

# Recommendations for Provost Lacourse and Other University Leaders

Revised 6May2023

The purpose of this document is to provide Provost Lacourse and university leaders recommendations on advancing the initiative of integrating generative AI tools in the curriculum and courses at UT.

1. **Be at the Forefront.** Utah Tech should be at the forefront in integrating these tools to advance learning and achieve university mission fulfillment. As an open, comprehensive, inclusive, polytechnic university, the ChatGPT Task Force encourages faculty and staff to use these tools to create new and innovative products, automate tedious tasks, make predictions or simulations, promote deep learning, etc. and to contribute to society's broader conversations about the role of artificial intelligence in our learning environment and beyond. University leaders need to be intentional (develop desired outcomes, a strategy, and assessment) and collaborative (engage faculty, staff, and students across divisions) in integrating these new generative AI tools in the university.
  - a. Develop a strategic plan for how generative AI will be integrated into the curriculum and research activities at the university. Establish metrics to measure the impact of generative AI tools on mission fulfillment, achievement of exceptional student learning and success, research productivity, and other key indicators.
  - b. Develop strategies to address potential job displacement resulting from the implementation of generative AI, including retraining and upskilling programs. Enhance microcredential offerings to address upskilling needs of employees.
  - c. Start small. Begin with a pilot project or small-scale implementation to test the effectiveness of generative AI tools before investing in a larger-scale rollout.
  - d. Evaluate outcomes. Monitor and evaluate the outcomes of generative AI tool implementation to determine whether they are achieving their intended goals and objectives.
2. **Communicate with all Stakeholders.** Communicate with students, faculty, staff, parents, Board of Trustees, community members, etc. about the benefits and risks of using generative AI tools in the university, and involve them in at different levels in decision-making processes.
  - a. Develop a community outreach marketing plan to communicate and collaborate with community members regarding what Utah Tech is doing to integrate generative AI tools in courses and the curriculum. Clearly establish how Utah Tech is integrating these tools to advance learning and achieve mission fulfillment.
  - b. We recommend that Provost Lacourse submit the Statement from the Provost document to the university news to be published for the entire university community. The Statement from the Provost document should be published on the Provost's website.

- c. We recommend that Provost Lacourse hold a virtual Town Hall Meeting entitled “What are Generative AI Tools (such as ChatGPT), and how do they relate to UT’s academic mission?” This town hall meeting should be conducted following the Academic Affairs Leadership Retreat held in May. CTL or the ChatGPT Task Force could host the Town Hall meeting.
  - d. We recommend that the Dean of Students include a short statement in the weekly email that goes out to all students with key points from the Statement to Students Documents and also include a link to the more detailed Statement to Students document. An announcement should also be posted to Canvas and Navigate with a link to the Statement to Students website. The Statement to Students document could be posted to the Provost’s website with the Provost’s Statement. Deans and Department Chairs should also send a short email to their students with a short summary and a link to the Statement to Students website.
- 3. **Invest in Training and Professional Development.** Provide professional learning and development opportunities for faculty, staff, and students on how to use generative AI tools effectively and responsibly.
  - a. Professional development opportunities (workshops and materials) and guidance for UT staff members should be provided regarding how staff can support students’ understanding of appropriate use of AI technologies. For example, advisors, student success staff, etc.
  - b. CTL should have continuing training and workshops. Have an additional panel discussion sponsored by CTL before the Learning Innovation Retreat in May. This panel discussion is currently planned for Apr. 26 from noon to 1:00 pm in AIP 164. Provost Lacourse is invited to share some thoughts and then have a report from the ChatGPT Task Force.
  - c. Promote the Learning Innovation Retreat on Generative AI Tools in higher education on May 25. Encourage deans and chairs to encourage faculty to attend. Explain that by the end of the retreat, faculty will develop a prototype lesson integrating generative AI.
  - d. At the university, division, college, and department levels, encourage innovation and experimentation with generative AI tools, providing opportunities for faculty and staff to explore new ways of using the technology to enhance teaching and learning.
- 4. **Promote Collaboration.** Encourage collaboration between faculty, staff, students, IT professionals, other universities, etc. to develop and implement innovative ways of using generative AI tools to improve teaching and learning.
  - a. CTL should establish a listserv, Canvas discussion board, or other platform for people to participate in these conversations and share best practices for successful classroom integration of generative AI. CTL staff could monitor and maintain this platform. CTL should promote the continuing conversations and discussions regarding how generative AI has the potential to transform higher education and how faculty members can effectively integrate these new learning technologies into their courses and curriculum.

