

**WAYNE STATE UNIVERSITY  
ACADEMIC SENATE**

**Official Proceedings**

December 6, 2023

**Members Present:** Laurie Clabo, Acting Provost and Senior Vice President for Academic Affairs; Linda Beale, President, Academic Senate; Heather Abraham; Joan Beaudoin; Juliann Binienda; Cathryn Bock; Maria Bykhovskaia; Pynthia Caffee; Stephen Calkins; Stephanie Chastain; Wei Chen; Stephen Chrisomalis; Chris Collins; Erin Comartin; Daisy Cordero; Damecia Donahue; Paul Dubinsky; Sujay Dutta; David Edelman; Jessika Edgar; Erica Edwards; Ewa Golebiowska; Haidong Gu; Weilong Hao; Marisa Henderson; renée hoogland; Michael Horn; Arun Iyer; Satinder Kaur; Pramod Khosla; Chris Kleithermes; Christine Knapp; Shelly Jo Kraft; Jennifer Lewis; Feng Lin; Cynthera McNeill; Cynthia Merritt; Georgia Michalopoulou; Bharati Mitra; Ramzi Mohammad; David Moss; Paul Neirink; Lisa O'Donnell; Rachel Pawlowski; Sean Peters; Richard Pineau; Kami Pothukuchi; Tammie Quinn-Grzebyk; Shauna Reevers; Robert Reynolds; Erika Robinson; Joseph Roche; Noreen Rossi; Brad Roth; Ali Salamey; Andrea Sankar; Naida Simon; Cheryl Somers; Elizabeth Stoycheff; Wassim Tarraf; Ellen Tisdale; Stephanie Tong; Nicole Wheeler; Hossein Yarandi

**Members Absent with Notice:** Suresh Balasubramanian; Fernando Charro; Alan Dombkowski; Brian Edwards; Lenuel Hernandez; Sean Hickey; Christine Jackson; Kristen Kaszeta; Gina Shreve; Le Yi Wang; Jeffery Withey; Dongxiao Zhu

**Members Absent:** Gamal Mostafa

**Guests:** Danielle Aubert; Paul Bracke; Klaus Bryant-Friedrich; Kelly Dormer; Darin Ellis; Deborah Gibson; David McGrann; Mary Paquette-Abt; Sarah Schrag; Karin Tarpenning; Rob Thompson; Fred Vultee

I. APPROVAL OF THE PROCEEDINGS  
OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the proceedings of the Academic Senate plenary session of November 1, 2023. PASSED.

II. GREETINGS FROM BOARD OF  
GOVERNORS

Due to an urgent business issue, Governor Barnhill's presentation was postponed to February.

III. RESOLUTION SUPPORTING  
CHANGE TO SYLLABUS TEMPLATE

As chair of the Faculty Affairs Committee (FAC), hoogland (CLAS) noted the importance of shortening syllabi by providing a link in Canvas for university policies. The number of pages that have been added to every syllabus has been expanding substantially over the last couple of years. FAC worked with the Curriculum and Instruction Committee to draft the proposed resolution supporting a change to the syllabus template.

The resolution to support shortening syllabi by providing a link in Canvas for university policies was unanimously passed by a show of hands. The changes are expected to go into effect next semester.

IV. REPORT FROM THE SENATE  
PRESIDENT

Beale noted this is the first plenary session that the Academic Senate has held without Provost Mark Kornbluh since his appointment. She indicated that she would make a personal statement but that this was not an issue for discussion.

I welcome Acting Provost Clabo in her difficult position at this time, probably even more difficult than when she was acting provost during the pandemic. Clearly, she has an important role to play. The announcement of November 10 came as a shock to everyone on campus. I had gotten to know Kornbluh well in my role as Senate president, just as I have gotten to know most of the deans and vice presidents and other senior leadership of the university quite well as they meet in various university-wide committees and other settings in the course of the year. Typically, the provost and I have had two or three one-on-one sessions monthly to discuss issues critical to the university. It is important to state that Kornbluh is a person of integrity who has brought extraordinary positive changes to this university in working with our current CFO Dave Massaron and the deans, including the new deans that he has brought in that are working in our schools to increase student success and incentivize research and scholarly creativity. I am aware, as most Senate members are not, of the general substance of the complaints, and I believe there is "no significant there there" as the saying goes. My greatest hope is that this situation can be resolved in a positive way for the university.

The university is conducting a search for the vice president of research and Beale serves on that committee. The Policy Committee met with all the candidates and there were public presentations that any interested faculty could attend. We believe that there are good candidates and expect a decision soon. As the current chair of the committee, Clabo may have something more to say about that.

