Training Work Group Deliverables

Group Members:

- Hannah Lovett
- Ronald Lethcoe
- Joni Gutierrez
- Sheila Northrop
- Sarah Mickel
- Mattias Olshausen
- David Spiel
- Julie Boyd
- Tamara Becker
- Erica Coe
- Alissa Sells
- Jeremy Winn
- Sarah Griffith
- Cameron Moon
- Amanda Gebhardt-Fuentes
- Beth May
- Brandon Fryman

Quick Reference Meeting Summary

- **Meeting 1**
    - Brainstormed ideas and discusses topics and outcomes for training
    - Started a list of existing Ai training content
    - Decided on statewide Ai micro-courses with badges as the training structure
- **Meeting 2**
    - Decided to mirror WACC conference topics to micro-course content so recordings can also be used for training.
    - Fed our list of brainstormed training ideas into ChatGPT and generated a list of outcomes, assessment ideas, and possible module outlines.
        - Outcomes 1-7 are based on our list of topics and ideas
            - Assessment ideas for 1-7
            - Module outlines for 1-7
        - Outcomes 8-14 were suggested by ChatGPT
            - Assessment ideas 8-14

            - Module structure for 8-14
    - Fed outcomes 1-7 into ChatGPT to generate a rough conference structure.
- **Meeting 3**
    - Revisited outcomes 1-7 and decided we still liked them.
    - Explored the Ai generated conference schedule.
    - Discussed core Ai topics and possible session tracks - came up with 3 topics for everyone, 3 for instruction , and 3 for a general audience
    - Started a list of keynote speakers.
- **Meeting 11.15.24**
    - Toured Kevin's Ai Fundamentals course
    - Imported **Kevin's Ai Fundamnetals Course to SBCTC Canvas**
        - Course is currently set to public
        - Let Alissa know if you want to be enrolled as a teacher
        - Idea is to edit, add badges, and run similarly to the Accessibility Micro-courses
        - Create a blueprint copy that is set to public as a resource library like SBCTC's other public course shells
        - Still need to discuss how to assess learning, some optoins are:
            - Use graded quizzes with optional ungraded practice activities - this is how the Accessibility Micro-courses run
            - Use graded quizzes with optional practice activities graded by a rep from each campus - set up course in sections by college
            - Use graded quizzes with assignments graded by a rep from each campus - set up course in sections by college

Deliverable:

- Ai Micro-courses for faculty with badges
    - 5-6 modules with auto-graded assessments
    - 1 possible competency-based assessment
- Outline for WACC conference Ai and accessibility sessions

Brainstorm Course Outcomes:

- What AI really is - map alongside Machine Learning, Data. If AI is a car, the engine is machine learning, and the fuel is data (historical, can mirror historical inequities) - good segue to ethical consideration.
- Ways faculty can address students who are using AI when they should not be.
- Effective ways to write an AI Policy for your syllabus.
- Prompt Engineering for effectively building courses, assignments, etc.

- How to use Gen AI in your assignments/aligning assignments and AI use to industry needs
- Ethics behind using Gen AI
- Define AI and describe its uses in education and industry.
- Create and refine prompts for AI tools.
- Identify and address ethical and privacy issues in AI use.
- Use AI tools to support accessibility and diverse learners.
- Redesign assignments to work effectively in an AI-enabled classroom.
- Connect classroom AI use to industry and workforce needs.
- Your AI journey begins - next step: continue learning - myriad of resources: : LinkedIn Learning, Coursera, following AI thought leaders
- After the course, lead/create/join a community of practice in your discipline.
- Talking to students about AI.

Refined CLOs from Chat:

1. Explain what AI is and how it works, including its relationship to machine learning and data, and the implications of biased datasets.
2. Explore practical considerations for using AI in higher education, including common use cases, risks, and responsible practices.
3. Collaborate with students to develop shared AI use guidelines, promoting academic integrity, transparency, and mutual understanding.
4. Design and refine effective AI prompts for use in teaching, assignment creation, and content development.
5. Redesign assessments and assignments to meaningfully integrate AI, while preparing students to apply AI tools ethically and professionally.
6. Continue building AI literacy through ongoing learning and professional collaboration, including engagement with communities of practice.

