



# Acting on AI at AUP

Building a shared response to generative AI  
at a smaller liberal arts institution

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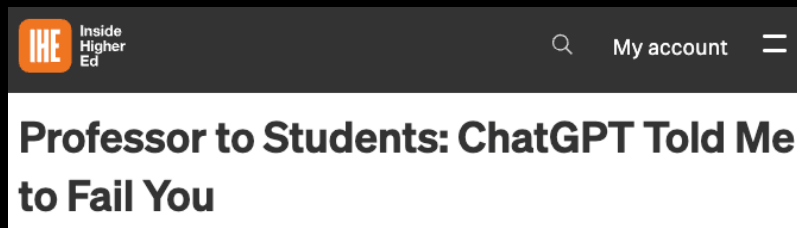
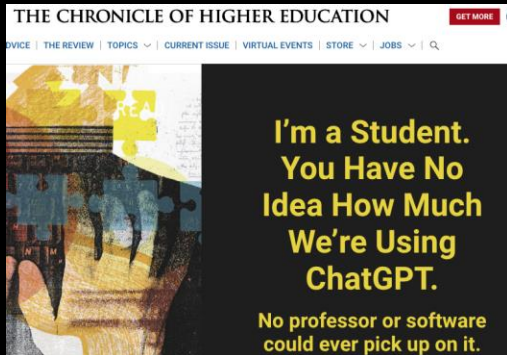
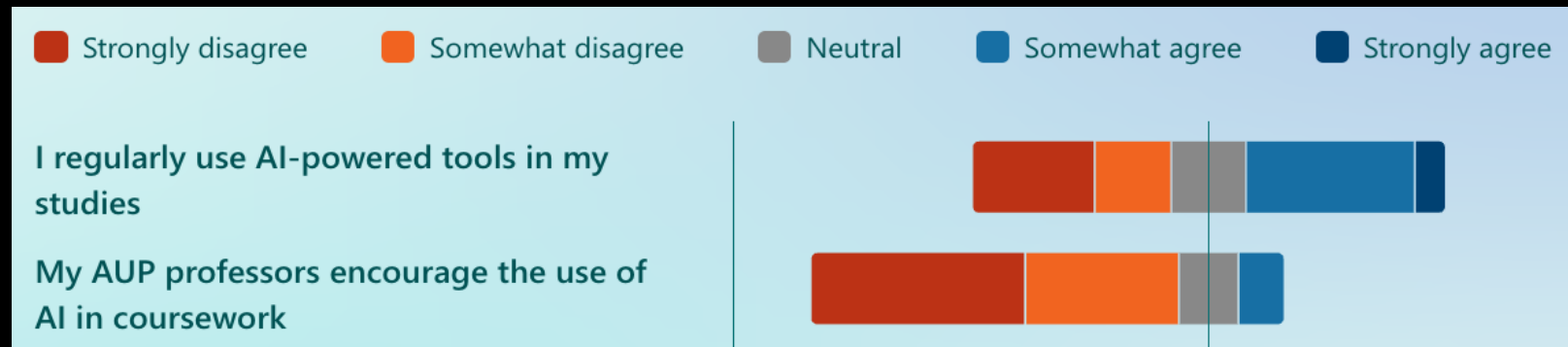
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**AMICAL 2024**

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# CONTEXT & CHALLENGES

## *Current environment*



February-March 2024 IHE surveys of US presidents & provosts:

- 20% have AI policies
- More concern about impact at private colleges (36%) compared to average across all institution types (30%)