Policy has talked often about academic freedom and free speech issues that affect the university. The current Israeli-Gaza crisis has impacted many in our university and local community. Various schools, colleges, and departments within the university have hosted academic panels and talks around these issues, which is an important part of an academic institution. While we are all aware of the humanitarian crisis that is accelerating in Gaza, Policy members have supported the general decision of the university to focus on the well-being of students, faculty, and staff rather than making any positional statement on the conflict other than acknowledging the humanitarian crisis. Based on that discussion, we also decided not to make a statement on the Student Senate's resolution supporting divestment from arms companies whose weapons are used to support Israel. We have also tentatively planned to have a panel discussion on free speech in the university setting at the initial 2024 plenary session of the Senate, bringing in constitutional scholars. We consider this especially important for the Senate because of the national attention that universities have received for their role in maintaining neutrality but encouraging speech about controversial issues.

Another topic that has generated considerable discussion both at Policy and among various schools, colleges, and faculty here is the possibility of opening a new school of public health on the campus. Beale was a member of the exploratory committee and took a fairly significant role in drafting the initial interim report. President Wilson appointed that committee in September and asked for a report by mid-November, so we did not have a substantial amount of time to consider the wide range of relevant issues. There is now a new steering committee which is mostly the same as the exploratory committee. In the process of being appointed are 10 working groups. A number of people have already been asked by the Senate Policy Committee to serve on those working groups that will carry forward the consideration of next steps, assuming we receive the resources needed to start a new school. We will address this again as these

working groups proceed.

A few other topics addressed by the Policy Committee in recent times include the Student Senate resolution on religious holidays. Although Beale indicated that it is likely that most faculty try to accommodate students on their religious needs as much as possible and strive to be cognizant of those needs when students seek an excused absence, Policy concluded it would be difficult for the university to mandate a policy that faculty must provide to any student who asks a waiver or deferral of an exam, lab, assignment, or missed class. There are many fields of study in which timing of activity is important, including labs; furthermore, there are many other reasons for which students need to miss a class, an assignment, or exam. Policy's view was that the current approach encourages faculty to be cognizant of students' needs. That is appropriate because it leaves it to faculty to take into account the issues in their fields and in their classes: they are the only ones who can make those decisions on appropriateness. Policy was also concerned with another part of the resolution which called for official holidays for a number of religions, but of course not for every possible religion to which our students may belong. Again, that struck us as something best handled as it is under our current policy of encouraging faculty to be accommodating when they can be, especially since it would be problematic to officially recognize a few major religions but disregard others. Policy did inform the students of that conclusion.

The university is also developing a policy about foreign relationships that faculty may have in the conduct of their work and related potential conflicts of interest. Policy has met on several occasions with the administrators handling this issue. Some information has already been shared at earlier plenaries, but the work is continuing, most recently with Tom Cavalier in the General Counsel's Office. Policy emphasized the need for a clear understanding of what foreign relationships must be disclosed and, ideally, a website that has a FAQ that provides examples to faculty of the typical kinds of activities that need to be disclosed as well as examples of the typical kinds of activities in which faculty engage that do not need to be disclosed. Beale is hopeful that there can be a final agreement on what that policy and FAQ should look like soon.

Policy continues to discuss artificial intelligence (AI) issues. As you know, Pineau (CLAS) has chaired the Senate's ad hoc committee on AI, and Policy has asked

him to continue this year with an even broader remit to understand the role of AI in higher education. The Senate sponsored Pineau to attend a Course Hero set of workshops on AI with other academics thinking about the proper educational response—i.e., what is the viable use in research, what kinds of options should faculty consider in their courses or in their syllabi, and how does AI change both how and what we teach. That discussion will continue through the next year.

Interim VPR Tim Stemmler and Beale met with a variety of faculty from across the campus considering big data and AI in a quasi-official task force. Reynolds (ENG) is a part of that, and Pineau will be, though he regrettably could not come for that first meeting. Interestingly, the issues in that initial discussion about what is going on with all the Big Data hires included whether they are meeting, who is helping them think about what they can do, and what are people doing with AI in their courses. This is focused on the research side of educational AI, so a key question is what kind of research using Big Data and AI is taking place across the campus. One idea that came out of that initial meeting that may be worth considering further in discussions was whether the university should establish a CIAC-II research center under the VP for Research dealing with these issues. There are faculty across the campus working on AI now. What if they get together for a mega grant to push that research forward? Another idea under discussion was that our undergraduate students need to be literate in digital technology and AI. Maybe our Gen Ed requirements should at least have an option as one of its math or other requirements for an AI course. Beale urged Senate members to let her know what they think about either of those ideas and let us know of others who may be interested in or currently researching AI who may want to be involved in these discussions.