Here's what ChatGPT4 says:

1. **Understand Core AI Concepts:** Faculty will gain a foundational understanding of AI, including its definitions, core concepts, and current applications, enabling them to confidently discuss AI with colleagues and students.
    a. Delivery method: Video or presentation on how it works and
    b. Deliverable: Discussion board post

2. **Master Prompt Engineering:** Faculty will develop the skills necessary to effectively create, evaluate, and refine prompts for AI tools, enhancing their ability to guide students in the use of AI in various academic settings.
    a. Delivery method: Step-by-step prompting activity tailored to the user
    b. Deliverable: A chat log with ChatGPT?
3. **Assess Ethical Implications and Data Privacy:** Faculty will critically examine the ethical considerations of AI usage, including data privacy issues, and develop strategies for integrating ethical discussions into their teaching practices.
    a. Delivery method: Case study analysis
    b. Deliverable: Classroom discussion guide
4. **Design AI-Informed Assignments and Assessment:** Faculty will learn how to redesign assignments and assessments in ways that acknowledge the presence of AI, ensuring that academic integrity is maintained and learning outcomes are still achieved.
    a. Delivery method: Video or presentation on how to use ChatGPT to enhance assignments and assessment
    b. Deliverable: An AI-resistant assignment and authentic assessment
5. **Develop and Implement AI Syllabus Policies:** Faculty will create AI-related policies for their syllabi, clearly communicating expectations and guidelines for AI use in their courses, aligned with institutional and industry standards.
    a. Delivery method: Conversation about the pros and cons to uses of AI
    b. Deliverable: A syllabus statement that can be copy and pasted into their syllabus
6. **Enhance Student Communication About AI:** Faculty will acquire strategies for effectively discussing AI with students, including how to address concerns about academic integrity, AI's role in the workforce, and its limitations in educational contexts.
    a. Delivery method:
    b. Deliverable: A template message to students who may have misused AI
7. **Align AI Use with Industry and Workforce Needs:** Faculty will explore how AI tools are used in industry and by employers, learning how to align their teaching practices with current workforce needs and shifting the conversation from cheating to skill development.

a. Delivery method: AI in everyone's industry

b. Deliverable: Infographic

Additional ChatGPT suggestions

8. **Evaluate and Vet AI Tools for Educational Use:** Faculty will learn how to critically evaluate and select AI tools that are appropriate and effective for educational purposes, ensuring that they support rather than hinder the learning process.
9. **Integrate AI to Enhance Teaching Workflow:** Faculty will explore practical ways to integrate AI tools into their teaching workflow, increasing efficiency and allowing more time to focus on student engagement and personalized instruction.
10. **Promote Inclusivity and Accessibility with AI:** Faculty will examine how AI can be used to promote inclusivity and accessibility in the classroom, making learning more personalized and responsive to diverse student needs.
11. **Navigate Legal and Institutional Guidelines for AI Use:** Faculty will gain an understanding of the legal and institutional guidelines surrounding AI use in education, ensuring their practices are compliant and aligned with broader institutional policies.
12. **Foster Critical Thinking About AI Among Students:** Faculty will develop strategies to encourage critical thinking about AI among students, helping them to understand both the potential and the limitations of AI in their academic and professional lives.
13. **Stay Current with AI Trends and Innovations:** Faculty will commit to staying informed about the latest trends and innovations in AI, enabling them to continuously adapt their teaching practices and keep their course content relevant.
14. **Collaborate with Peers on AI-Enhanced Curriculum Design:** Faculty will engage in collaborative curriculum design, sharing insights and strategies for integrating AI into their courses in a way that enhances learning outcomes and maintains academic integrity.

