



And before we look at any specific tools, just when you are designing, whether you're using one of these statements and adapting it, whether you're developing your own from scratch, what is it worth bearing in mind?

And then it's your points here.

One is especially during the early days, it was very, very tempting to take a tools-based perspective on Generative AI use.

And what I mean by that is thinking it's OK for us to use as a baseline that GPT is your course, and if not, what about a different AI tool?

When are the tools that we use versus the tools that I'm not allowed to use?

That's not necessarily the most effective approach to take on, because it puts a large onus on us as instructors to keep abreast of changes in a very, very rapidly changing field that many of us don't have any formal training and necessarily in order to know, OK, what tools do we want exactly? I would also argue that with AI going the way it is, it's gonna become very, very difficult and necessarily distinguish what might involve an artificial intelligence or indeed even a Generative artificial intelligence component.

What matters most is it's going to be on what we actually do know very well, which is pedagogy and focus less on what AI tools are allowable and not allowable versus what learning processes are integral to our course.

And our course outcomes. So, this is something you need from a humanities perspective, is if there are certain things in terms of writing skills, for example, that are critical to be learned in order to show competence and proficiency in this particular course.

It's not necessarily tools that it's going to put us back here, but it's a certain process that you have to do to yourself and have a sense of purpose, you know.

For example, in an upper year business course where that's our case, maybe in terms of referring your writing, we don't mind students using generative AI.

Maybe it's even have a course where students have to speak English in an additional language, but it's because our pedagogical outcomes are different, so there's a benefit to focusing on processes as opposed to focusing on specific tools.

Related to this, it's worth shifting from a lens of prohibitions to discussing what is that you can do as a student.

And how, empowering them is potentially one way that you might help that hearing, whether it's generating text questions, whether it's helping to refine their writing, if writing skills and a technical sense are the core component of your learning outcomes, whatever it happens to be.

But shifting from a lens of policing to a lens of inspiring tools, but doing so in a very mindful way.

And this could even look potentially having students develop more policy issues or collaborate with the instructor to develop a policy statement on AI use based on an honest discussion of some of the issues pertaining to it.

And what the learning outcomes for the course are?

Relates again related to this and you'll have a sense of a common thread to all of this.

It's this encouraging dialogue with your students to try to nurture and empower them where they feel they can come to you and discuss an approach to being fearful about how they use technology that doesn't necessarily mean them moving forward, and it also can create an environment where they feel they need to hide things from you.

Whereas a culture of transparency and disclosure can be more effective than one based on fear and those prohibitions. So, you have your hand-off.

Charles MacIntyre 11:25

One of the things that goes hand in hand with having this environment is ensuring that as we instructors are also enhancing or working on our own digital literacy around Generative AI so that we can have, um, informed conversations with students about their use of technology and also trying to understand the pedagogical underpinnings of why or why not.

One, we want them to use a particular Generative AI or any other tool for that matter to help them in their learning or to encourage them to develop Mastery with the foundations before beginning to use a tool that can be sort of refining or speeding up their processes.

But you know sort of learning to walk before they learn to run.

Scott Casidy 11:28

That's well put.

So another way to look at another element I should say of transparent communication is also being transparent in to what extent, if any, you plan to engage with Generative AI as an instructor. If indeed you intend to do so.

For example, if you are using GenAI to help develop rubrics or instruction, this is something that should be disclosed as well.

For the sake of transparency and also to again encourage a culture of disclosure as opposed to to one of plausible deniability.

Really, and this will lead into some of the tools, consider implementing mechanisms that help facilitate disclosure.

One of the issues that I've run into with my students using generative AI is they intend to disclose their use of it, but they're not quite sure how to do so, and if you don't, I find if you don't make it easy for them to do so in a way that's clear in terms of your expectations, they won't necessarily do it.

So making sure you have some clear mechanisms or some clear policy.

But how to do Generative AI if you require them to show their process, make sure that that's clear, but implementing some way to.

Build all of the idea they should be disclosing that use of it to make it easy for them to do so, and clear how they can do so.

And there are a few points that general guidance.

Does anyone have any questions or thoughts about any of those?

Frank, what are?

What are some of the resources and tools that you might want to be consider?

And there's a few things that are available.

One thing may be familiar with, and if you're not, I'll make you familiar with it right now, is the AI task force has a set of 13 overarching provisional guidelines.

