

THE FIT FACULTY SENATE AD HOC COMMITTEE on ARTIFICIAL INTELLIGENCE RECOMMENDATIONS

Respectfully Submitted for Review to the FIT Faculty Senate
Executive Committee on April 15, 2024

By Committee Co-Chairs

Katelyn Burton Prager, English and Communication Studies
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Introduction

Context

Generative artificial intelligence (AI) has touched all areas of education and industry, and this impact is only expected to grow as AI technologies continue to evolve at an exponential rate. Though these emerging technologies bring with them many benefits, they also force us to contend with unprecedented challenges to teaching and learning, as well as larger ethical questions around security, intellectual property, and bias. SUNY has recognized and responded to this urgency, as evidenced by their participation in Governor Hochul's [Empire AI Consortium](#), as well as the creation of the SUNY STRIVE Artificial Intelligence Task Force and the FACT2 AI Task Group. These initiatives underscore the need for FIT to respond to this evolving challenge, particularly as it will impact our unique mixture of creative and business-focused programs. In response to this exigency, the Faculty Senate formed the Ad Hoc Committee on Artificial Intelligence to better understand and prepare for these challenges.

In response to [our charge](#) this report was created by your colleagues, twenty faculty members who carefully examined the needs of the teaching community with the express goal of making recommendations to the Faculty Senate Executive Committee for further consideration. In addition to our recommendations, this document provides insight and examples for you to consider as well as practical resources, many from domain-specific perspectives. We'd like to thank the Executive Committee for supporting this endeavor and to express our gratitude to all who contributed.

Katelyn Burton Prager, English and Communication Studies (Co-Chair)
Jeffrey Riman, Office of Faculty Development (Co-Chair)

Ad-hoc Committee Members

Subcommittee on Policy Considerations for AI Ethics, Equity, Academic Integrity, and Intellectual Property

Brian Fallon, Office of Faculty Development (Chair)
 Helen Lane, Library
 Marie Mekari, International Student Services
 Lucy Payne, Social Science

Subcommittee on Pedagogy

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 Sarah Blazer, Writing and Speaking Studio
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 Isabella Notaro, Fashion Design - Art

Subcommittee on AI Technologies

Steve Keating, Writing and Speaking Studio (Co-Chair)
 Ethan Lu, Interior Design (Co-Chair)
 Joseph Anderson, Library
 Jacqueline Beri-Bergen, FIT-ABLE
 Ramona Dunlap, Fashion Business Merchandising
 Dan Shefelman, Illustration and Interactive Media
 Calvin Williamson, Science and Mathematics

Process

The Faculty Senate Ad Hoc Committee on Artificial Intelligence was formed in Fall 2023 to address the following charges:

- identify resources needed to support student's development of professional skills related to AI in the workplace, taking into account the diverse needs of FIT degree candidates, as well as certificate and continuing education students;
- provide guidance and best practices for utilizing AI in inclusive course development, course instruction, and student assignments, and
- articulate the ethical pros and cons of AI use to promote informed decision-making about AI use and related ethical issues, including the risk of implicit bias.

The Executive Committee voted to approve this committee on November 27, 2023, and the committee began seeking members immediately. At its first official meeting, on December 13, 2023, the committee opted to split into three working groups to facilitate this work more efficiently. Those working groups focused on ethics, pedagogy, and AI technologies, respectively. Each working group functioned autonomously, with frequent meetings of all working group chairs to ensure that group work was complementary and did not overlap unnecessarily. Each working group developed a section of the report that follows and you can find details of each working groups' membership included in their respective section.

It's important here to underscore the incredible work each of these working groups accomplished in this short timeline. The time, energy, and thoughtfulness devoted to this project is apparent in each section and this report would not have been possible without this dedication.

However, given the short timeline of this committee's work and the ever-evolving nature of AI technologies, this report represents merely the start of a conversation. AI technologies have the potential to fundamentally change higher education (for better or worse) and we are hopeful that this exigency may stimulate meaningful conversations around technology, pedagogy, and the future of education.

Report Structure

The report that follows is divided into three sections:

1. [Policy Considerations for AI Ethics, Equity, Academic Integrity, and Intellectual Property](#)
2. [Pedagogy](#)
3. [AI Technologies](#)

The **policy** section includes a more theoretical discussion of the ethical challenges brought on by AI technologies and serves as a useful introduction to this topic. The **pedagogy** section discusses best practices for teaching and learning with AI and offers practical recommendations for faculty and administrators as they navigate these challenges. The **AI technologies** section highlights the vast array of AI technologies and provides recommendations for understanding industry expectations, evaluating new technologies, and creating institutional repositories for this knowledge. Finally, the [appendix](#) offers assignment samples and additional pedagogical discussion.

Summary of Recommendations

Within the sections that follow, each subcommittee offers its own recommendations relevant to its particular focus. Here, we've synthesized these recommendations to highlight what we believe to be the most pressing priorities for FIT:

Strategically Incorporating AI at FIT

- AI should function as an assistive tool and should not be used in place of teachers, tutors, mentors, counselors, or advisors. Global policies on the ethical use of AI are needed at FIT.
- Faculty and administrators should strive for flexibility in pedagogical approaches, exploring new technologies, designing policies, that meet the ever-changing landscape.
- Faculty and administrators should include student voices in AI conversations and policy discussions to better understand their perspectives around AI technologies in education and in industry.

Developing AI Policies

- Faculty should include a clearly-defined AI policy within their syllabi and discuss their expectations with students.

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- Faculty and administrators should develop resources or workshops to assist students (and faculty) in understanding ethical use and citation expectations for AI.
- The FS Committee on Academic Standards should update the current academic integrity policies to explicitly address AI use.

Adapting Pedagogy for AI

- Faculty should emphasize in-class engagement, active interaction in multiple formats, student-focused discussion, and/or reflection on process, fostering a focus on process-oriented learning.
- Faculty should avoid using AI detection tools, as they provide unreliable results and exhibit bias against students who write and speak in multiple languages.
- The Center for Excellence in Teaching and the Office of Online Learning should continue to develop and offer updated faculty training in AI's safe and effective use.
- Departments should regularly survey industry partners or advisory boards on current AI use norms to proactively update curricula that will better prepare our students for coming challenges.

Adopting AI Technologies

- IT and faculty should collaborate to explore options to demo or sandbox AI technologies to assess their usefulness before proposing new technologies for adoption.
- Faculty and administrators should collaborate with IT to develop a transparent process for evaluating and adopting AI technologies. Subject matter experts must be involved in these processes. Safe and equitable access to premium-level AI technologies should be prioritized.
- IT should collaborate with the Library to develop an institutional repository and accessible knowledge base of AI classroom technologies.

