Artificial Intelligence: Responding to the Challenge and Opportunity

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Timeline

- Nov 2022: Release of ChatGPT
- Jan 2023: UW President establishes working group
- Feb 2023: Working group recommendations
- Nov 2023: Provost Carman establishes AI Committee
- Jan 2024: Committee actively engaged

Case Study: UW's response

- Under the guidance and request of President Seidel, UW has proactively approached the ChatGPT challenge.

- On January 19th, 2023 President Seidel established the Artificial Intelligence Chatbots Working Group.

- The group was co- chaired by VP Anne Alexander and Faculty Senate Chair, Professor Renee Laegreid.

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Case Study: UW's response

- The group developed:
  - Guidance,
  - syllabus templates with sample statements for AI use within a specific course,
  - regulation changes, and
  - a series of informational videos.

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Case Study: UW's response

- The group's recommendations are available for review at:
https://www.uwyo.edu/acadaffairs/announcements/_files/final-report-aigw-2023.pdf

Case Study: UW's response
Sample syllabus statements on using AI Technology

- **AI Technology:** We recommend that faculty include a section focused on permitted/unpermitted AI technology use in each of their syllabi, generally in the location of their Student Academic Dishonesty statement. Additionally, it is important that faculty clearly communicate their expectations of course collaboration policies (with other students) in this same area.

- We offer the following language as draft material (adapted from University of Delaware) that instructors may want to consider. Additional samples, specific to individual disciplines/contexts, are available here: https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit

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Case Study: UW's response
Sample syllabus statements on using AI Technology

Option 1: Use prohibited
- *Students are not permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.*

Option 2: Use only with prior permission
- *Students are permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.*

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Case Study: UW's response
Sample syllabus statements on using AI Technology

Option 3: Use only with acknowledgement

- *Students are permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention.*

Option 4: Use is freely permitted with no acknowledgement

- *Students are permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course; no special documentation or citation is required.*

Case Study: UW's response

- In early April, the UW Faculty Senate approved a resolution to address the unauthorized use of ChatGPT and similar products in UW Regulation 2-114 Student Academic Dishonesty.

- Approved by UW Board of Trustees July 2023.

Case Study: UW's response

- UW Director of Communication Across the Curriculum, Dr. Rick Fisher, developed series of workshops and informational videos on ChatGPT.

- He will be hosting additional workshops on adapting courses to ChatGPT.

- Video links to the videos:

- "Adapting to ChatGPT: Demo and Tips" - https://app.vidgrid.com/view/LImy4HUOwN5A/?sr=vibe0b

- "Adapting to ChatGPT: A Framework" - https://app.vidgrid.com/view/MeBJwNXO4nBS/?sr=r1OzhH

AI Committee
established by Provost Carman, Nov 2023

- Broad representation across campus
  - Brandon Roberts, Faculty Senate, Zoology & Physiology
  - Alec Muthig, Information Technology
  - Anne Alexander, College of Business, Economics
  - Lars Kottloff, College of Engineering and Physical Sciences, Computer Science
  - Noah Jones, College of Law Student
  - Mia Williams, College of Education, Counseling Leadership Advocacy & Design
  - Megan Jones, Ellbogen Center for Teaching and Learning
  - Paden Knull, Associated Students of the University of Wyoming (ASUW)
- " I expect the committee to review the recent work of the AI Chatbots Working Group and see where we can begin to implement policy changes and/or recommendations on how to communicate and support our students and faculty. I also ask that the committee provide guidance on where we should be focusing our efforts."

AI Committee current work

- What is available?
    - Multiple webinars, training in LinkedIn Learning
    - Exploring Auburn University AI training tool for faculty
- Equity of available tools
    - Faculty, staff, and student efficiency tools (e.g. note taking, e-mail writing, etc.)
    - Provide recommendations to Provost
    - Provide training
- Conducting surveys of faculty, staff, and students
    - What AI tools are you currently using?
    - How can we best help you?
- Ongoing efforts
    - "AI Day"
    - Strategic Plan
    - "Auburn U" training for students
    - Resource page for faculty and staff

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Recent AAC&U Webinar

- Panel of national education leaders
- Summary of comments:
    - Need to prepare students for Artificial Intelligence
    - Teach responsible use of AI
    - Need to be ready and equipped for post-college future

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Summary and Conclusions

- Generative AI products will continue to evolve.

- Provide:
  - Guidance,
  - Support,
  - syllabus templates with sample statements for AI use within a specific course,
  - regulation changes, and
  - informational instruction.

- Need to teach students responsible use of Artificial Intelligence so they are ready and equipped for post-college future

Questions?

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