At AUP: some initial actions, but isolated and uncoordinated

# CONTEXT & CHALLENGES

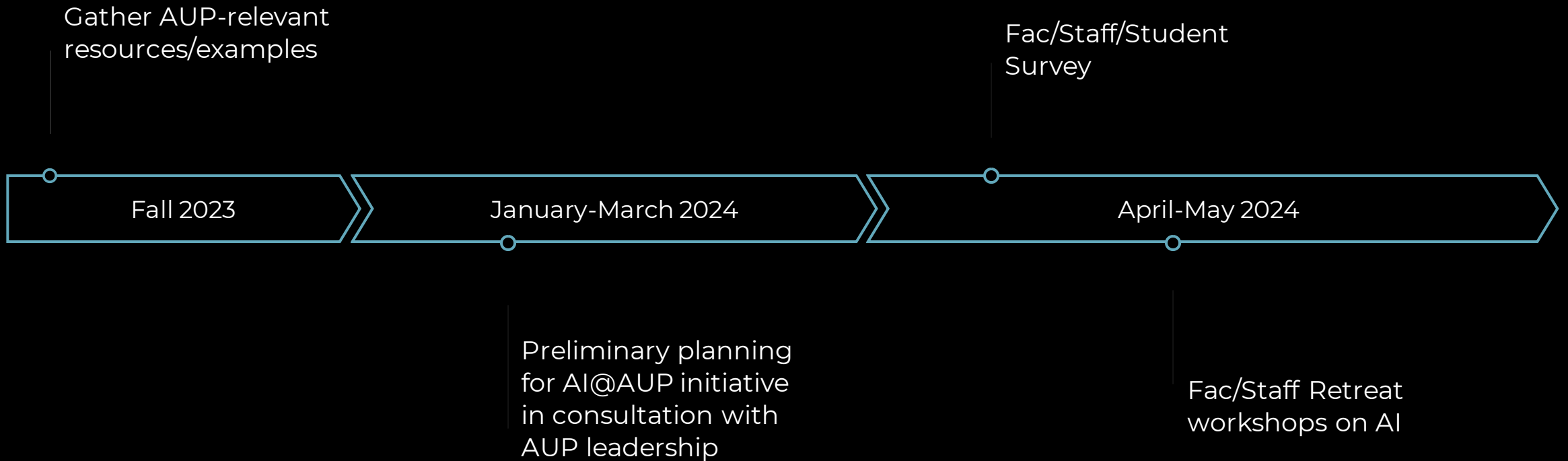
## *A campus-wide spectrum of stakeholders*

- Teaching & Learning Center
- Data Governance Council
- Executive Committee of the Faculty Senate
- Student Senate
- Writing Lab & Office of Academic Integrity
- Academic Resource Center (instructional design/instructional technology)
- Academic Resource Center (tutoring & accommodations)
- IT Services
- Library
- Academic, Career & Experiential Advising Center
- Communications
- Council of Chairs
- Curriculum Committee
- Global Liberal Arts Core Curriculum Committee

# AI@AUP: GOALS

- Articulate shared recognition of challenges & needs
- Develop guidance for practice and provisioning of resources
- Develop capacities and support for engaging with AI
- Explore integration of AI literacy into the core curriculum
- Facilitate exploration of AI-related intellectual questions across the disciplines

# ACTIONS TO DATE



# MAY 2024 FAC/STAFF RETREAT

## Workshop 1: Communicating With Students About AI Use

- Anecdotes of classroom experiences with AI
- Developing classroom policies
- Classroom strategies for managing or addressing AI use

## Example discussion topics:

- Come up with ideas for syllabus statements on AI use (and find problems with those)
- Imagine how to shape class discussions about AI use in academic work
- In a world of generative AI, what kind of assignments do we need to build?

## Example resources shared:

- [The Sentient Syllabus Project](#) (support for different aspects of course design in light of AI)
- Crowd-sourced list of [Syllabi Policies for Generative AI](#) (Lance Eaton)

# MAY 2024 FAC/STAFF RETREAT

## Workshop 2: How Will We Integrate AI at AUP? What Safeguards Do We Need?

- Policies and guidance on AI use at AUP
- What does AI mean for
  - Teaching and learning?
  - My work at AUP?