Possible Assessments:

- Reflection post on everything covered in the intro module
- Create a course statement to add to your syllabus or assignments
- Rework an assignment to focus on the the 21st century skills (4 Cs)
- Use AI to improve their workflow or enhance their course design

AI Syllabus Policy and Create a student communication plan for AI

Redesign/UDL-Authentic-etc Assessment
Creating Instruction/Assessments that build AI literacy for students
Using AI to create a rubric and exemplar (TILT)
Guiding students through mock interviews with AI
Guided class discussion on AI/ethics
Using AI to design instructional and curricular resources
Using a vetting process for AI tools, identifying relevant tools
Prompt design
Ethics assessment?
Industry alignment report

Training Design Principles:

- Lens of digital adaptability- focus on core concepts that transfer as the technology changes
- Balancing what faculty need and what they want

Content Ideas:

- Basic understanding (core concepts)
    - What is AI?
    - Prompt Engineering
    - Ethical Implications
    - What is AI good for, and what it is NOT good for?
- How to talk about it with students
- Academic integrity
- How to re-envision assignments now that AI is here/Assessment Design
- Writing AI Syllabi policies
- Teaching people how to pick the right tools
- Workforce/employer perspectives- helps to shift the mindset on the cheating conversation
- Align with industry needs
- Content ideas:
    - Introduction to core concepts
    - Data privacy
    - How to vet a good tool
    - Ethical uses
    - Developing classroom policies
    - Talking to students

        - Improving your workflow
        - Identifying AI generated content
        - Examples:
            - Syllabus statements
            - Introducing AI to students
            - Discussing ethical practices with students
            - Ways to use AI for students
- Badging
- Pick and choose or set path?
- Learning activities & grading...
- How to identify AI Generated content

Existing Training:

- AI in Higher Education from Clover Park
- Assignment Adaptation in the Face of AI from Peninsula College
    - Needs an A11y review, so don't copy it just yet! -Sarah M.
- Bates - AI Literacy module for Students with Faculty Instructions
- Bellingham Tech - ChatGPT & AI
- Skagit Valley - ChatGPT & Generative AI Research Guide
- Pierce - ChatGPT and Generative AI Resources
- Seattle College Ai Lib Guide
- Spokane - Fundamentals of Ai in Education
- Olympic - AI Literacy Library Guide
- Kevins Ai Fundamnetals Course in SBCTC Canvas

List of assessments for outcomes 1-7:

1. Assessment for Understanding Core AI Concepts

- **Assessment Type:** Quiz or Short Essay
- **Description:** Faculty complete a quiz or write a short essay that tests their understanding of core AI concepts, including definitions, applications, and limitations.

Questions may include defining AI, explaining its core functionalities, and discussing its impact on education.
- **Outcome:** Demonstrates a foundational understanding of AI concepts.

2. Assessment for Mastering Prompt Engineering

- **Assessment Type:** Prompt Creation and Evaluation Exercise
- **Description:** Faculty design a series of prompts for a specific AI tool (e.g., a generative AI model) and then evaluate the AI's responses. They must refine their prompts based on the outcomes and submit a final version along with a reflection on the process.
- **Outcome:** Shows proficiency in creating effective AI prompts and understanding how prompt design influences AI output.

3. Assessment for Assessing Ethical Implications and Data Privacy

- **Assessment Type:** Case Study Analysis
- **Description:** Faculty analyze a case study involving ethical dilemmas and data privacy issues in AI use. They must identify the ethical challenges, propose solutions, and discuss how these issues could be addressed in their own teaching.
- **Outcome:** Demonstrates an ability to critically assess and address ethical and data privacy concerns related to AI.

4. Assessment for Designing AI-Informed Assignments and Assessment

- **Assessment Type:** Assignment Redesign Project
- **Description:** Faculty choose an existing assignment from their course and redesign it to integrate AI in a way that maintains academic integrity. They submit the redesigned assignment along with a rationale for their changes and potential challenges.
- **Outcome:** Illustrates the ability to thoughtfully incorporate AI into assignments while preserving academic standards.

