

Senate Retreat on Artificial Intelligence

Comments by Table

* Indicates a noteworthy comment by others, with each counting for one emphasis (i.e., sticker)

Table 1

Good for committee work *****

Guidelines for students on non-academic work *

Guidelines/suggestions for how to present Chancellor Office policies *

Guidelines/suggestions for what skills are needed, how to use *

Guidelines/suggestions for how to get AI for learning versus AI for chatting ***

Teach students how to use AI more efficiently

Guidelines include impact on the environment ***

Table 2

Useful: rules for students and faculty such as not uploading copyrighted material to a generative AI tool *****

Useful: a disclosure policy such as including AI as a co-author **

Useful: regular trainings with concrete examples and case studies

Missing: Guidelines for assessment considering different disciplines, practical suggestions *

Bad: Weight given to the data and information in policies focused on capitalism versus education *

Table 3

Useful: AI instruction for students ***

Useful: Prohibited use list such as HIPPA and FERPA information **

Useful: value statement *

Useful: privacy, security, accountability, transparency

Useful: targeting various audiences such as student, faculty, staff, administration, with individual use and limits

Useful: Principles more likely to keep pace with dynamic landscape – start short with adaptable statements

Bad: regulatory framing versus student focused

Bad: workload

Bad: environmental impact of AI

Guiding principles university wide that are adaptable at college,, department levels which allows responsivity to curricular needs *****

Policy on use in human resources ****

Confidentiality of data or privacy such as student data, IRB, or research data *****

Table 4

Academic freedom for faculty while maintaining student privacy *

Give students a learning opportunity ***

Senate Retreat on Artificial Intelligence

Comments by Table

* Indicates a noteworthy comment by others, with each counting for one emphasis (i.e., sticker)

Have explicit rulings not a complete prohibition **

Faculty disclosure for AI use ****

Give proper AI training to both students and faculty ****

Table 5

Requirement of Disclosure – when they use AI and how *

Clear guidance for usage for faculty such as prohibited, permitted, encouraged, required for each assignment

Design assignments with AI in mind, such as exams, essays *****

Awareness on how to use it efficiently or beneficially *

MISSING: frustration between time taken to grade versus time to create if using AI

Making sure graduates still competitive and valuable post graduation with appropriate skillset

Research policy for students and faculty

Table 6

Useful: confidential information

Useful: Case examples ***

Useful: FAQ *

Useful: Definitions

Useful: Policies generate by various group such as councils and committees on campus

Useful: pros and cons of AI

Useful: Provide links to campus guidelines such as IE, thesis office, RTP, teaching, grading, students. *

Useful: Very clear purpose *

Useful: AI policy decentralized like RTP policy

Useful: Acknowledge attributes and limitations **

Useful: Disclose use of generative AI ****

Useful: Coverage of personal information, confidential, and what not to input

BAD: Guidance to cite AI tools

BAD: How to check accuracy of AI outputs

BAD: Consequences for not following policies

BAD: AI literacy, AI instruction for employees and students

BAD: Student guidelines extremely limited and negative

BAD: Lack of clear guidelines for classroom instructions

MISSING: Student voice was missing in policy ****

MISSING: Staff guidelines are missing

MISSING: Faculty guidelines on research, publications, rtp ****

MISSING: FAQ

Senate Retreat on Artificial Intelligence

Comments by Table

* Indicates a noteworthy comment by others, with each counting for one emphasis (i.e., sticker)

Table 7

Intellectual property/integrity policy *

All faculty should have an AI policy

Provide recommendations at different levels

Zero tolerance to faculty allowed and need institution to support enforcing policies *

BAD: Specific AI definition problematic if AI technology changes

Table 8

Expectations in assignments such as prohibited, permitted, encouraged, required

AI literacy for faculty students *

Require attribution and transparency in student AI use ***

BAD: policy procedures impractical *

BAD: Fairness and nondiscrimination and how to mitigate

USEFUL: AI training modules CSU Learn updated regularly *****

Table 9

Avoid harm and articulate guardrails for safety, mental health, well being, ethics, diversity, equity, inclusion *****

Policy should have ethical clarity and align with CSULB mission and values *****

Micro/macro discernment per content area *

Course modules on AI campus wide *

Table 10

Cover faculty and staff *****

Student ad hoc committee ****

Get people from workforce to submit to college information

FAQ on policy *

Plainly written and straight-forward to faculty and student, inclusive **

AI policy – students take something with shared learning outcomes that student have to graduate including how to use promptly, how to write prompt, how to cite and disclose use

Understand AI chatbox and note taking factors and how they work **

Is it our responsibility to teach them how to use AI *

Philosophy of how this affects student knowledge, reflection of the process **

AI literacy is needed *****

BAD: very negative policy with all do nots *