I've seen a Susan saying I can't hear me.

Yes, can other people hear me?

OK, so that's right, it might be for my saying this as if she can hear me I'll type it.

And there are some resources and tools that are worth using, and one of them would be our provisional guidelines.

We're a set of 13 overarching guidelines and with some appendices that are attached to those included in.

There are some sample syllabus statements that we've generated.

Prohibiting the use of Generative AI at allowing it all together allowing it situationally UM let me share some of those.

Right.

And but I'll also do it in also just gonna help Charles hear me to that.

OK.

It is in the chat there.

So you call.

I can also pull this up if you'd like, but we have 13 provisional guidelines and we also have Appendix A.

And I want, there's no one use the syllabus statement that every single instructor can or should apply to every single one of their courses.

There are always going to be starting points that you can then adapt to your particular course, but you can see how, for example, UM from Statement 1.

Generative tools could be used without restrictions.

You could include something as simple as students may use generative AI throughout the course in whatever way enhances their learning.

Many of us wouldn't have something that that permission, but on the other hand, many of us probably wouldn't have something like 4 either, which is the other extreme Generative AI tools being prohibited.

Um so for example AI tools are not allowed to assist in any type of preparation or creation of the assignments of the course using AI tools in any way of academic integrity, student conduct and standards.

Does this course focus on building your original ideas and critical thinking, using AI tools would compromise the learning process.

Therefore, is prohibited.

Consider your instructor for information, even in a prohibitive statement like this.

Notice that it still explains the rationale if we think from an organizational justice perspective, for example, informational justice perspective of action are not given or increase when you provide explanation for the rationale behind them.

Now we can see that there are other ways you can include statements.

So what if you don't want blanket ban on Generative AI altogether, but you also don't want something that is a permission that it doesn't require any sort of caution?

And then it's more around when and where which circumstances are allowable.

You might want to start with statements two or three.

Statement two gives an example of using generative AI under specific circumstances.

However, you adapt this thing that are worth bearing in mind, and this is where it may be, requires some critical reflection on your end and as an instructor in terms of your pedagogical outcomes back there we go, but you should indicate which assignments or require students to use AI because the learning outcomes are different assignments.

At all times, might be always be worth the effort.

You could indicate which AI tools are used for learning activities.

One said, I prefer to take more of a process-based approach as opposed to a task-based approach, but you could if you want you could consider some of us and anything clear about an informational justice perspective, what is the purpose for the allowance or prohibition of specific tools or specific processes providing instructions how to get started and instructions of how to engage in AI tools to complete learning activities.

Now, in, I can't say all structures will agree on this, but many of us, I think, would agree that Generative AI is being used in a liberative way to enhance student learning and they're not using it to develop their own assignments.

But if you're using it, for example, to develop test questions or improve their understanding.

No.

It's a lot of would also that.

If that's the case, if you could consider Statement 3 as Generative tools may be used as student learning supports or resources when you're saying students can use AI for some examples setting.

Translating whatever it happens to be, and again this will be specific to your particular learning outcomes.

To all of those could be used as a starting point.

All would say it's worth being clear in your statements.

Uh, it's also worth making sure that whatever you put in there, it's informed by your pedagogy and you're clear about not just what you're allowing or what you're not allowing, but the specific circumstances and the rationale for why you're doing that.

And through that, that can help clarify matters for students and can also help protect you in the event of an appeal should you be using one of Generative AI and the policies you have around that.

Now, Charles also noted that some people had put together a really helpful README book that basically gives an introduction to generative AI for folks about like to be taken more about it.

And the book is also in the chat.

Like my questions about that so far before we talk about some supplementary resources, at which point I'll probably turn over to you Ryan, if that's OK.

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Yes.

At a lot of would also that.

But just make sure you're very upfront with that so that problems are sort of avoided and a student is very clear about what the expectations are going to. Hopefully that made sense.

Scott Casady 10:54

Alright, thank you.

And I think that just from the faculty perspective and administrative perspective on an appeal is I've been asked before from my from the appeals that I've handled. But it does tend to be the student or the faculty member.

What?

Who's in the wrong?

And say, well, it depends.

Do students sometimes make appeals that are groundless and frivolous?

Absolutely do instructors sometimes violate university policy?

Absolutely.

Sometimes the vast majority of the time it's actually somewhere in the middle.

It's neither of those things to know was point.