As you read each chapter, you will find greater detail and context for each recommendation.

Subcommittee on Policy Considerations for AI Ethics, Equity, Academic Integrity, and Intellectual Property

Brian Fallon, Office of Faculty Development (Chair)

Helen Lane, Library

Marie Mekari, International Student Services

Lucy Payne, Social Science

Part I: Introduction to Ethical Considerations for Higher Education

In little more than one year we have seen generative artificial intelligence rapidly change the landscape of creative endeavors across the spectrum of journalism, film and media, fashion, and higher education. This extremely advanced technology – growing more sophisticated by the day – looms over many of the pursuits we as humans hold most dear. Many of us are left wondering how this technology is changing our understanding of human creativity, the connection between language and intelligence, and ultimately, the end goals of human progress. As faculty, we may feel ourselves bouncing between the extremes of helping our students navigate these technologies to banning them from the classroom altogether; we have yet to really address the larger questions of what all this technology is really for? To what end are we creating artificial intelligence platforms? What are the environmental costs and the overall impact on human wellbeing? Is it just a given that we will always pursue technological advances? And finally, what values drive such pursuits – and at what cost?

Against the background of these questions, we propose the following considerations as guidelines for thoughtfully developing policy that will impact the education and intellectual lives of students and faculty at FIT. This report provides a brief overview of critical ethical issues for higher education, a list of ethical concerns both in and out of our control that we must address, some framing questions for policy makers to consider, and some suggested resources.

Equity and Access Issues

Equity and access concerns for AI in higher education include fairness in outcomes across demographic groups, strategizing to identify and curb biases, and ensuring inclusivity and accessibility in utilizing AI tools. Traditionally marginalized, underrepresented, and vulnerable groups must be consulted to ensure their experiences are represented in the datasets that drive AI and to limit AI from amplifying historical inequities (Munn, 2022, p. 874). Higher education institutions must safeguard data privacy and protect against the reinforcement of existing inequities. According to Roshanaei et al. (2023), this involves protecting sensitive student data, transparency and consent, strong data protection measures, and new regulatory frameworks. They draw attention to three risks to equitable AI integration in educational settings: biases in AI algorithms, the digital divide, and undermining the role of teachers (Roshanaei et al., 2023).

Although AI poses risks to equity and access, it also has the potential to enhance and increase equity by supporting student success through personalized learning support and analytics to aid student persistence and achievement. Roshanaei et al. (2023) describe how personalized learning systems can offer targeted learning experiences tailored to various learning styles and paces. For instance, personalized learning systems can foster educational equity by providing assistive technologies for visual and hearing impairments, engaging and adaptive learning environments, and analytics geared toward interventions for at-risk students. Of course, data privacy remains a concern, especially when using predictive analytics, but some benefits to predictive analytics might include identifying students' strengths and weaknesses, potential risks of dropout or failing, and developing interventions uniquely designed to get individual students back on track (Rashanaei et al., 2023).

AI in education should function as an assistive tool and should not be used in place of teachers, tutors, mentors, counselors, or advisors. Holmes and Miao's (2023) UNESCO *Guidance for Generative AI in Education and Research* addresses the danger of generative AI undermining human agency. One of its recommendations is to, "Prevent the use of GenAI where it would deprive learners of opportunities to develop cognitive abilities and social skills through observations of the real world, empirical practices such as experiments, discussions with other humans, and independent logical reasoning" (Holmes & Miao, 2023, p. 25).

Holmes and Miao's (2023) UNESCO publication also provides considerations for policy measures that ensure inclusion and equity:

- “...promote universal connectivity and digital competencies in order to reduce the barriers to equitable and inclusive access to AI applications;”
- “Establish sustainable funding mechanisms for the development and provision of AI-enabled tools for learners who have disabilities or special needs;”
- “Promote the use of GenAI to support lifelong learners of all ages, locations, and backgrounds;”
- “Develop criteria for the validation of GenAI systems to ensure that there is no gender bias, discrimination against marginalized groups, or hate speech embedded in data or algorithms;”
- “Develop and implement inclusive specifications for GenAI systems and implement institutional measures to protect linguistic and cultural diversities when deploying GenAI in education and research at scale” (p. 24).

Academic Integrity

Use of generative AI in academic work must be cited. Students are already using assistive technology when producing work. Some of these technologies are critical resources, especially for students with disabilities. As generative AI tools continue to advance and students become more familiar with them, it is likely that AI will be used regularly throughout the stages of many types of academic projects. Thus, making expectations about when and how to use AI and helping students understand the benefits and limitations of these tools will be critical for defining academic integrity.

Transparency is key in the new academic integrity landscape created by LLMs. Students should be transparent about their use of AI tools and faculty must be transparent about their expectations. Policies must adapt to changing conditions in how students will generate work:

Given that existing research has demonstrated that academic staff are unlikely to be able to accurately identify the usage of LLMs in student work, a blanket ban of these tools is likely unenforceable. This lack of enforceability, coupled with the clear benefits that these tools may bring to the education of certain groups of students, means that an approach which seeks to completely ban the usage of LLM based tools is therefore not recommended. A policy approach which may be more suitable could instead have a more nuanced approach which recognises the potential benefits that LLMs may bring, the evolving social understanding of plagiarism, and the changing nature of digital writing and human-AI co-creation. (Perkins, 2023)

Intellectual Property

The UNESCO *Guidance for Generative AI in Education and Research* publication states that, “While the emerging regulatory frameworks intend to require GenAI providers to recognize and protect the intellectual property of the owners of the content used by the model, it is becoming increasingly challenging to determine the ownership and originality of the overwhelming amount of generated works” (Holmes & Miao, 2023, p. 36). The guide goes on to note “concerns about protecting the rights of creators and ensuring fair compensation for their intellectual contributions,” and how the lack of traceability “introduces challenges into educational contexts about how the output of GenAI tools may responsibly be used” (Holmes & Miao, 2023, p. 36).