President Espy has proposed a new College-to-Career initiative for the entire campus. Regrettably (since most of that discussion involves educational policy within the Senate's jurisdiction), Beale did not hear about it before a major event scheduled for internal and external audiences. Ahmad Ezzeddine (VP, Academic Student & Global Engagement), who has been asked by Espy to head the initiative and chair a task force, came to Policy recently to discuss the scope of the initiative. The most important thing Policy said to him was that there is much taking place across campus in different fields put together by different faculty. For example, Aubert (AAUP/AFT, CFPCA) mentioned what she does for

graphic design, and others mentioned activities they have initiated to create experiential activities within their courses or to build opportunities for students to work with people in the careers that may follow from their education. Policy members suggested that the task force should focus on making an inventory of all the different initiatives underway already on campus, putting that into a report that will serve as a wonderful marketing tool for the university and help both the local community and the state legislature and even the national community to understand what it is that universities do in the normal course of affairs to help their students find what inspires them and creates a career for them through life. The university does much of that now and we should celebrate it. Policy is also working with the provost's office on formalizing a new and better version of the UROP committee that the Senate initially put together as an ad hoc committee to ensure students can take the opportunity to engage in research with faculty. One goal for both these initiatives is to find ways to incentivize faculty to take on some of these tasks in spite of the already heavy workloads that many have.

Finally, Beale reminded the plenary session that Simon (Office of the Provost) is retiring from the university, and thus retiring from the Senate and Policy Committee. Beale noted that Simon will be missed. She has been a help to furthering shared governance and to students for whom she has faithfully advocated throughout her 30 years here. Beale called Vice Chair Hoogland and Simon to the stage for a presentation of gifts and a plaque honoring Simon. The Senate and the Policy Committee expressed their appreciation and thankfulness for her service.

#### V. REPORT FROM THE CHAIR

Clabo noted that she is back in the role of acting provost under unusual and difficult circumstances. One of the privileges of this position is the opportunity to work with faculty and academic staff across campus. In the time she did this from 2020 to 2021, it was one of the great pleasures in this position. While it is unusual, she is very grateful for the opportunity to work with the Senate. She believes that we will continue to move the university's mission forward in our collective efforts, and she appreciates the opportunity to do so. Clabo noted her gratitude for the many calls, emails, and notes of support that she received over the last three weeks.

She stepped in to chair the final lap of the VPR search, and four incredibly diverse candidates were brought to campus. She thanked all of the faculty and academic staff who participated in the campus visits for those four candidates and who provided feedback. She especially thanked members of the search committee and the Policy Committee who met with the candidates. The president has received feedback from a variety of sources. Many people filled out the feedback surveys, and constituent groups met with the candidates in sessions during campus visits. The president has met with each of those groups to receive personal feedback in interactive sessions over the past two days. Clabo expects that we will see an appointment soon.

Clabo pointed out the president's message from last Friday about the school of public health (SPH). She reiterated that this is an interesting time to think about opportunities for cross-disciplinary, cross-college collaborations that will address some of the persistent issues and health disparities in the city and in surrounding communities—not from a traditional health profession school's lens but taking a much broader view of public health needs. The exploratory committee, chaired by Vice President for Health Affairs Mark Schweitzer, provided an early report to the president, shared with President Espy on her arrival. Now the university is beginning the next steps of moving forward in the establishment of an SPH. There are still many opportunities for feedback and many details to be worked out. There was a well-attended town hall-style meeting last week about these next steps. We have now moved from an exploratory committee to an executive committee on which Beale will sit and a number of working groups, each of which includes representatives recommended by the Policy Committee. At the town hall meeting, Clabo was surprised to see representation from all 13 schools/colleges as well as many of the non-academic units on campus—i.e., representatives from development, alumni affairs, government relations and C&IT. She was heartened by the number of people who asked how they could help or mentioned the interest of their units in participating. There is much work to be done, including the structuring of faculty appointments.