The vast majority of appeals I've seen could have been avoided if there had been clear communication and expectations up front as opposed to it being something that is reactive, that we have to deal with down the line.

So I think it's a really good point to raise.

Generative AI is the only example where this comes up by any stretch of the imagination, but it's a very good example of where this comes up.

We're coming to the last two minutes here.

Oh, but I think it might make sense at the point to maybe open up the floor to any questions.

Final thoughts.

I mean this has been kind of a lightning bolt sector where we've thrown a lot at you.

How are people feeling and do you have any final questions?

How are we feeling? Great!

How we made them more confusing?

How we started existential crises?

Where do people stand?

Oh.

Let's go to Susan.

I love you've got your hand up and perfect. Perfect.

Susan Brown 12:37

Yes, I can hear you again.

Thank you.

Uh.

Another reason I just love Terms not.

I do want to say that.

And you know, I'm probably at one end of the spectrum about.

My intention to use AI, but I do want to be doing it from a standpoint, making my decisions from a standpoint of understanding it and having some hands on experience with it.

So I would not feel that I'm just that Charles thinking about perhaps doing some hands on things rather than me as my office sitting around.

I guess the thing I want to take away from this is.

The need to kind of approach this slowly.

I think you know this question of how overwhelmed faculty are feeling with this that we've got by this.

You know, a year or two years ago and suddenly particularly for those of us in the humanities, you can reason for existing kind of got thrown into an existential crisis and, you know, suddenly we're being told you have to learn to this.

You have to adapt to this.

And so I do like the approach of just sort of saying, OK, we just don't have to solve all this right away.

We want to flip it into this.

Understand that, but not sort of feel like, OK, I have to completely review everything that I've been doing, completely overhaul my syllabi.

My students are going to use it in ways that they shouldn't.

It's gonna be fairly obvious often because it's just look like weird stuff.

But the pressure should not be on faculty to kind of solve all this or have ideal solutions for this.

You know, within a few weeks of term starting.

So I think you know more of a kind of message of, OK, let's figure this out.

Stuff's gonna get through and we'll just take it slowly.

There's never gonna be, you know, tools will continue to evolve.

So we never gonna have a firm grasp on it.

Uh, but you know, this is affecting hundreds of thousands of faculty around the world, and I think we need to kind of take not be apathetic or throw our hands up in the air.

But also I think to kind of ease off the pressure on ourselves a little bit to have this totally solved and a whole new game plan worked out just to kind of take it slow and figure it out and not panic about it.

Scott Casady 10:33

So I think it's a great point, Susan.

And and would agree, I wouldn't use the term apathetic at all.

I think that's simply realistic.

The vast majority of us are not experts on Generative AI, and I don't think we have necessarily the time or the expertise or the capacity to come up with all the answers by ourselves, especially a few weeks before the semester starting.

I think if there's anything to take away from the last hour, it's that there is no one size fit all solution.

Tools are going to keep evolving at an incredibly rapid pace, and we'll just do the best we can trying to to keep up with it.

No longer figuring this all out together at our own pace and really think the main takeaway is just to be clear where you stand at a given moment and making sure that's clearly communicated and trying to make a bilateral process and involve the students in that as much as you can as opposed to thinking that you have to come back with all of the answers, which I don't think is realistic.

And I don't think it's a promise we can accept or ourselves as faculty.

Susan Brown 10:40

I just want to say thank you to you, Scott and Ryan and Noah and the rest of the committee for.

Oh, all the work that you put into this and creating the resources and having the conversation.

So thank you very much.

Scott Casady 10:51

But thank you for giving and thank you for your honesty and your willingness to take, as you said, you were sort of on one side of the spectrum coming into an AI task force hardware, a lot of us have self selected because we have an interest in GenAI and coding to pedagogy.

It's really great to know to have from a humanities perspective where you have hesitations about it.

So.

So thank you for voicing those as well.

Susan Brown 12:20

Thanks for listening.

Scott Casady 12:20

No thank you of course.

And oh, Suzanne, you've got your hand up.

Suzanne Rath 12:25

Can you hear me now?

I was having.

Scott Casady 12:27

Oh, I'm, yeah, absolutely welcome.

Suzanne Rath 12:28

I am having more problems earlier.

OK, great.

Sorry, I wasn't.

I wasn't greeting you.