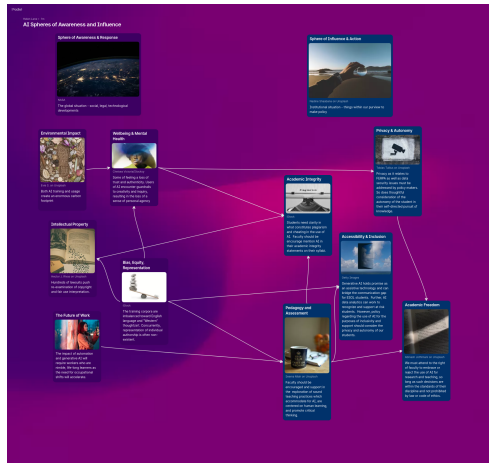
Many of these AI and IP issues are currently being considered by US courts. Legal aspects of AI and IP include ownership and attribution, patentability, data privacy, and liability; and laws and regulations such as copyright law, patent laws, data protection laws and international agreements and global standards for IP will inform these legal aspects (Abdallah & Sallah, 2023). Abdallah and Sallah (2023) point to four ethical considerations for AI developers: transparency and accountability, bias mitigation, data privacy, and education and ethical guidelines. Abdallah and Sallah argue that AI developers have a responsibility to mitigate societal harm by attending to these ethical considerations, but they also elaborate on the ethical responsibilities of AI users, noting the power afforded to users through awareness of ethical and responsible uses of AI and their ability to provide feedback and report the misuse of AI (p. 372). AI users must also be aware of the potential limitations of copyright law to protect their intellectual property once scraped by or uploaded to an AI generator model, simply because the vast majority of AI generator output will possibly fall under fair use or minimally infringes upon the original work, pending court decisions (Walsh, 2023).

Part II: Spheres of AI Ethics Awareness & Framing Questions for Policy Development

Another Way to Visualize the Challenges

Charged with the task of advising on AI policy, the subcommittee saw the need to distinguish between ethics concerns of the larger environment and ethics in the context of higher education and at FIT. The broad and overarching themes introduced in the preface can be organized into areas outside our immediate control and areas which we are

expressly designated to manage and cultivate. Although we might not be able to change or influence issues outside our immediate control (such as copyright suits, the inherent bias of



data sets, and programmed guardrails), the College must attend to and respond to these issues with flexibility and readiness. Within the areas we can control, there are issues that can be informed by our current policies and experiences, but we may need to consider new guidelines and procedures to navigate and address how AI affects these areas. For instance, AI's impact on academic integrity, student privacy, academic freedom, and pedagogical practice all fall within frameworks we are accustomed to discussing and evaluating within our sphere of influence and action, but AI tools necessitate a review of existing policy. ([Open concept map](#))

Essentially, ethical concerns regarding AI can be divided into two main areas:

1. **Big picture issues:** These are things happening outside FIT's control, like lawsuits over AI creations or how AI training data can be biased. FIT needs to be aware of these and adapt as needed.
2. **FIT-specific issues:** These are things FIT can directly influence with policy, like how AI impacts student privacy, academic honesty, teaching methods, and student rights.

Framing Questions for Policy Makers

Institution-wide Policy Considerations

- Can the same policy apply across the institution, or will different policies be needed for different parts of the organization?
- Who is the audience of the policy or policies? Students, faculty, staff, administration, third-party vendors, contractors, etc.?
- Will the institution's upper management consider using generative AI to surveil employees' work to detect efficiency or generate employee evaluations?
- How will AI be addressed in human resources, especially the recruiting and hiring process? What practices are in place for communicating AI usage throughout the institution?
- What concerns need to be addressed concerning privacy, intellectual property, and proprietary knowledge around using external or enterprise generative AI tools?

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Does endorsing the use of generative AI conflict with any laws such as the General Data Protection Regulation?

- What concerns or responsibilities does the institution have explicitly or implicitly within its mission that conflict with the environmental, human-exploitation, and bias issues related to generative AI?

Community and/or Industry Impact

- In what ways will the community outside the campus be impacted by our policies?
- Do you have community/industry partnerships in which you offer students an opportunity to put their theoretical learning into practice? Do you have an obligation to educate your students on the uses of generative AI as part of that collaboration?
- How will we navigate policy differences between FIT and industry partners?

Academic Integrity

- Will a blanket AI use policy exist with the expectation that instructors tailor a policy to the specifics and expectations of their disciplines?
- How will we determine if a student has violated the policy and what are the consequences? What methods of accountability with the policy can be created when it may be hard to actually detect generative AI text?
- What will be reasonable and equitable means of challenging outputs by generative AI?
- Will specific types of AI tools need to be addressed to ensure the policy clearly covers a variety of academic integrity concerns associated with the use of AI in education?
- If the policy is related to student or faculty work, what are the integrity requirements to make sure academic integrity is upheld?

Teaching and Learning

- What policies will we establish around student success and AI? Will we use AI to track or monitor students to predict chances of dropping out or failure?
- What policies should we establish on using AI for assessment and evaluation of student work?
- How will policies protect students who do not consent to their work being submitted to AI tools?

- How will we enshrine the value and impact of human connection in our policies? Will we make a statement about AI as an assistive tool for teaching and learning rather than a replacement for teachers, tutors, classroom assistants, counselors, and advisors?

Part III: Final Considerations for AI Ethics and Policy Development

A recent review of generative AI policies at institutions of higher education uncovered the three key themes across the 20 global universities that were included in the study. These included the need to educate faculty, administrators, and students on how generative AI operates and the ethical implications of using AI tools in education, the enforcement of academic integrity through a policy that allows teachers to set their own standards as long as these standards are required to appear and explicitly stated in their syllabi, and the need to encourage faculty and students to explore the use of generative AI tools for research, teaching, learning, and assessment by supporting continued education and ethical use guidance (Plata et al., 2023). During our own exploration of the ethics surrounding the creation of generative AI policy, the members of the committee also explored these areas.

Consequently, the subcommittee was concerned about transparency and privacy; attending to student mental health, wellbeing, and rights; developing AI literacy skills among both students and faculty; and creating policies that enable best practices in the classroom and respect academic freedom. We believe multiple policies must be proposed and adopted to cover the myriad uses of AI in our daily work lives and in teaching and learning at FIT.

Suggested Readings

Appel, G., Neelbauer, J., & Schweidel, D. A. (2023). Generative AI has an intellectual property problem. *Harvard Business Review*, 7.

<https://hbr.org/2023/04/generative-ai-has-an-intellectual-property-problem>

Perkins, M. (2023). Academic Integrity considerations of AI Large Language Models in the post-pandemic era: ChatGPT and beyond. *Journal of University Teaching & Learning Practice*, 20(2). <https://doi.org/10.53761/1.20.02.07>

- Plata, S., De Guzman, M. A., & Quesada, A. (2023). Emerging Research and Policy Themes on Academic Integrity in the Age of Chat GPT and Generative AI. *Asian Journal of University Education*, 19(4), 743–758. <https://doi.org/10.24191/ajue.v19i4.24697>
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- Walsh, K. (2023) How we think about copyright and AI Art. Electronic Frontier Foundation. <https://www.eff.org/deeplinks/2023/04/how-we-think-about-copyright-and-ai-art-0>.