5. Assessment for Developing and Implementing AI Syllabus Policies

- **Assessment Type:** Syllabus Policy Creation
- **Description:** Faculty draft a syllabus policy on AI use, clearly outlining acceptable practices, ethical guidelines, and the consequences of misuse. The policy should be comprehensive and tailored to their specific course context.
- **Outcome:** Provides evidence of the ability to create clear and effective AI-related course policies.

6. Assessment for Enhancing Student Communication About AI

- **Assessment Type:** Student Communication Plan
- **Description:** Faculty develop a communication plan for introducing and discussing AI with their students. This plan should include talking points, potential student concerns, and strategies for addressing these concerns.
- **Outcome:** Demonstrates the ability to effectively communicate AI concepts and policies to students, fostering an open dialogue about AI in the classroom.

7. Assessment for Aligning AI Use with Industry and Workforce Needs

- **Assessment Type:** Industry Alignment Report
- **Description:** Faculty research how AI is currently used in their field's industry and develop a report on how these practices can be reflected in their course design. The report should include specific examples of AI tools or practices relevant to workforce needs.
- **Outcome:** Shows the ability to align teaching practices with industry standards, ensuring that students are prepared for the current and future job market.

List of assessments aligned to outcomes 8-14:

8. Assessment for Evaluating and Vetting AI Tools for Educational Use

- **Assessment Type:** AI Tool Evaluation Report
- **Description:** Faculty select an AI tool relevant to their discipline and conduct a thorough evaluation. The report should include an analysis of the tool's strengths, weaknesses, ethical considerations, and its potential impact on student learning.
- **Outcome:** Demonstrates the ability to critically evaluate AI tools for suitability in educational settings.

9. Assessment for Integrating AI to Enhance Teaching Workflow

- **Assessment Type:** Workflow Integration Plan
- **Description:** Faculty create a plan to integrate AI into their teaching workflow, such as automating grading, enhancing feedback, or streamlining course management. The plan should include specific AI tools, implementation steps, and expected outcomes.
- **Outcome:** Shows the ability to use AI to improve teaching efficiency and effectiveness.

10. Assessment for Promoting Inclusivity and Accessibility with AI

- **Assessment Type:** Inclusivity and Accessibility Strategy Document

- **Description:** Faculty develop a strategy for using AI to promote inclusivity and accessibility in their classroom. This could involve selecting AI tools that support diverse learning needs or designing AI-driven activities that cater to different learning styles.
- **Outcome:** Demonstrates an understanding of how AI can be leveraged to create a more inclusive and accessible learning environment.

11. Assessment for Navigating Legal and Institutional Guidelines for AI Use

- **Assessment Type:** Compliance Checklist and Policy Alignment Exercise
- **Description:** Faculty create a compliance checklist that aligns with legal and institutional guidelines for AI use in education. They then apply this checklist to their course policies to ensure alignment.
- **Outcome:** Provides evidence of the ability to align AI practices with legal and institutional requirements.

12. Assessment for Fostering Critical Thinking About AI Among Students

- **Assessment Type:** Critical Thinking Assignment Design
- **Description:** Faculty design an assignment that encourages students to critically analyze the role of AI in their field of study. The assignment should include prompts that challenge students to think about the ethical, practical, and societal implications of AI.
- **Outcome:** Demonstrates the ability to develop assignments that promote critical thinking about AI among students.

13. Assessment for Staying Current with AI Trends and Innovations

- **Assessment Type:** Trend Analysis Presentation
- **Description:** Faculty research the latest trends and innovations in AI relevant to their field and create a presentation summarizing their findings. They should include potential applications of these trends in their teaching and course design.
- **Outcome:** Shows commitment to staying informed about AI developments and applying this knowledge to enhance teaching.

14. Assessment for Collaborating on AI-Enhanced Curriculum Design

- **Assessment Type:** Collaborative Curriculum Design Project
- **Description:** Faculty work in teams to design a curriculum or module that integrates AI into a course. The project should include learning objectives, assessments, and AI tools that align with the course goals. Each team member should contribute to the design and implementation plan.