Yeah, I mean a moderate sort of what Susan said and sort of thanking you everyone here for the the resources you've provided.

I can well sort of talk through them and sort of pick and choose to develop sort of what I mean to say about AI for my for my class in general, then also for specific assignments.

I think that's actually not something I'd really considered when it comes to be a blanket statement, but also you can not rules or make rules a little bit more stringent as you see fit for specific assignments and specific learning objectives.

So I think that's a very good point and due to have going into this as well.

So thank you for that, for all those tools.

Scott Casady 10:07

It's my welcome, Suzanne.

And yeah, after the meeting, well.

Yeah, I think force looks and I will put together the the resources share them.

So Susan should be coming up pretty shortly after we finish up here.

Assume.

Anything else before we we call it a day and let you get on with your weeks.

Not anything, Noah.

Right to, Charles.

Anything I've missed that we should be covering, Charles?

Charles VanLaesonen 10:30

Maybe what if it is just tell people where they can find the recording if they want to come back to either the recording or some of the links.

Scott Casady 10:43

But that would be fantastic.

Yes, I mean.

Charles VanLaesonen 10:40

So the plan is to post the recording on the instructional resources hub along with the professional guidelines and other resources related to Generative AI.

And I think either if it does add a link to a note on the landing page for the TCC, just to make it easier for folks to to navigate to the instructional resources hub, which I think is pretty easy, but it's a couple of extra steps.

So if I can eliminate a couple of steps, I think that just makes life easier for everybody to find the resources.

Scott Casady 10:28

Perfect.

Thanks, Charles.

Alright, Noah.

Noah Marshallfield 10:28

I'm just wondering if we wanted to touch briefly on AI detection tools.

Scott Casady 10:40

We should at the point the point did come up early on.

So to have another reason, especially from an appeals perspective, why it's useful to use an instructor to make sure that you stipulate your requirements in advance as opposed to detecting AI.

One that there's ambiguity about whether it's allowable or whether it's not allowable after the fact.

Early on there were, you know, a lot of false made about AI detection tools like GPT-0 for example, with the idea that if you felt a student had engaged in unauthorized use of a generative AI tool, say a large language model, to develop an essay, you could plug it into something like GPT-0 and it could tell you the likelihood that this was a 1 produced text.

Students still worry that, unless, these sort of tools might be used in order to substantiate a claim of academic misconduct and a number of instructors do engage in this.

The way to use it, Research currently suggests that these tools are highly unreliable in terms of actually detecting AI generated text.

There's no silver bullet, if you will, to doing this.

Some of the tools are about as accurate as a coin flip, and what this led to when we were updating the professional guidelines, which we've talked about a few times in our meeting today, is putting a proposal forward to sort of to update the academic regulations, specifically Reg 20 in the undergrad rules around academic integrity, to clearly stipulate that using Generative AI detection tools like GPT-0 is doesn't say specific tool, but just AI detection tools cannot

be grounds for substantiating a claim of academic misconduct.

And that's because these tools lead to a number of false problems and false negatives.

At the moment, that's not to say you know tools are evolving, so regulations will evolve, but as it stands, we would not consider it best practice to be using AI detection tools and we put forward the proposal to update the academic regs accordingly to protect students from.

Potential.

False academic integrity charges brought up on based on tools that are not reliable.

But thank you for bringing that up, Noah, Suzanne.

Suzanne Rath 10:09

This is actually the question, maybe better for Charles, the OR even Jason if we get around to asking him, I just had a thought that the uh academic integrity tutorial on Moodle, it's something that I require students to do as part of sort of an introduction to my class.

And I wonder if there's any AI related questions or that for students to also get another of, you know, quick tutorial or explanation through that system.

Charles VanLaesonen 10:26

We've actually just finished doing a bunch of updating to that Academic integrity tutorial, and yes, we have included Generative AI as part of the um, you know, situations that students might encounter where they might be tempted into, you know, making a poor decision that would get them into hot water or a sticky situation.

Suzanne Rath 10:04

OK, right.

Charles VanLaesonen 10:02

So yeah, we have updated the tutorial.

Suzanne Rath 10:30

Excellent.

That's great news.

Charles VanLaesonen 10:33

I think it I think it if goes live in after Jason gets back from holidays.

Suzanne Rath 10:37

Excellent.

Let him.

Charles VanLaesonen 10:30

We're on holiday this week, so it won't be.