Subcommittee on Pedagogy

Subhalakshmi Gooptu, English and Communication Studies (Co-Chair)

Naomi Gross, Fashion Business Merchandising (Co-Chair)

Sarah Blazer, Writing and Speaking Studio

Brenda Cowan, Exhibition and Experience Design

Brian Emery, Photography

Renee Leibler, Entrepreneurship

Isabella Notaro, Fashion Design - Art

Introduction

The Pedagogy Subcommittee of the Faculty Senate AdHoc Committee on Artificial Intelligence convened in Spring of 2024 to discuss the issues, concerns, advantages and benefits of considering generative AI in pedagogical approaches at FIT and provide general recommendations to faculty members for utilizing AI in course development, course instruction, and student assignments in responsible, ethical, and inclusive ways. The subcommittee began their work by discussing various experiences, difficulties, and rewards with AI in the classroom. Members of the subcommittee belong to different departments and schools at FIT, and this ensured that the approaches discussed were diverse and sometimes productively contradictory. After initial discussions about individual experiences, the co-chairs parsed out a few themes and concerns that recurred during these conversations. These themes became the basis for the recommendations outlined below.

At the core of these discussions lay the recognition that while many students will enter professions where they need to be highly prepared to effectively use AI tools and technology, it is vital to inculcate an ethical, responsible, and critical approach to AI that prioritizes creativity, individuality, and critical thinking among students. It is important to note that the subcommittee decided that some recurring themes, such as protection of student work, discussions on the ethics of hiring in the age of AI, what kinds of AI-based tools were (in)accessible to students in FIT classrooms and a few others, would need to be discussed in other working groups more thoroughly and have therefore not been explored in detail here. Many of the subcommittee's discussions and recommendations have been informed by guidance provided by State University of New York's Faculty Advisory Council on Teaching and Technology's (SUNY/FACT2) [*Guide to Optimizing AI in Higher Education*](#)

that was released on September 22, 2023, and the Harvard University's Office of Undergraduate Education's [AI Guidance and FAQs](#) released as teaching resources for faculty. The FIT Writing and Speaking Studio has also released [guidance on assigning written assignments in the age of AI](#).

Diversity of Approaches

The rapidly changing nature of AI tools, the continuing emergence of new AI technologies, and the needs and expectations of various disciplines within FIT necessitate a diversity of approaches. The subcommittee endorses the diversity of pedagogical approaches to incorporating, excluding, utilizing, and addressing AI at FIT. An emphasis on in-class engagement, active interaction in multiple formats, student-focused discussion and/or reflection on process (focus on the “how” and “why”) will be crucial to keep pace with the evolving nature of AI. These strategies should lead to overall openness in the classroom, and allow instructors to focus on process-oriented learning in both in-person and online settings. Faculty are encouraged to be transparent with their expectations and boundaries regarding AI and discuss an AI policy on the syllabus on the first day of class. It is crucial to emphasize the range of approaches that different instructors may use—while one class may have an openness to utilizing AI in course assignments, another instructor in a different section may not follow the same policy. AI tools, and best practices around the usage of emerging tools, will continue to change and evolve, so faculty are encouraged to focus on developing dynamic resources geared towards student learning.

Recommendation 1: Include AI Policy in Course Syllabus

The subcommittee recommends including an AI policy in all course syllabi that clearly explains if/how AI will be used in the course, how students may use it for assignments, and consequences of improper usage. Clear and transparent communication around the expectations, appropriateness, and limitations of AI usage in all courses is important. While the extent of incorporating AI into courses will differ based on disciplinary and professional expectations as well as learning outcomes of each course, all faculty should incorporate some language and explanation around the (non) usage of AI. Whether faculty members adopt limited, unlimited, or fully restrictive policies, the terms of such categorizations and policies should be clarified.

The subcommittee recommends that Department Chairs oversee the compilation of sample AI policies that can be disseminated among faculty. These sample policies would be

particularly helpful for those who teach part-time and or have been recently hired. If there is relative consistency among faculty regarding the use of AI in curriculum, a department-wide policy may be adopted which does not violate or infringe on individual faculty members' pedagogical flexibility. These resources should be developed in community with other members of the department (with inputs from industry, advisory boards and other stakeholders, where relevant), and through a process of peer review and feedback.

Recommendation 2: Prioritize Student-Centered Assignments

The subcommittee recommends engaging students by creating student-centered assignments or adapting assignments to focus on students' learning process. As new challenges regarding AI-based tools and technologies emerge, faculty are encouraged to review the types of assignments and learning activities that may need attention. An emphasis on describing your work, and discussing your results, in an effort to prioritize the process of learning will address the issue of students using AI-generated results as their own. Eliminating a surveillance mindset (driven by a need to detect inappropriate AI usage), and focusing on students' creativity and learning integrity will be necessary in building pedagogical approaches that emphasize "process" over product. Using intermediate steps, such as reflections on how students complete assignments, inviting peer feedback, or emphasizing the value of revision and rethinking, will make relying on AI less attractive. The subcommittee encourages faculty to emphasize the importance of critical thinking, individual thinking, and student creativity and include clear statements around such expectations in course syllabi and assignments. Designing activities and assignments that prioritize creativity, analysis, application, and critical thinking instead of summaries, will help establish curricular norms around original work. Reflecting on AI's impact on program-level and course-level methods of evaluation and assessment within departments and schools will be beneficial as conversations about AI move forward.

Recommendation 3: Adopt Citation Policy to Promote Responsible Use

The subcommittee recommends the adoption of a robust, dynamic, and comprehensive citation policy related to AI usage. Major citation manuals ([APA citation style](#), [MLA citation style](#) & [Chicago citation style](#)) have outlined best practices around citing AI generated materials. All syllabi and assignments must include clear instructions about how to cite AI within course projects, and in class work. Emphasizing the importance of transparency and

academic integrity will ensure that students don't violate terms and expectations around plagiarism. Adopting clear expectations around citing AI will also help students protect their own work and confidential data. Clear and transparent citation policy will also compel students to take accountability for their work. Evolving concerns around copyright and fair-use issues (De Vynck, 2023), academic integrity, authenticity, and fraud (Weiser & Schweber, 2023; Knight, 2022) should be discussed with students to ensure their awareness around accountability and ownership of their work. Faculty should be cautious about using [AI detection tools](#). Not only do these detection tools produce false results and inaccurately identify AI generated material, but they exhibit bias against students who write and speak in multiple languages. The FIT Library can collaborate with individual departments to develop resources around citation politics. Special attention must be paid to the issue of identifying hallucinations, citing prompts inputted into AI tools, how to cite AI as a collaborative tool, and others.