## Example discussion topics:

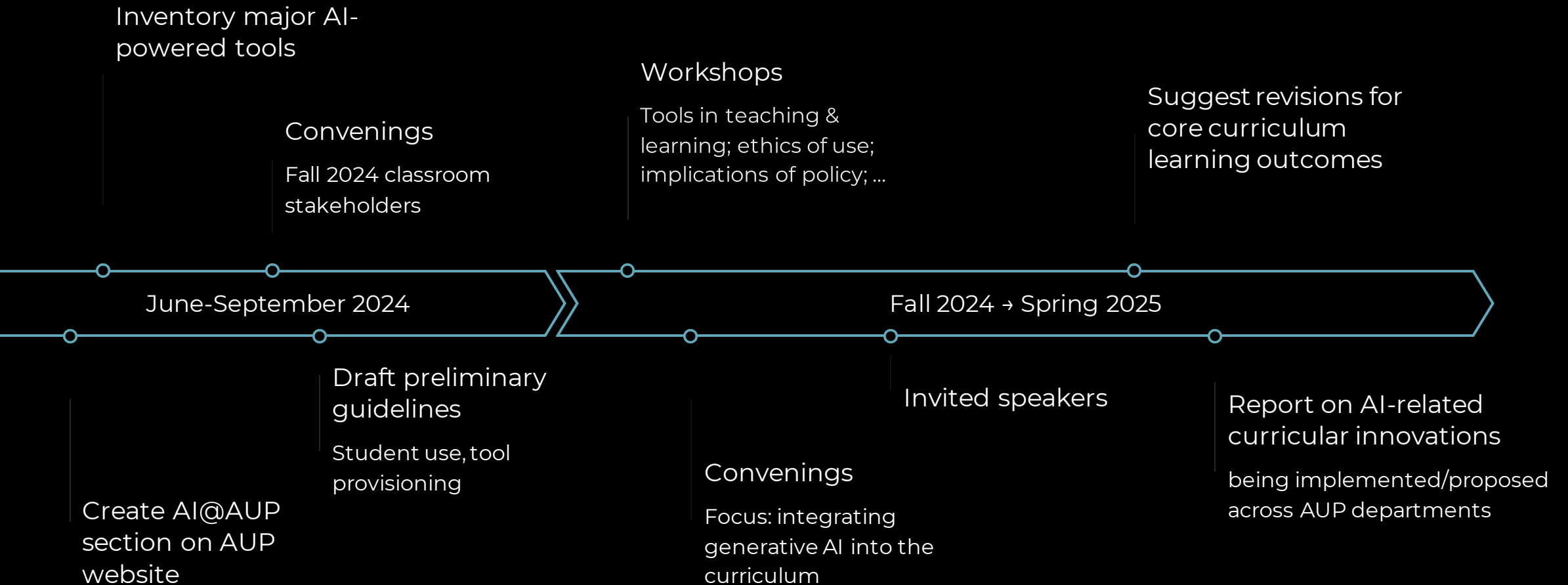
- How might your disciplines address AI as an academic topic?
- How might discipline-specific focus feed into policy and guidance?

## Example resources shared:

- [Joint statement on Artificial Intelligence in Higher Education](#) (UN Internet Governance Forum, Kyoto, Oct 2023)
- [Developing Institutional Level AI Policies and Practices: A Framework](#) (WCET)

# ACTIONS PLANNED

*(to be revised based on convenings & feedback)*





# Surveys of faculty, staff, and students (April 2024)

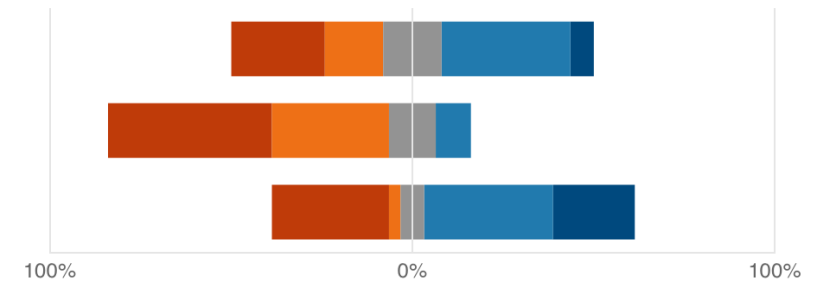
32 students, 38 staff members, 42 faculty members

Strongly disagree   Somewhat disagree   Neutral   Somewhat agree   Strongly agree

