

College Unbound - AI Generative Tools Policy Development Plan

Project Update - 4/14/2024

Current Status: The policy has been reviewed and passed by the Faculty Curriculum Committee. You can see the [final published policy](#) here. You can also see [our Press Release here](#).

Past Updates

Session 1 & Session 2 courses have run and the students created and test-piloted a set of policies. [These policies](#) have been reviewed by faculty and students and will soon be presented to CU administration for review and implementation. Here are a list of materials that have been created or published as a result of this project thus far:

- [Digital Interventions: AI & Education Syllabus](#)
- [Example of AI-Generative Tool Usage Survey for Students](#): Copy of the Usage survey sent out to students at College Unbound in December 2022
- [Examples of Syllabi Policies on Generative AI](#) - Crowdsourced syllabi organized by Lance Eaton
- [What Do Students Think of ChatGPT?](#) - Chronicle of Higher Education piece that mentions this project.
- [How do we respond to generative AI in education? Open educational practices give us a framework for an ongoing process](#): Commentary article in the Journal of Applied Learning and Teaching by Anna Mills, Maha Bali, & Lance Eaton

Goal

The development of policy around the use of artificial intelligence generative tools in education at College Unbound will include several different actions. They are laid out here in a rough-timeline. For more information about this plan, please contact Lance Eaton, Director of Digital Pedagogy (lance.eaton@collegeunbound.edu).

Action #1 - Temporary Policy Announcement

When: January 9

This work is licensed by [College Unbound](#) under a [Creative Commons Attribution 4.0 International License](#). For more information, contact [Lance Eaton](#).

Process: 2 announcements will be sent out. [Announcement #1](#) will go out to faculty that will highlight the policy, identify resources, and provide opportunities for trainings & discussions while also asking them to consider what course-specific policies they will include in their courses. [Announcement #2](#) will go out to students that highlight the policy update and encourage them to participate in the process.

Action #2 - Staff Training

When: January 11/18

Process: During Staff Meetings, provide a training and Q&A session for staff to better understand some of the issues and opportunities with AI generative tools such as ChatGPT so that they understand what is going on as they hear from students and faculty (and also consider it in their own work).

Action #3 - Faculty Conversations

When: January 9-27

Process: Provide some sessions for faculty that introduce, share, and discuss AI generative tools such as ChatGPT and the ways they might be relevant to education, advice on crafting course policy, and problem solving.

Action #4 - Courses at CU

When: Spring 2023 Session 1 & Session 2

Process: Run 2 courses around AI generative tools such as ChatGPT. Session 1's course will focus on students learning about, using, and developing policy around AI generative tools like ChatGPT. The class will collectively develop a policy proposal for CU. Session 2's course will work with interested Writing for Change faculty to have students test drive and challenge in practice the proposed policies for further refinement and clarity. After which, these revised policies will be ready for the next steps.

Action #5 - Policy Proposal & Approval

When: Summer/Fall

Process: The policies created by students will be reviewed and feedback solicited by faculty. The policies may be adjusted or alternative policies may be recommended by the faculty and collectively both students' recommendations and faculty recommendations will be presented to the appropriate entities at CU (Academic Affairs, Student Success; Academic Affairs & Technology Committee, etc) to review and

consider for adoption. After which, relevant documents will be updated across the institution including the Student Handbook, and other like resources.

Temporary Policy Communication to Students

To students

We wanted to update you about a new policy this semester that connects to your learning and work here at College Unbound.

Recently, a new set of tools have become more widely available that utilize artificial intelligence to generate entire written and visual works from a prompt. Most known among them is the tool, ChatGPT which allows users to put in a prompt and receive clear, generative text from the program. It's also worth noting that ChatGPT is a "Research Preview" and that the owning company, OpenAI could decide to take it down or turn it into a paid product at any time.

There are many possibilities in how to use these tools related to education and work and also, these tools may inadvertently disrupt the ability to demonstrate learning effectively. To that end, we are sharing CU's current expectations around the usage of this tool with the goal of providing something more substantial in the future.

What is provided is the general guidance and expectation about how such tools might be properly used in relation to "student work." "Student work" includes any activities, assignments, or practices that are to be evaluated, graded, given feedback on, and/or receiving college credit for in some way (i.e. assignments, discussion posts, scripts for videos, Big 10s, LIPs) at CU.