There are several things that are important to emphasize in the planning for a SPH. The first is that SPHs in other places tend to have a faculty structure that is different than what has been the norm here. Faculty in SPHs usually bring in significant portions of their own salaries through research grants. The commitment here is that

existing faculty who choose to move to the SPH were appointed under one set of conditions and those conditions will not change. While there will be different provisions for new SPH hires, those faculty who choose to move from their current home unit to the SPH will not be subject to different conditions. The second is that the Masters of Public Health (MPH) must be offered in the SPH in order for the school to be accredited; therefore, the MPH degree will move if and when a SPH is established. Beyond those two already fixed understandings, there are a thousand more details to work out, none of which are finalized. The working groups will have a significant impact in structuring to benefit Wayne State. There is an opportunity to do this in a way that is distinctive from U-M that takes into account our rich urban environment and our deep engagement with the community in the city of Detroit and beyond. Wayne State has been here for 155 years and will be for many more years. This university does not drop in to sample the population but the Wayne State people live, work, and educate in this community. That makes Wayne State distinctive. Our ability to address problems that are unique to an urban environment and to build our SPH around that is a real opportunity. Clabo looks forward to hearing from the working groups.

Another important issue relating to establishing a SPH is finance. The commitment is not to establish a SPH on the backs of existing schools/ colleges. That will require significant partnership and investments from the state, city, and the county. To that end, one of the first promising opportunities is a request that was made by the Michigan Department of Health and Human Services (MDHHS) director Elizabeth Hertel. In finalizing expenditures for the budget year, Wayne State was asked to provide additional details about the SPH in a rapid turnaround. This is a promising step, that suggests the university can expect significant funding from MDHHS—perhaps around \$20 million. That investment will help us to leverage other players to support a new SPH. There is vast interest at the state level and again here in the city for this development, and there are possibilities for partnerships that we may not have thought of in the past.

Clabo reported that she received a call at 3:30 a.m. on Thanksgiving morning about a significant fire in the biological sciences building which has resulted in the destruction of two labs. There are a couple of things for which to be grateful. The first is that the PI in those labs had an incredibly detailed manifest of chemicals that

were in the lab. Because of the manifest, firefighters were able to respond quickly to what otherwise could have been a devastating loss of the building but because of the quick response was limited to damages of about \$2 million. By Monday morning, 85% of the building had been scrubbed, the air was handled, and it was open for business. The areas most affected will be offline for some time. Clabo is grateful for the team that pulled it together, and especially to our faculty in the department and leadership in the college for their work in making sure that faculty needs are met.

Kornbluh had talked to the Senate about the significant award from the Mellon Foundation to support a cluster hire of about 50 faculty. Clabo reported that an ad for the cluster hire will go out within the next week. There will also be a round of recruits for the next academic cycle, and it is really good to see that progress moving forward.

On the College-to-Career initiative, the initial presentation by Espy was to showcase an idea, not a fully formed initiative. There will be opportunities for all to participate. At President Espy's announcement there were several students and alums who presented: every one of them talked about what made their experience at Wayne State successful and how it propelled them forward in their careers. Each mentioned their relationships with a specific faculty member. The relationships that our faculty formed with our students and desire to support students in their success is unique to Wayne State: that is what makes this place distinctive from many other places Clabo has been. That faculty desire is not to weed out students, but to support students to help them achieve success. It was deeply touching the way that individual students and alums described their relationships with faculty.

VI. UPDATE ON AI DEVELOPMENTS WITH Q&A

Pineau thanked the Policy Committee for the invitation to talk to the Senate about the developments in AI. AI broadly refers to any human-like behavior displayed by a machine or system that mimics human behavior. AI is also a discipline that has been around since the 1950s with a number of researchers involved. There is also “generative AI” that is capable of producing something (e.g., text, image, other media) when prompted with a set of instructions. There are also large language models (LLMs) that refer to use of a deep learning algorithm

that has the capability to summarize information put in as well as recognize or make predictions or generate based on that data. The most well-known AI is ChatGPT, which is both generative AI and LLM.

The Office for Teaching and Learning (OTL) has provided a list what AI is capable of at the moment, and what it is not capable of yet. It is very good at summarizing things, generating things, and providing definitions, but there are some limitations in the present form. It has been known to “hallucinate” or make things up, so a user must check the validity of whatever the output is unless it is obvious that it is correct. It also has a difficulty citing sources accurately and discussing current events.