- **Outcome:** Demonstrates the ability to collaborate with peers on the integration of AI into curriculum design, ensuring a cohesive and effective learning experience.

Suggested module outlines for outcomes 1-7

Here's a list of assessments aligned with the first seven learning outcomes:

1. Assessment for Understanding Core AI Concepts

- **Assessment Type:** Quiz or Short Essay
- **Description:** Faculty complete a quiz or write a short essay that tests their understanding of core AI concepts, including definitions, applications, and limitations. Questions may include defining AI, explaining its core functionalities, and discussing its impact on education.
- **Outcome:** Demonstrates a foundational understanding of AI concepts.

2. Assessment for Mastering Prompt Engineering

- **Assessment Type:** Prompt Creation and Evaluation Exercise
- **Description:** Faculty design a series of prompts for a specific AI tool (e.g., a generative AI model) and then evaluate the AI's responses. They must refine their prompts based on the outcomes and submit a final version along with a reflection on the process.
- **Outcome:** Shows proficiency in creating effective AI prompts and understanding how prompt design influences AI output.

3. Assessment for Assessing Ethical Implications and Data Privacy

- **Assessment Type:** Case Study Analysis
- **Description:** Faculty analyze a case study involving ethical dilemmas and data privacy issues in AI use. They must identify the ethical challenges, propose solutions, and discuss how these issues could be addressed in their own teaching.
- **Outcome:** Demonstrates an ability to critically assess and address ethical and data privacy concerns related to AI.

4. Assessment for Designing AI-Informed Assignments and Assessment

- **Assessment Type:** Assignment Redesign Project
- **Description:** Faculty choose an existing assignment from their course and redesign it to integrate AI in a way that maintains academic integrity. They submit the redesigned assignment along with a rationale for their changes and potential challenges.

- **Outcome:** Illustrates the ability to thoughtfully incorporate AI into assignments while preserving academic standards.

5. Assessment for Developing and Implementing AI Syllabus Policies

- **Assessment Type:** Syllabus Policy Creation
- **Description:** Faculty draft a syllabus policy on AI use, clearly outlining acceptable practices, ethical guidelines, and the consequences of misuse. The policy should be comprehensive and tailored to their specific course context.
- **Outcome:** Provides evidence of the ability to create clear and effective AI-related course policies.

6. Assessment for Enhancing Student Communication About AI

- **Assessment Type:** Student Communication Plan
- **Description:** Faculty develop a communication plan for introducing and discussing AI with their students. This plan should include talking points, potential student concerns, and strategies for addressing these concerns.
- **Outcome:** Demonstrates the ability to effectively communicate AI concepts and policies to students, fostering an open dialogue about AI in the classroom.

7. Assessment for Aligning AI Use with Industry and Workforce Needs

- **Assessment Type:** Industry Alignment Report
- **Description:** Faculty research how AI is currently used in their field's industry and develop a report on how these practices can be reflected in their course design. The report should include specific examples of AI tools or practices relevant to workforce needs.
- **Outcome:** Shows the ability to align teaching practices with industry standards, ensuring that students are prepared for the current and future job market.

These assessments are designed to be practical and directly applicable to the faculty's teaching, ensuring that they not only learn about AI but also apply their knowledge in ways that enhance their course content and student engagement.

Suggested module outlines for outcomes 8-14

8. Module: Evaluating and Vetting AI Tools for Educational Use

- **Introduction to AI Tool Evaluation**

    - Overview of the criteria for evaluating AI tools (e.g., usability, educational value, data privacy, ethical considerations).
- **Exploring AI Tools**
    - Faculty are introduced to a variety of AI tools relevant to education, with demonstrations of their capabilities.
- **Tool Vetting Criteria**
    - In-depth discussion on how to assess the strengths, weaknesses, and ethical implications of AI tools.
- **Hands-On Evaluation Exercise**
    - Faculty select an AI tool and conduct a detailed evaluation based on the discussed criteria.
- **Peer Review of Evaluations**
    - Faculty share their evaluations with peers and receive feedback.
- **Assessment: AI Tool Evaluation Report**
    - Submission of a comprehensive report evaluating the selected AI tool.