The guidance for using artificial intelligence generative tools at CU is as follows:

1. Students are discouraged from using AI generative tools for student work unless under direct encouragement from faculty to do so.
2. If students choose to use these tools in some capacity related to student work, their submitted work should only be composed of $\frac{1}{4}$ material generated from the AI tool. (i.e. 75% of the work needs to be the student's work). This includes any visual/audio student work.

3. If students choose to use these tools in some capacity related to student work, they must also make it clear and evident what portion of the work is generated by the AI tool and which AI tool they used.
 - a. For example, for written work, they should use a feature to distinguish the AI generated text such as using boldface, italics, or highlighting the AI generated text.
 - b. For visual materials or audio materials, consult your instructor on how they would want them particularly documented.

An individual faculty member may craft specific policy relating to the use of such tools for their courses as makes sense for how and what learning looks like in those courses (see each course's syllabus for further information).

Please note that this is a temporary policy for the Spring 2023 semester as we continue to explore and understand the possibilities and challenges of this tool. A more collaborative policy will be coming in the future.

If you are interested in the development of this policy, please consider signing up for the 1-credit course for Spring 1 session, CVC292-1: Special Topics in Civic Engagement: Digital Interventions: AI & Education (counts as a Civics or Science/Math elective). This course will explore the use of artificial intelligence tools in education and craft an education policy proposal for College Unbound to implement. Contact Lance Eaton, Director of Digital Pedagogy (lance.eaton@collegeunbound.edu).

Temporary Policy Communication to Faculty

Greetings faculty,

We are updating you about a new tool that we know students everywhere (including incidents at College Unbound) are starting to use around their education. We want to provide you with some guidance, support, and an opportunity to participate in thinking about how to navigate these tools.

Recently, a new set of tools have become more widely available that utilize artificial intelligence to generate entire written and visual works from a prompt. Most known among them is the tool, ChatGPT which allows users to put in a prompt and generate original text from the program. These tools can make it quite easy for people to enter in a prompt (a question, a string of words, a description) and for the tool to generate a largely clear and coherent work (essay, short story, poem, annotated bibliography, code, image, etc).

There are many possibilities in how to use these tools related to education and work and also, these tools may inadvertently disrupt the ability to demonstrate learning effectively. To that end, we are sharing CU's current expectations around the usage of this tool with students with the goal of providing something more substantial in the future.

We are both interested and have some concerns about how the tool may be used in the pursuit of education. To that end, we are sending out the **attached policy announcement out to all students** and ***strongly encourage you to revisit your syllabus to include some mention of your own course's considerations around the use of this tool.***

This **policy is not comprehensive**—it really can't be at this time. We encourage you to reasonably adjust and tweak it as for your own class and add it to your syllabus. In adjusting it, we still strongly encourage that you approach it from the perspective of asset-based and relationship-based learning and think about what is best for the student not just in the grand scheme of things but also for them as individuals. If you do add a ChatGPT (or artificial intelligence generative tool policy in general) policy to your syllabus, please share it with me so that I can collect and share them (see [AI policies in Syllabi examples at CU](#)).

For those who want to know more or discuss it more, we are holding several live sessions for explaining, discussing, and sharing:

- Tues, January 10, 2pm-3pm
- Thurs, January 12, 6pm-7pm
- Fri, January 20, 12pm-1pm
- Tues, January 17, 10am-11
- Mon, January 23, 7pm-8pm

If you are interested in attending any of those, **please complete this RSVP** and we'll send a calendar/zoom link invitation.

In the meantime, we have curated these resources for you to consider:

1. [Intro to ChatGPT](#)
2. [Transparency in Learning](#) by Maha Bali. (estimated reading time: 1 minute)
3. [ChatGPT and Good Intentions in Higher Ed](#) by Autumm Caines (estimated reading time: 8 minutes)
4. [How to cheat on your final paper: Assigning AI for student writing](#) by Paul Fyfe (estimated reading time: 20 minutes)
5. [How About We Put Learning at the Center?](#) By John Warner (estimated reading time: 8 minutes)
6. [Practice Responses to ChatGPT in Education](#): Resources and practices from Montclair State University.

Please know that this is the first step of several that we plan to do around the use of these tools; we have both educational and policy-input opportunities for both students and faculty over the next few months and hope you will join us in finding our way through this together!

Thank you and please let us know if you have any questions!