Recommendation 4: Increase Fluency with AI Tools

The subcommittee recommends that all faculty develop some degree of familiarity with popular AI tools and a greater amount of fluency with tools that are incorporated into coursework. Faculty members' familiarity (by using prompts from assignments, noticing how AI impacts course projects, and understanding the types of results produced by AI tools) with these tools will help them better educate students on the importance of how AI tools work and what they can be used for. With greater familiarity with tools, faculty members will be able to facilitate discussions around effective ways to use AI tools for course-related work, evaluating the risks, capacities, and rewards of emerging tools, while emphasizing the need to cite process-based components such as prompts and include original drafts and ideas. Greater emphasis on issues like the inaccuracy, efficiency, and predictability of AI tools, as well as awareness around how common tools have changed to include embedded AI is encouraged. The subcommittee advises faculty members to be cautious about inputting student work in AI tools because of copyright concerns, and develop ethical policies about evaluating student work through tools that use embedded AI, like Packback. The unauthorized use of student work in AI tools can violate intellectual property rights. Faculty members should turn to workshops organized by the CET to develop familiarity and comfort with these AI tools.

Recommendation 5: Address Implicit Bias

The subcommittee recommends that all faculty members should address issues around implicit bias, inequitable representation, and inaccuracy in the development and operation of AI tools, and adopt a critical AI literacy approach to pedagogy. Keeping in mind that AI tools are trained on large and unmoderated volumes of text and images that are publicly available, the danger of inaccuracy and biased results is prevalent. Avoiding the usage of biased content, inclusion of inaccurate information, and misuse of personal data should be prioritized. Students need to be prepared to effectively use AI tools in professional contexts, which includes a critical approach to the training, development, and impact of AI. The subcommittee endorses the need for more support for developing critical literacy among students around the predictable nature of AI tools and can be part of building equitable digital literacy. Students, faculty, and administrators alike should be made aware of bias and inaccuracy in AI outputs, with special attention to students who may not yet have sufficient expertise to critically evaluate AI tools. These questions around bias, representation and inaccuracy relate to both text- and image-based AI tools, and faculty members should caution students about the hazards of replacing critical thinking, research, or analytical skills with a heavy reliance on AI tools.

Recommendation 6: Develop Student Workshops and Resources

Given the varied approaches to AI usage in coursework across disciplines and departments at FIT, the subcommittee recommends the development of a foundational workshop for students that introduces the rewards and pitfalls of AI. This workshop can be part of a mandatory module during first-year student orientation that addresses best practices and student-centric anxieties and worries about AI in the classroom. Such a workshop can complement similar workshops on plagiarism and academic integrity. With a foundational introduction to AI, students will learn to adapt to the divergent AI policies that they might encounter in different courses during their time at FIT. More importantly, a foundational workshop with a focus on critical AI literacy will also empower students to make informed decisions around AI usage and allow them to advocate for themselves in professional contexts that adopt uncritical or unethical uses of AI. While it is impossible for this foundational workshop to be comprehensive in nature, in combination with varied approaches to AI in other (advanced) courses, students will experience a wide range of critical engagement with AI that will effectively prepare them for life beyond FIT. This workshop can be overseen by an inter-departmental advisory committee, much like the Ad Hoc Committee, that will address emerging challenges in AI in higher education. Along with

inputs from the CET, Writing & Speaking Studio, and the Library, the committee can invite case studies from various departments that will form the basis for the workshop as well as invite industry input when suitable. A dynamic and early introduction to the rewards and pitfalls of AI will be crucial for every student's development and progress during their time at FIT.

Recommendation 7: Plan Faculty Development and Training

The subcommittee recommends that a comprehensive, dynamic and ongoing strategic plan be established to support faculty development and training regarding AI and its impact on higher education. Supporting faculty as they navigate the ever-evolving landscape of AI technologies and its accompanying impacts is vital to teaching and learning at FIT. Since teaching at FIT has its unique rewards and challenges, faculty development training for AI needs to address the specific needs of the institution. Faculty development and training workshops should be crafted in varying modalities (in-person, virtual and hybrid) to address diverse pedagogical needs with ongoing support from SUNY. Additional funding support is crucial for the CET to continue this training work. An emphasis on inter- and trans-disciplinary approaches to faculty development and training will not only advance Strategic Plan goal #2 (to develop transdisciplinary pedagogy), but also allow faculty to learn how to continually revisit their pedagogical approaches as the AI landscape evolves. The subcommittee notes the support needed by faculty to (1) develop advanced curriculum that address AI tools and usage (from the CET and Faculty Senate Curriculum Committee), (2) address AI's impact on existing coursework (emerging from impacted departments), and (3) develop library resources related to AI.

Subcommittee on AI Technologies

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Jacqueline Beri-Bergen, FIT-ABLE

Ramona Dunlap, Fashion Business Merchandising

Dan Shefelman, Illustration and Interactive Media

Calvin Williamson, Science and Mathematics

Introduction

The Artificial Intelligence Technologies Subcommittee of the Faculty Senate Artificial Intelligence Ad Hoc Committee (AI Ad Hoc) began their work of providing guidance for faculty around the implementation of artificial intelligence (AI) classroom technologies by first compiling a list of categories of various AI-based products available to consumers today. Even when limiting for higher education applications, the categories and options are myriad and constantly changing and developing.

The State University of New York's Faculty Advisory Council on Teaching and Technology's (SUNY/FACT2) [*Guide to Optimizing AI in Higher Education*](#), released on September 22, 2023, stated it would be next to impossible to evaluate every AI option for potential classroom use, and the subcommittee agrees. However, we argue that, at the Fashion Institute of Technology (FIT), evaluation may be even more difficult. Due to the wide variety and uniqueness of programs and coursework FIT offers and the school's deep industry connections, FIT is opened up to an even wider range of AI technology options and a necessary commitment to maintain currency with standard industry practice, including in terms of their AI knowledge and use.

SUNY FACT2 (2023) suggests that "it may be most useful to approach this situation through different stakeholder groups, namely students, instructors, and the institutions themselves" (p. 8). And, helpfully, their report then provides guidance for the pedagogical and technical evaluation of AI classroom technology through the lenses of two of those stakeholder groups: faculty and the information technology (IT) office. However, the FACT2 report (2023) also calls for an approach to this process that ideates and makes decisions in consideration of "external groups such as industry collaborators and the communities in which those institutions operate" (p. 8). Looking to build on the guidance FACT2 has

provided and aid in answering this call, the subcommittee provides four recommendations for the Faculty Senate Executive Committee, all of which are put forth not as comprehensive strategies but as suggestions of consideration and collaboration between those aforementioned stakeholders.