9. Module: Integrating AI to Enhance Teaching Workflow

- **Introduction to AI in Teaching Workflow**
    - Discussion on how AI can streamline various aspects of teaching, from grading to content creation.
- **Identifying Workflow Opportunities**
    - Faculty identify areas in their teaching where AI could enhance efficiency or effectiveness.
- **Exploring Workflow Tools**
    - Demonstration of AI tools that can be integrated into teaching workflows (e.g., automated grading systems, content generation tools).
- **Workflow Integration Planning**
    - Faculty develop a plan to incorporate AI tools into their teaching workflow, detailing the steps for implementation.
- **Peer Feedback and Refinement**
    - Faculty present their plans for feedback and make necessary refinements.
- **Assessment: Workflow Integration Plan**
    - Submission of a detailed plan for integrating AI into their teaching workflow.

10. Module: Promoting Inclusivity and Accessibility with AI

- **Understanding Inclusivity and Accessibility in AI**
    - Discussion on how AI can be used to support diverse learning needs and make education more inclusive.
- **Exploring AI Tools for Accessibility**

    - Introduction to AI tools designed to assist learners with different abilities and needs (e.g., text-to-speech, adaptive learning platforms).
- **Designing Inclusive AI Activities**
    - Faculty create activities or assignments that leverage AI to promote inclusivity and accessibility.
- **Case Studies of Inclusive AI Use**
    - Analysis of case studies where AI has been successfully used to support inclusivity in education.
- **Peer Sharing and Feedback**
    - Faculty share their designs and receive feedback from peers.
- **Assessment: Inclusivity and Accessibility Strategy Document**
    - Submission of a strategy document outlining how AI will be used to enhance inclusivity and accessibility in their courses.

11. Module: Navigating Legal and Institutional Guidelines for AI Use

- **Introduction to Legal and Institutional Guidelines**
    - Overview of key legal considerations and institutional policies regarding the use of AI in education.
- **Compliance Checklist Creation**
    - Faculty create a checklist of legal and institutional requirements for AI use, tailored to their teaching context.
- **Exploring Institutional Policies**
    - Discussion on how institutional AI policies can impact course design and delivery.
- **Applying the Checklist**
    - Faculty apply their compliance checklist to their current course practices and identify areas for adjustment.
- **Peer Discussion on Policy Alignment**
    - Faculty discuss challenges and best practices for aligning their course practices with guidelines.
- **Assessment: Compliance Checklist and Policy Alignment Exercise**
    - Submission of the checklist and a report on how their course practices align with legal and institutional guidelines.

12. Module: Fostering Critical Thinking About AI Among Students

- **Introduction to Critical Thinking and AI**
    - Discussion on why it's important for students to critically evaluate AI, including its benefits, limitations, and ethical implications.
- **Designing Critical Thinking Assignments**

    - Faculty design assignments that challenge students to think critically about the role of AI in their field of study.
- **Case Studies and Examples**
    - Examination of successful critical thinking assignments related to AI in various disciplines.
- **Peer Review and Feedback**
    - Faculty share their assignment designs and receive feedback on how to enhance critical thinking elements.
- **Facilitating AI Discussions**
    - Strategies for leading classroom discussions that promote critical thinking about AI.
- **Assessment: Critical Thinking Assignment Design**
    - Submission of a designed assignment that fosters critical thinking about AI.