- b. Collaborate with other polytechnic universities and institutions to share knowledge and resources related to generative AI.
  - c. Develop partnerships with industry and other organizations to leverage their expertise in generative AI and stay up-to-date on the latest developments in the field. Utah Tech needs to develop a curriculum to prepare students to effectively use generative AI tools in the workforce.
- 5. **Publish Faculty Guidelines and Support on CTL website.**
  - a. CTL should publish the Faculty Guidelines document (currently a Google Doc) as a webpage on CTL's website. This webpage provides general information regarding how to effectively integrate these generative AI tools into their courses and curriculum. CTL will continually update the webpage. Most universities' information about generative AI tools live on the university Center for Teaching and Learning website. However, if it is more important to give access to the content in this document ASAP, another possibility is to keep this document as a Google Doc and use the link to the Google Doc in the Provost Statement.
  - b. CTL should maintain and update the detailed Resources Document that provides more detailed information and resources related to generative AI tools. This document could be maintained as a Google Doc or published as a website. CTL could add additional information to the document, such as instructional strategies for various different disciplines, such as the sciences, health, business, humanities, social sciences, education, etc. The Faculty Guidelines document will include a link to this document for those faculty who would like to dig deeper.
- 6. **Integrate Pluralsight Content.** Use the Utah Tech Pluralsight channel as a resource to teach people about these new generative AI technologies. This could be a win-win situation to encourage more people to get into Pluralsight and use the courses in Pluralsight and to help people get the big pictures of how these technologies work. Include in the Pluralsight channel instructional courses and videos such as the following.
  - a. ChatGPT and Generative AI: The Big Picture (produced by Pluralsight).
    - i. <https://app.pluralsight.com/sso/utahtech?returnUrl=channels/details/005d7966-5d3e-4355-8b74-3d7bfda824f7>
  - b. The AI revolution: Google's developers on the future of artificial intelligence. 60 Minutes television broadcast.
    - i. <https://www.youtube.com/watch?v=880TBXMuzmk>
  - c. Complete ChatGPT Tutorial.
    - i. <https://www.youtube.com/watch?v=jHv63Uvk5VA>
- 7. **Enhance Student Support Services.** The university should explore the possibilities of using AI to enhance student support services, e.g., 24/7 advising support; data-driven just-in-time (JIT) financial aid/ micro-loans; early alert flagging and CRM communication systems, etc. Integrate an AI chatbot into UT's webpage where appropriate, to answer student/parent questions and maintain up-to-date information across pages/platforms.
- 8. **Assess Impact on DEI.** Assess the potential impact of generative AI on diversity, equity, and inclusion and take steps to ensure that the technology is used in a way that promotes these values.

9. **Consider ethical implications.** Ensure that the use of generative AI tools is ethically responsible, and that any data collected or generated by the tools is protected and secure.
10. **Invest in Infrastructure and Support.** Provide the funding and resources needed to support generative AI applications, such as high-performance computing resources and data storage facilities.
  - a. In alignment with our tenet as an open university, encourage and support the development of open-source generative AI tools and platforms to promote collaboration and innovation in the field.
11. **Revise Policies.** Several UT policies need to be revised to address the unique issues with generative AI.
  - a. Revise Policy 601: Course Management and Instruction to include what is required in a course syllabus. Included in this discussion could be language related to generative AI tools.
  - b. Revise the Policy 555: Student Academic and Professional Misconduct related to academic dishonesty to include language related to using generative AI tools.