

Shared resources for AI workshops

May 3 AUP Faculty-Staff Retreat

Link for this page:
<https://bit.ly/retreataup2024ai>



General resources for all of today's AI workshops

- [Generative AI in higher ed: Resources curated for AUP](#)

14:00-15:00

Artificial Intelligence I: Expecting the Worst and Preparing for the Best: Communicating With Students About AI Use

How are AUP students using AI? How are your faculty colleagues dealing with that? What can we do to ensure that student use of AI is aligned with their learning in your class? Come to this workshop to: hear highlights from the AI@AUP student survey; share experiences addressing student use of AI; get resources for drafting syllabus statements; work with colleagues on drafting course policies that make sense at AUP.

Resources

- Broad principles and guidance on policy development
 - [Joint statement on Artificial Intelligence in Higher Education \(UN Internet Governance Forum, Kyoto, Oct 2023\)](#)
 - [Just the principles ... \(The Sentient Syllabus Project\)](#)
- Resources for moving from principles to course design, syllabus statements, etc.
 - [AI Decision Tree – Artificial Intelligence Tools – Faculty Support](#) (Oregon State University)
 - [The Sentient Syllabus Project \(support for different stages/aspects in course/syllabus design\)](#)
 - [AI Syllabus Language Heuristic](#) (Lance Cummings)
- Examples of policies/guidance for student use of AI
 - [Crowd-sourced list of Syllabi Policies for Generative AI](#) (Lance Eaton)
 - [AI Code of Conduct \(metaLAB \(at\) Harvard\)](#)
 - [Usage Guidelines for AI Generative Tools at CU](#) (College Unbound / Lance Eaton)
- Discussions with students
 - [Talking to Your Students About AI and Learning](#) (Temple University)

In groups by topic:

Develop ideas for establishing shared expectations with students in an AI world

TOPICS:

- **Syllabus statements**

- Come up with ideas for syllabus statements on AI use (and find problems this statement may create)
- These can be concrete examples, or ideas/principles

- **Class discussions about AI use**

- Imagine how to shape class discussions about AI use in academic work (what should be talked about, what kind of help do you need to feel prepared to lead such discussions, etc.)

- **AI-resistant assignments**

- In a world of generative AI, what kind of assignments do we need to build?

- **Other**

- e.g., if there's strong interest in continuing discussion of topics raised so far: some groups can focus on that (discussion with students; detection tools; etc.) and come up with related recommendations for syllabus statements, course design, etc. at AUP

[Shared group notes](#)

(requires logging into your AUP account)

15:15-17:00

Artificial Intelligence II: How Will We Integrate AI at AUP? What Safeguards Do We Need?

Part 1: Policies and guidance on AI use at AUP

What's off-limits for AI at AUP? How should AI-powered tools be made available, and their use shaped, for the AUP community? Are those rules different for students, faculty or staff? We'll hear highlights from the student, faculty and staff AI surveys, then move to some real examples of policy questions arising at AUP that reach across both faculty and staff. We'll then spend most of the time peer-workshopping ideas for policy: share your thoughts with colleagues, vet your ideas together and come up with recommendations for policy and guidance on AI use at AUP.

Resources

- Broad principles and guidance on policy development
 - [Joint statement on Artificial Intelligence in Higher Education \(UN Internet Governance Forum, Kyoto, Oct 2023\)](#)
 - [Just the principles ... \(The Sentient Syllabus Project\)](#)
- Approaches to developing campus initiatives for policy and practice:

- [Developing Institutional Level AI Policies and Practices: A Framework](#)
- [Cross-Campus Approaches to Building a Generative AI Policy](#)
- [Higher Education Generative AI Readiness Assessment](#) (EDUCAUSE) - e.g. section 10 on guidelines for ethical use of AI
- [EDUCAUSE AI Landscape Study: Strategic Planning and Readiness](#)
- Examples of institutional guidelines possibly relevant for AUP
 - [Generative AI Employee Resources - Provost & Chief Academic Officer - UNC Chapel Hill](#) -- see [Student AI Usage Guidance](#) → [Usage Philosophy](#)
 - [Artificial Intelligence | The American University in Cairo](#) -- transparency & “authenticity”
 - [Generative AI in Teaching and Learning Policy - AMERICAN UNIVERSITY OF SHARJAH](#)
- An exploratory (not regulatory) approach for the liberal arts
 - [AI in the Liberal Arts Initiative at Amherst College](#)

In groups by topic:

Develop ideas for campus-wide policy or guidance

- Choose a use case or issue related to AI use at AUP
- Share ideas, discuss and vet recommendations for what the university should adopt as policies or guidance (either for the type of case discussed, or more generally based on your discussion of that case)
- **Before opening discussion, make at least one complete round of your group so that everyone shares an initial idea/reaction/question**
- Include
 - Suggestions for stakeholders that should be consulted for that kind of policy/guidance
 - Whether someone in your group can act as a preliminary representative for one of those groups for follow-up on policy development

[Shared group notes for Part 1](#)

(requires logging into your AUP account)

Part 2: What does AI mean for me and my colleagues?

We’ll break into 2 separate groups for peer-to-peer sharing and discussion. Teaching and learning: ideas for AI topics or tools to incorporate into your syllabus this Fall; how might your disciplines address AI as an academic topic? Working with AI: examples of how AI tools can be applied to your work; issues that arise from AI use; resources, training, etc.

Resources (for “Working with AI”)

- Productivity tools
 - [Wonder Tools](#) (Jeremy Caplan)

- [One Useful Thing](#) (Ethan Mollick)
- [Prompt library \(Anthropic/Claude\)](#)
- [ChatGPT - GPTs - customized versions of ChatGPT for specific use cases \(requires paid version of ChatGPT\)](#)
- Education-specific tools
 - [Tools – AILA→ AI in the Liberal Arts \(Amherst College\)](#)
 - [AI Educator Tools](#) (Dan Fitzpatrick)

In groups by topic:

Develop ideas for campus-wide policy or guidance

1. SHARE

Before opening discussion, make at least one complete round of your group so that everyone shares an initial idea/reaction/question on one of the following:

- **Example uses**

- one or more ways you're already using AI in your work, or that you're interested in trying or learning about

- **Learning/support resources**

- examples of good resources, training, etc. to help you use AI in that way

- **Issues & concerns**

- What might be some of the ethical, privacy, inclusiveness or other issues connected with this use of AI?

- **What's needed?**

- What needs to happen or be provided at AUP to support this use of AI?

2. DISCUSS & RECORD

- Record uses, resources (including links), issues, needs
- Identify any major themes to share out from your group's discussion of uses, issues and needs

[Shared group notes for Part 2 "Working with AI"](#)

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