13. Module: Staying Current with AI Trends and Innovations

- **Introduction to AI Trends and Innovations**
    - Overview of recent advancements and emerging trends in AI that are relevant to education.
- **Researching AI Developments**
    - Faculty conduct independent research on current AI trends and how these can impact their teaching.
- **Trend Analysis and Application**
    - Faculty analyze the relevance of these trends to their discipline and consider how they could be applied in their courses.
- **Sharing Research Findings**
    - Faculty present their findings and discuss potential applications with peers.
- **Updating Course Content**
    - Faculty revise a portion of their course content to integrate relevant AI trends and innovations.
- **Assessment: Trend Analysis Presentation**
    - Submission and presentation of research findings on AI trends, including how they plan to incorporate these trends into their courses.

14. Module: Collaborating on AI-Enhanced Curriculum Design

- **Introduction to Collaborative Curriculum Design**
    - Discussion on the benefits and challenges of integrating AI into curriculum design.
- **Forming Collaborative Teams**
    - Faculty form teams to work on a curriculum design project that incorporates AI.

- **Identifying Curriculum Needs**
    - Teams identify specific areas of the curriculum where AI can enhance learning and align with course objectives.
- **Collaborative Design Process**
    - Teams work together to design a module or course component that integrates AI, with each member contributing their expertise.
- **Peer Review and Refinement**
    - Teams present their designs to the larger group for feedback and make necessary refinements.
- **Final Presentation and Reflection**
    - Teams present their final curriculum design, followed by a reflection on the collaborative process.
- **Assessment: Collaborative Curriculum Design Project**
    - Submission of the final curriculum design and a reflection on the collaboration process.

Here's a suggested schedule for a one-day faculty retreat or conference workshop focused on the first seven learning outcomes related to AI in education:

One-Day Faculty Retreat/Conference: Integrating AI into Education

NOTE Toics look are good but sessions are too short and there is no break time built-in and the day is too long.

9:00 AM - 9:30 AM: Welcome and Introduction

- **Opening Remarks**
  - Introduction to the day's objectives and the importance of AI in education.
  - Overview of the schedule and outcomes for the day.
- **Icebreaker Activity**
  - Faculty share their current experiences or concerns about AI in education.

9:30 AM - 10:30 AM: Session 1 - Understanding Core AI Concepts

- **Presentation: Core Concepts of AI**
  - Overview of AI, key definitions, and its current applications in education.
  - Discussion on AI's potential and limitations.
- **Interactive Demonstration**
  - Live demonstration of a simple AI tool to illustrate core concepts.
- **Q&A and Discussion**
  - Open discussion on how AI might impact different teaching disciplines.

10:30 AM - 11:30 AM: Session 2 - Mastering Prompt Engineering

- **Workshop: Crafting Effective AI Prompts**
  - Brief presentation on what prompt engineering is and why it's important.
  - Hands-on activity where faculty create and refine prompts for an AI tool.
  - Faculty test their prompts and discuss the results.
- **Group Reflection**
  - Sharing insights and challenges encountered during the exercise.

11:30 AM - 12:30 PM: Session 3 - Assessing Ethical Implications and Data Privacy

- **Panel Discussion: Ethics and Data Privacy in AI**
    - Experts discuss key ethical issues, including bias, fairness, and data privacy.
    - Real-world examples and case studies are shared.
- **Case Study Activity**
    - Faculty work in small groups to analyze a case study on AI ethics.
    - Groups present their analysis and proposed solutions.
- **Wrap-Up**
    - Summary of key takeaways and how these issues can be addressed in their courses.

12:30 PM - 1:30 PM: Lunch Break

- **Networking Opportunity**
    - Faculty are encouraged to discuss AI-related experiences and challenges during lunch.

1:30 PM - 2:30 PM: Session 4 - Designing AI-Informed Assignments and Assessment

- **Interactive Presentation: Redesigning Assignments for the AI Era**
    - Discussion on how AI changes the approach to traditional assignments.
    - Examples of AI-enhanced assignments are provided.
- **Hands-On Redesign Workshop**
    - Faculty select an existing assignment and work on redesigning it to integrate AI.
    - Peer feedback is given in small groups.
- **Sharing and Reflection**
    - Faculty share their redesigned assignments and reflect on the process.

