data privacy, FERPA compliance, third-party vendor approval, and broader ethical use principles are addressed in AP 3775 and apply regardless of the level a faculty member selects.