I regularly use AI-powered tools in my studies

My AUP professors encourage the use of AI in coursework

I regularly use AI-powered tools outside my studies  
(in personal/professional life)



AI-powered tools are essential for my academic success

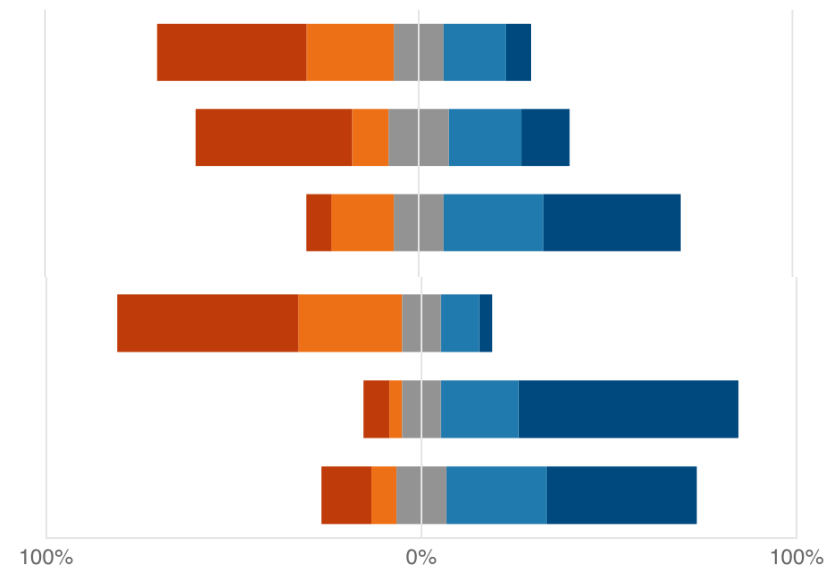
Use of AI-powered tools will be essential for success in professions I'm considering

I worry about AI's impact on personal privacy

I trust AI algorithms to provide accurate information

The ethical use of AI is a major concern for me

I am concerned about AI's potential for reproducing or amplifying human biases



## A few leading findings from the surveys

All parties – staff, students, and faculty – feel that they know about generative AI, but **have not learned about it at AUP** or in relation to AUP

All parties want training and discussion around AI, and **students want that discussion to be embedded in the work of the university** – to be peer discussion, integrated into course work.

Students and faculty are **not on the same page**:

- **faculty feel lost** in the face of student AI-use, and **hope for a technical 'fix'** and universal policies
- students talk about how they **use** AI in a different way from **how they feel** about using AI.

Students, staff, and faculty are concerned about **larger institution-wide and global issues** (data privacy, the future of education, political economy, etc.) and warn against hasty policy production.



## A few examples of disciplinary focuses (emerged during faculty/staff retreat)

Media ethnography (how do students – and others – relate to these tools)

Developmental psychology (what do we know about, for example, the role of developing writing skills as a young adult)

Environmental sciences (energy concerns in the digital revolution; monitoring and modeling of complex systems)

Data science (rapid development of AI tools for data processing in all fields; questions around data privacy; history of statistical models)

History and philosophy of science (on technology-led paradigm shifts)

Political economy (economic agents and forces shaping AI development; AI replacing market mechanisms)

Political science (AI and governance; AI and political communication)

Philosophy (ethics, the post-human, theories of mind and cognition)

Sociology (gender, race, sexuality and AI development; transmission of existing biases)

Post-colonial thought (hegemonies built into training data)

The creative and dramatic arts (role of pleasure and the body in learning)

Modern languages and linguistics (studying the characteristics of AI-produced language; AI in translation and language learning)



## **At AUP, what should we be talking about when we talk about AI? How do we talk?**

- Lecture series
- Encouragement of research across and between the disciplines
- Sharing the results of research across these areas

How do we make sure that policy is not reactive or excessively specific, and that it is informed by disciplinary knowledge?

- Explicit principles behind policies as an area of ongoing debate, linked to strategic university priorities and to ethical and 'scientific' principles emerging from disciplinary research