Recommendation 1: Solicit Industry Guidance

The subcommittee recommends a method for a third form of evaluation for AI technologies (in addition to the pedagogical and technical evaluations already outlined in the FACT2 report) that takes into consideration FIT as a unique institution with a wide range of program and course offerings and meaningful industry ties. This method of evaluation prioritizes the feedback of the school's industry partners, specifically our departments' existing advisory boards who are invaluable in much of the work the institution performs, and helps the institution and its departments choose relevant AI technologies they may then further evaluate, advocate for, or implement in their classes. By communicating with our industry partners, we can feel confident that we are providing our students with access to and knowledge of the technology they will need to understand and use in their future careers.

Process

Although there are many ways in which departments might procure industry input, the subcommittee recommends a uniform core process that can then be modified if necessary for application around campus. We believe that surveying our industry partners on a regular basis, using a standardized format that can export data to be compared and contrasted from year to year, will be most effective. Questions should, at minimum, include the following:

1. What AI-based software are your firms/companies currently using?
2. How has AI-based software changed the way you've created designs, managed projects, or improved sales at your firm/company?
3. Do you trust the AI-based software/tools that you use?
4. Would you recommend AI-based software to your colleagues in the future?

Departments may choose to personalize their surveys further by considering specific questions about AI technologies relevant for their subject areas (please see the following sample as a starting point). Or, perhaps, through one or more cycles of sending this survey

out and receiving feedback, departments or areas may determine ways in which they might specialize their survey.

For an example of a specialized survey, please see the following, a survey designed by Professor Ethan Lu for use in the Interior Design Department: [Link to Sample Industry Survey, in use by Interior Design](#)

Possibly this industry survey could also be adapted for other purposes as well, such as, in the future, sending it out to program alumni to ask about their experiences in their respective industries, how their learning about AI technologies at FIT prepared them for their work, and what they might recommend in addition to current offerings. If deemed appropriate, this information could be shared across major departments.

Recommendation 2: Create An Opportunity to Sandbox Technologies

The subcommittee recommends a collaboration between faculty and the IT Division in which we explore possible options for demoing or sandboxing AI technologies outside of our classrooms so that we can (1) conduct the pedagogical evaluations outlined by SUNY's FACT2 Report and (2) possibly limit the number of submissions of technologies for IT's technical evaluation, as outlined in SUNY FACT2.

Because there are so many types of AI technologies available and even industry recommendations may not narrow the number sufficiently, the subcommittee imagines a growing need from faculty members to test out new AI technologies on their own, before they submit them for consideration by the IT Division and before implementation in their classes. After all, even with recommendations from other offices on campus or industry partners, only faculty members can know whether a technology will make sense in their program or courses. Although this option would certainly serve a great benefit to faculty, the subcommittee also believes the practice may benefit the IT Division, too. If faculty members can try out new AI technologies on their own before submitting for technical evaluation and consideration, that may limit the number of submissions that are put through only to find that they do not work for the classroom.

The subcommittee suggests this may also be an opportunity to collaborate with FIT's Faculty Research Space, which could possibly become a homebase for evaluating new AI

technologies on campus. Other options might include the establishment of a mechanism that allows faculty to pilot technologies in certain courses.

Recommendation 3: Determine a Method for Submission of AI Technologies for Consideration by IT

The subcommittee recommends that faculty and the IT division collaborate on determining a straightforward and centralized process for submitting AI technologies for IT evaluation for future classroom implementation.

As recommendations for evaluating AI technologies for possible classroom use are disseminated and faculty across the college begin to identify technologies and/or programs that they would like to implement in their classes, the subcommittee imagines that the number of requests to the IT Division for technical evaluation and certification or purchasing of these options will increase over time. Inconveniently, because there is not one AI tech solution that will work for every department or industry, AI technology evaluations may need to happen on a more individual basis. For these reasons, the subcommittee believes there will be a need to identify a method for submission of AI technologies for technical evaluation. This method could either be something entirely new and dedicated to this purpose or one that could perhaps take advantage of successful existing structures, such as the IT Division's Hardware/Software Workflow or a similarly designed process. Alternatively, instead of or in addition to a submission form, proposals could be addressed in formal conversations held between department or school liaisons, the IT Division, and other relevant parties.

Recommendation 4: Develop a Repository for Data and Evaluations

The subcommittee recommends that what is learned of these technologies and their applications is saved so as to create an institutional repository or knowledge base of AI classroom technologies.

As AI technologies are recommended, tested, considered, requested, and evaluated, much will be learned, and the subcommittee recommends that what is learned of these technologies and their applications is shared so as to create an institutional repository or knowledge base of AI classroom technologies. This will allow programs and individual

faculty members to reach out to each other about technologies evaluated, used in the past, or currently being used. The repository might also store collected survey data (mentioned in Recommendation 1). This could potentially also be a space in which the IT Division could include its evaluations and recommendations for use.

The subcommittee believes this may be an opportunity to collaborate with the Library regarding their Institutional Repository to determine (1) whether there is a place for this need in the existing repository structure or (2) for guidance on the process for creating a similar repository for this need. Professor Joseph Anderson, Digital Initiatives Librarian, has indicated that the Library is open to these collaborations.

Conclusion

The number of AI technologies available to us will continue to grow, and there is no question whether this growth will impact FIT. Building on the good work that SUNY FACT2 (2023) has already done and continues to do in helping SUNY and FIT prepare for these changes and, as the title of their report suggests, “*optimize*” their inevitable use in our classrooms and offices, the subcommittee agrees we should consider the perspectives of our industry partners in our evaluations of AI technologies and provides one strategy for doing so. The subcommittee also looks ahead at the realities (and, yes, complications) that will inevitably arise from our opening the door to begin evaluating AI technologies for use on campus, and in doing so, offers three recommendations for future conversations and collaborations for FIT faculty and administration to endeavor together, including looking into possibilities of faculty being able to demo or sandbox new technologies on their own before submitting those technologies for formal technical evaluation, determining what is the best method for faculty and administration to communicate AI needs and submit technologies for technical evaluation, and taking the first steps to create a repository or library of FIT-specific AI knowledge and insights about various AI technology offerings. The subcommittee acknowledges the enormity of these recommendations and in no way proposes them lightly; these recommendations serve as conversation and collaboration starters between faculty and administration.