Suzanne Rath 10:38

Let him.

Yeah, yeah, he deserves it.

Charles VanLaesonen 10:22

I won't be, you know, in the next couple of days, but I think pretty soon.

Suzanne Rath 10:26

OK, Wonderful.

That's great news.

Scott Casady 10:30

So Charles, Suzanne and Charles.

Anything else?

Or does that pretty well cover it for now?

Please.

Yeah, SR.

Elaine 10:40

Thanks.

I sat on Senate until last month and one question that came up during discussions on a recently was that entering somebody's a Students content into an AI detection tool.

Uh, is essentially going through intellectual property to a privately owned company.

Uh, because they they now have it.

Yes that come up in discussion at all.

Scott Casady 10:40

Yeah, absolutely it has.

Uh, it's Michelle Gutierrez from the Privacy Office is a member of the AI Task force and we can come at this from a couple of lenses.

I mean, you're bringing up from an intellectual property lens.

There's also a Privacy lens as well.

Should any personal information about a student be uploaded into an AI tool, it's so uploading students work into a could be a breach of privacy if you are uploading personal information, even if you're uploading their work, though, there's no guarantee that it's not then going to be used in the training data.

Oh, for the Generative AI tools, so there are considerations.

For example, you're using AI to personally create feedback to give students, which is something I've heard faculty have explored, it's a we don't have hard, firm guidance on exactly what you should do in terms of best practices, but it's a consideration that needs to be made.

Uh, there are professional guidelines, would emphasize Student consent to upload their work to those sort of tools, because especially if you're thinking, well, if we go back to a humanities perspective, for example, the written work that they're doing could then become part of the training data for an AI tool.

And it's being given to a private company, absolutely.

Any anything to add on that for the other AI task force members?

Charles VanLaesonen 10:34

There's there's.

Scott Casady 10:34

If consent issues arisen, yeah.

Charles VanLaesonen 10:34

There's there's.

Scott Casady 10:34

If consent issues arisen, yeah.

Charlene Verleusen 1:00:30

Yeah, the consent issues.

You know I am I've been doing this without getting Student consent and how do we get Student consent because we are obviously in a position of power.

Scott Casidy 1:00:40

Yep.

Charlene Verleusen 1:00:40

There are some of the additional considerations that we've asked Michelle to provide us with some advice around, because it's really tricky whenever you potentially want to use a generative AI tool and upload student work.

But how do you what?

What happens if a student declines to have their work put into whatever tool?

What are?

What are the consequences?

Are there is there concerns around potentially the Student feeling coerced to be to to allow an A faculty member to to do this?

There's

So there's just a whole range of things there.

Scott Casidy 1:00:34

Oh.

No way.

You've got you ahead your hand as well.

Nash Marshall 1:00:50

Yeah.

I would also say if you were thinking about using AI direction that this wouldn't be something I recommend.

Just putting in the syllabus as kind of a like, uh, you know, it's here.

If you look for it like I would have the conversation with your students very early on that this is something you are thinking about using and asking for consent in both of verbal and written form.

Just to everybody's on the same page. I think there are really questions where students who don't read the syllabus, which is on there, would not realize that they had been using or their work had been submitted to one of these sites which could prove to be sort of sticky down the road.

So having a very frank and open conversation very early on in the course. I think is the best way to try and you know head this off at the pass.

But I would also say as a student who is both an engineering and an English I personally am uncomfortable with my work being put into but it is in and my work does not contain a I can tell you that much.

So I think that many of my fellow students in the humanities in particular would have problems with that.

So being very open with that and clearly feasible in terms of being able to use for it without using some of these software or at least having some kind of trusted conversation would be probably the best way to make this better for everybody.

Scott Casidy 1:00:50

Thanks Nina.

OK.

Any final thoughts or questions folks?

Take your time or hold your piece.

OK.

If not, thank you everyone for your attention and for the discussion today.

It's really wonderful to connect with folks and to to have a chance to to chat about AI and course syllabi and some of the tools that the task force is compiling.

If you do have any follow up questions, feel free to reach out.

Otherwise, we'll upload all of the content we talked about today and hopefully this will be helpful.

Best of luck with all your course prep and have a great rest of the summer.

Elaine 1:00:43

Thank you.

Scott Casidy 1:00:44

If everyone.

Highland Shaw 1:00:46

Thank you.

Scott Casidy stopped transcription