2:30 PM - 3:30 PM: Session 5 - Developing and Implementing AI Syllabus Policies

- **Presentation: Crafting AI Syllabus Policies**
    - Overview of essential components of an AI syllabus policy.
    - Discussion on balancing flexibility and clarity in AI-related policies.
- **Policy Drafting Activity**

    - Faculty draft a policy for their course syllabi, detailing acceptable AI use, ethical guidelines, and consequences for misuse.
    - Peers provide feedback on the drafted policies.
- **Group Discussion**
    - Discuss the challenges of policy enforcement and strategies for success.

3:30 PM - 4:30 PM: Session 6 - Enhancing Student Communication About AI

- **Workshop: Communicating AI to Students**
    - Strategies for effectively introducing AI to students and addressing common concerns.
    - Role-playing scenarios where faculty practice communicating AI policies and tools to students.
- **Communication Plan Development**
    - Faculty develop a plan for discussing AI with students, including key talking points and methods for addressing questions or resistance.
- **Peer Sharing**
    - Faculty share their communication plans and receive feedback.

4:30 PM - 5:30 PM: Session 7 - Aligning AI Use with Industry and Workforce Needs

- **Presentation: AI in Industry and Workforce**
    - Overview of how AI is used in various industries and the skills employers seek.
    - Discussion on the importance of aligning educational practices with industry needs.
- **Research and Reporting Activity**
    - Faculty work on identifying AI trends in their discipline and consider how to align their course content with industry standards.
- **Group Presentations**
    - Faculty present their findings and discuss how they plan to integrate industry-relevant AI practices into their courses.

5:30 PM - 6:00 PM: Closing Session

- **Summary of the Day**
    - Recap of the key learnings and outcomes from each session.
- **Next Steps**
    - Discussion on how faculty can continue to integrate AI into their teaching and maintain momentum after the retreat.
- **Closing Remarks and Networking**
    - Final thoughts from the organizers and an open invitation for further discussion over refreshments.

Proposed Learning Tracks for 2025 Conference & Ai Micro-Courses

NOTE: This is also an outline for the micro-course modules. Everyone completes 3 fundamental modules and then they choose x/n to complete based on their role, needs, and interests.

Fundamentals for Everyone
Core Ai Concepts
Ethics & Data
Intro to Prompt Engineering

Track A: Instruction	Track B: General
Syllabus Policies	Campus Policy
Assessment Design	Workflow
Talking to Students	Industry Trends

Track C for Students?

- Ethical Uses
- Workflow
- Industry Trends
- Green River Student 101 Course: Sue Uland suland@greenriver.edu

Possible Keynotes

- **Lance Eaton**
    - https://www.lanceeaton.com/
    - https://aiedusimplified.substack.com/
        - AI Plagiarism Considerations
            - Part 1: AI Plagiarism Detectors
            - Part 2: When Students Use AI
            - Part 3: Having the AI Conversation
- **Tricia Bertram Gallant**

- **Safiya U Noble**
    - https://safiyaunoble.com/

Meeting 4: 10.4.24

- ELC Website Additions
    - One page 2-3 Sections (Intended Audience: Faculty)
        - Section 1: Useful Tools for Faculty
        - Section 2: Free Training (Faculty and Students)
            - Clover Park AI Conference recordings links
            - https://cptc.libguides.com/TLC/2024-CPTC-AI-Institute
            - https://utahtech.instructure.com/courses/912031
            - https://sc.edu/about/offices_and_divisions/cte/teaching_resources/generative_ai/teaching_artificial_intelligence/index.php
            - https://coeforict.org/coursera/ (Wa focused AI Skill Development for Faculty & Staff)

Possible Accessibility Tracks

Fundamentals for Everyone
Standards & Responsibility
Core Accessibility Concepts
Universal Design for Learning

Track A: ?	Track B: ?
Word	Email
Canvas	Transcripts & Captioning
PowerPoint	PDF