Appendix: Student-Centered Assignment Examples

Risk vs. Reward Examples

Example 1: AI in a business math setting - Rethinking the approach (Naomi Gross)

The “Business Intelligence in Planning & Buying” course offers a foundation in critical metrics used throughout the fashion industry. Students have historically been assigned math to complete at home, and many students refrain from participating in class discussion unless called on. With the advent of AI, some students have relied on chatbots to complete the work to pass the course as effortlessly as possible. It was all about the grade. Many of the results were correct but an understanding of the concepts and process was extremely weak. This weakness was reflected on tests and hindered students' ability to complete the course or perform well in subsequent courses successfully. There were concerns about future success upon graduation.

Process: Homework is now low-stakes, so students are encouraged to use the assignment as an opportunity to practice math and understand the concepts. No-stakes short quizzes are also administered. The weight of in-class discussion has been expanded. These require students to apply what they learn and discuss the results without the benefit of a computer.

In summary, this has led to far more in-class discussions for students to convey their understanding of the material and build community. A divide remains, however, where some students choose not to complete the low-stakes work. For the others, results have significantly improved. Critical thinking is enhanced, and students are ready to move on to more advanced coursework.

Risk	Reward
Math Problems/Concepts	Math Problems/Concepts
Assign Math Problems for students to complete at home. Focused on the grade and not the process - 15% of the grade	Assign Math Problems for students to complete at home - 5% of the grade (low stakes) to encourage students to use homework as an opportunity to practice

Students insert prompts into Chat GPT	Some students will still insert the prompts into Chat GPT
Chat GPT provides step by step process to find the solution	Seeing fewer students using Chat GPT
Chat GPT uses sources that do not align with the methodology for industry-specific calculations	In the following class, administer a no-stakes quiz (quick) to reinforce math concepts and execution.
Students who rely on Chat GPT, do not read the course material or review the in-class instruction. They fail to master foundation concepts which results in poor performance on the high-stakes quiz and results for the semester. Few students participate in class discussions without prompting.	Students have more experience explaining the concepts in class discussions. The discussion weighs more heavily on the final grade. The instructor has a better handle on student understanding and retention earlier in the semester. Students also perform better on the high-stakes quiz, which leads to stronger overall performance for the semester and in future classes.

Example 2: Adobe Case Study (Brian Emery)

Many software applications include embedded generative AI tools. The Adobe suite was an early adopter in this area. While there are many benefits to leveraging these tools, there are also limitations.

Process: Consider using a demonstration you have used in the past requiring complex work in an Adobe application, and use it as a case study for your students to better understand how the embedded generative AI tools are working, and what their limitations are. Do the process without any generative tools to demonstrate the craftsmanship and quality of the “traditional” method. Then repeat the demonstration using the embedded generative AI tools.

In summary, using the AI tools will likely be significantly easier, faster, and require less craftsmanship, but the quality will most often be lower and will probably need “fixing” to make things look right. Use this as an opportunity to discuss craftsmanship in general, and the necessary balance between quality, speed and ease of use. This also presents an

opportunity for students to learn more about how AI generation tools work as well as the ethical and environmental concerns of the tools.

Risk	Reward
Students use embedded AI tools because they're easy and never learn the craft.	Students learn to carefully include embedded AI tools to expand the toolkit of the craftsperson.
Students use AI image generators embedded in software and don't see the loss of quality over more traditional methods.	Students learn to identify when the AI tools will work well-enough for their needs while maintaining the highest quality possible.
Students use AI image generation tools embedded in software and are never made aware of how those tools work, so they don't get a holistic understanding of how to use them well.	Students understand the ethical and environmental concerns with AI image generators and may be more thoughtful about using them.

Introduction and Assessment of New Tools Examples

Example 1: AI in a Photography Setting (Brian Emery)

In an example shared by Dr. David Doermann (A.I. speaker, February 9, 2024), he described a process: Look out the window and write down, in as much detail as possible, what you see. Enter the language into a text-to-image generator and see how close the result is to what you saw. Modify your text input to try to get the image as close to what you see as possible. Keep notes on all the different iterations. Reflect on the different language models needed to describe the view as a human vs describing it for the AI. Also, reflect on the differences between the AI picture and your memory of the view.

Process: With the ubiquity and allure of AI, reflection on process and learning has become an even greater point of emphasis in my classes. I want to be more intentional than ever about communicating that I value students' learning and metacognitive awareness as much—sometimes more – than the product itself. One way I work towards this is in the reflections students write upon submitting projects.

- Each time students submit a written project, they are asked to write a reflection on their process and the work.
- They complete this work in class so that it's fresh and raw. They are assured that the instructor is looking at what they write, not how they write it. The reflection is factored into the project grade.
- A set of questions is provided – sometimes just a few – that they can respond to in their own way. [If there are more than a few questions, students receive a list which they can reply to one after another rather than composing in paragraphs.]
- These reflections are used to understand their work and to understand what they are learning since what they are learning is never fully evident in the product they submit.

In summary, if students can identify how they reached their end result, their strengths, and areas they'd like to improve, this helps to show that they've met the assignment's goals.

Example 2: AI and the Design Portfolio (Isabelle Notaro)

In an advanced fashion design portfolio course, students utilized AI to streamline their development workflow, including design ideation for their mood board and generating an AI persona based on their target market, design philosophy, and concept. We used a case study of how G-Star RAW's AI-generated collection was actually produced as a resource.

Process:

- Design Ideation with AI by using AI tools to generate creative design concepts. By inputting trends, themes, and inspirations into an AI platform, they received unique design suggestions that pushed the boundaries of traditional fashion ideation. This process encouraged students to think outside the box and explore unconventional aesthetics and silhouettes influenced by AI's computational creativity.
- Target Market Analysis through AI, leveraging AI algorithms, students analyzed vast amounts of market data to identify emerging trends, consumer behaviors, and preferences.
- We had a guest speaker, CEO of Alvanon Inc., Janice Wang, whose expertise provides students with real-world applications of body scanning technologies. By integrating DEI aspects through the lens of AI and body scanning technology, students develop a deeper understanding of how technological advancements can lead to more equitable and inclusive fashion practices.

In summary, there is a transformative impact that results in Enhanced Creativity, Informing Decision-Making, Personalizing Learning, Encouraging Critical Engagement with AI inherent bias and Ethical Considerations, Fostering Community Learning & Discussions on AI's impact on fashion.

Example 3a: AI in Entrepreneurship Studies (Renee Liebler)

Customer discovery is one of the most crucial elements of entrepreneurship and innovation. Although customer discovery is discussed in all of our courses, we particularly explore the practice of customer discovery in “Cognitive Entrepreneurship.” I wrote and launched in the Fall of 2019. In this class, the students develop a website, an explainer video, and a survey all in one class period. Their assignment and goal is to then launch the website into the wild (their assumed target market) to validate, or not, the assumptions they are making regarding their new business idea. The purpose is to explore whether you can validate the most crucial assumptions you are making regarding your business idea, the assumption(s) that could dissolve your entire business. The actual quality of the website is inconsequential- we want it to be “good enough” to gather data. In the past, we have used Carrd.co and Google Sites to develop a website “good enough” to launch to gather information. We also typically use Google Forms for a short 5-question survey embedded in the website. The process took many hours.

Process:

- A new approach to web development with AI: This year, the students were introduced to an AI tool that will create a website in seconds prompted by any business idea <https://www.mixo.io/>. It is a very good tool to initially connect with prospective customers, gather insights, collect emails (waiting lists), and hopefully validate new business ideas. This has been the first use of AI in the classroom, but I plan on exploring more tools to assist in the customer discovery process, which is the essence of “Lean Start-Up Methodology” used in business.
- Efficiency leads to higher-level thinking: The AI tools help students be more efficient in the actual tool creation, which allows us more time for critical thinking in data analysis.
- A test and refine approach: An assortment of tools (ChatGPT, e.g.) can be used to help students with interview skills and address bias in the industry. Learning how to ask good customer discovery questions is always hard for students. In the real world it takes years of practice with knowledge of behavioral psychology.

Example 3b: AI for Competitive Advantage (Renee Liebler)

Entrepreneurship Studies students compete in business plan competitions, specifically the New York State Business Plan competition and business plan competitions sponsored by my department of Entrepreneurship, such as “Pitch FIT.” It has become commonplace to require an initial submission in the form of a video. As these competitions have become very competitive, particularly the NYS business plan competition, where the students are competing against all schools in NYS, it is important for them to be aware of tools that will keep them on the same playing field. Our department has therefore researched free AI video creation tools, which are currently used in industry today. Some of these are listed below:

Process:

To assist in the creation of explainer videos, I plan to explore:

- <https://sites.research.google/videopoet/?ref=producthunt>
- <https://runwayml.com/>
- <https://www.capcut.com/>

In summary, for entrepreneurship, we hope some AI tools will help us be more efficient in the problem-solving process. I agree we must be suspicious of biases, this is the critical thinking part, but we also must be teaching our students the tools to be more efficient as this is what they will be expected to know in industry.

Example 4: Reflections on AI in the Writing Classroom (Subh Gooptu)

In my teaching experience, it is important to re-imagine assignments to consider how using AI will impact learning goals for students irrespective of their positionality and fluency. A few helpful strategies have included:

Process:

- Rethinking research and evaluating sources: I’ve used AI to discuss the importance of asking the strongest research questions, by using different kinds of prompts on ChatGPT and having students reflect on the strength of their research questions. Additionally, I’ve taught students the importance of being creative about the kinds of

sources they use in research, by including interviews, in-person visits to the library collections, museums, diverse forms of written sources, etc.

- Adopting scaffolding and multiple steps for all written assignments: An emphasis on “process” can vary from one faculty to another, however using scaffolding activities and relying on preparatory steps completed in class. In these smaller activities, AI can be used effectively to have students reflect on the smaller steps they need to undertake for a larger project.
- Emphasizing collaboration in writing practice: Using collective annotation practice (using google docs, perusall and other softwares) allows students to build confidence in their analytical skills. Building on this collaboration, asking students to offer feedback to their peers and build confidence in articulating feedback constructively also helps students feel empowered to express their opinions.
- Using AI generated text as objects of analysis and critique, and using AI to analyze tone and voice: Once students had a rough draft of a writing project, using AI to analyze tone and voice appropriate to different audiences has been successful. Using AI, the class generates a paragraph of text related to a research question. Using role-playing, students then ask for re-writes of that paragraph from different perspectives, points of view, and voice. Using these various example texts, students reflect on which paragraphs and what kinds of tone and voice are appropriate for different audiences.

In summary and most importantly, these reflections bring a lot of clarity around what strategies and demystify choices that students can employ to change their tone and voice to address different audiences and for different projects.

Example 5: Considerations for AI in Exhibition Research & Concept Development (Brenda Cowan)

AI is not currently being taught in courses I teach, although I am just starting to bring in industry guests who use it in their work in different ways so my students and I can gain an awareness of what is being used and in what ways. My personal coursework is in exhibition research and concept development, thesis research and the masters qualifying paper, museum studies, and exhibition evaluation. Much of what I teach involves concept ideation practices (AI is becoming a part of that conversation now) and creative and scholarly writing. I have big concerns about using AI in my courses for reasons along the lines of what others have already described: intellectual property breaches, bias, and lack of critical thinking and metacognitive skill development.

Process: In the broader department, we are just starting to get an idea of what design software students are coming into the program with and using in their professional workplaces. AI is not currently taught in the department, nor do we teach design software - but in upcoming years, AI usage could become a part of what is expected in an application portfolio alongside current requirements in drafting, rendering, and graphics software programs. Our industry advisory board will be assisting us with making certain determinations along those lines. Below are a few examples that convey ways AI is likely to be implemented.

- **Generating Mood Boards and Look/Feel References:** Being able to craft progressive prompts in AI to get to the right amount, combination, and distillation of images to suit the needs of mood boards and look/feel references is a necessary skill for designers. Successive and progressive prompting is definitely a design skill that students will need to have in generating those specific products. It's critical that any images used as references are clearly identified as references and not original work, properly cited, and that no intellectual property rights are infringed upon.
- **Exhibition Content Development and Research:** AI tools can be very useful in researching content for exhibitions and identifying scholarly works for use as case studies and references in the writing of papers. That said, the problems with hallucinations and bias are so great that I am currently not allowing it in my courses. Content and design researchers need to be acutely aware of the ethical, legal, bias, and discrimination issues that are rife within the use of AI in these areas. I want my students to bring an awareness of these challenges into their workplaces.
- **Scholarly/Academic Writing:** I don't allow AI usage in the writing and researching of our academic and scholarly writing for many of the same reasons mentioned by my colleagues above. If I were to highlight my biggest concern, it would be the loss of metacognitive skill development. Students need to master an awareness of their ability to research, analyze and write effectively and in their own voice. AI is an impediment and would contradict what I believe is one of the most important reasons for a person to get a graduate degree in my areas of teaching: to master their own creativity and original voice and to know how and why they create what they create.