The Academic Senate's ad hoc AI subcommittee was formed last January, began formal terms in February, and finished in April with a preliminary report that included nine recommendations based on conversations the subcommittee had with a number of people for what we need to be thinking about at Wayne State. Pineau noted several of these recommendations (including #3, a Student Code of Conduct (SCoC) revision) are being considered in various Senate committees and hopefully will go to Policy and then to the Board of Governors. Recommendation #4 is the academic integrity module update. The Academic Senate had a separate subcommittee that looked more formally at the SCoC, and an outcome was a conversation about educating our students on academic integrity. That subcommittee put together a module that is available on the Canvas commons: Pineau has updated it to include AI information. Anyone using that module should download this second edition. Later in the presentation, Pineau will discuss recommendation #5 about an AI statement in syllabi, because a number of faculty have asked what to tell students about AI, especially at the start of the semester. Another recommendation worth considering is #9c—AI in hiring and admissions. How can we think about AI in admissions processes or hiring processes when we ask applicants for professional statements, professional letters, and writing sample?

During October, Pineau participated in Course Hero's AI Academy. Each of the four weeks centered around a particular theme: the first week was getting to know the AI tools, the second week was instructional uses, the third week dealt with ethical use of AI, and the last week dealt with talking with students about the use of AI. The audience for this academy included a couple hundred

faculty from K-12 and higher education as well as administrators from various levels, broken up into various sections. Assignments were given each week; Wednesdays had a guest lecturer and there was community hour on Fridays. An LMS platform called YellowDig was used—like Academics, Canvas and Twitter rolled into one. The following learning outcomes for particular courses were shared with participants: better understand how AI is being used in educational and professional settings; communicate ethical use of AI; demonstrate academic integrity with the use of AI; design authentic assessments with AI; apply media literacy with AI access to learning resources; implement AI in teaching and learning practices; create a professional statement about AI within classroom practices.

Recommendation #1 is that faculty and academic staff at Wayne State learn how AI tools work because no decision can be made about whether to use AI in a course and faculty cannot talk to students about AI's use unless faculty know how AI tools work. The assignment for the first week of the AI academy was to learn how AI responds to coursework by choosing two AI tools to explore (Pineau chose Google's Bard and Quillbot). What does it do with coursework? Is that satisfactory? Does it surprise? He discussed the positive instructional uses for AI. For example, it has capabilities to help with lesson planning, writing tests, problems, learning outcomes, case studies, syllabi, and icebreaker activities. The more detail put in, the better the return. The AI is good with translations, which was noted for ESL students, and is also good with summarizing information. If a faculty member makes a decision about whether students can use AI, the faculty member needs to know how it works with that course's materials.

Recommendation #2 is to talk to students about using AI. Pineau shared an exercise from a webinar he attended after the AI academy about the pedagogy of care with AI. Start with a discussion of the terms of service and privacy policies for various AI platforms. For one AI system, the list of privacy terms is about 40 pages, and use requires the user's agreement that browsing history and IP address will be tracked. Faculty should make a point of *not* requiring students to create accounts on these platforms. That is why it is important to know how these AI tools work and the terms that must be agreed to. Next, consider the results. Does the work appear as though it was created by a human? Who does the intellectual property belong to? What are the

risks or ethical implications in using AI as a tool? Are there ways to negate those risks? This helps students to think more critically about these AI tools. He noted a graduate student guest lecturer at the webinar said one of her students asked if she would want her instructor to be transparent about their use of AI in the classroom. Her response was that faculty want students to be transparent, so faculty should be transparent.

Recommendation #3 is to discuss the ethical use of AI tools/systems. For example, when is it appropriate to cite AI? Should students cite their use of AI when used for grammar checking or paraphrasing? Similar to Grammarly, Quillbot has the option to paraphrase a paragraph put in that can be copied and pasted: is that okay to do? Another issue is paid subscriptions. The basic version is free, but the more tiers you have in the upgraded versions, the more money you pay to unlock the special features, creating disparities. Is it ethical for students to use AI to help them build an essay outline or thesis statement? Should an instructor or even a friend be cited in a paper for helping tweak a thesis statement? Should ChatGPT be credited as a reference or source? In framing this we must consider course policies and how to define responsible use of AI. Perhaps we need to think about it from an academic integrity mindset. Pineau pointed out the syllabus language in the preliminary report from the Senate's AI subcommittee can be used as a guideline (he also shared the subcommittee's preliminary report with his AI academy section, and many reported their institutions did not have something like this). The idea is that the students explain how they use AI in their papers, as a good starting point for conversation.

Other considerations for syllabus language include the awareness of potential biases that these AI tools have because their developers' biases may have been captured into the programming. We also need to be careful about copyright issues and intellectual property concerns because we do not know exactly where information is coming from that the AI has generated. When teaching responsible use of AI, these are two very important things we need to think about. Instead of looking at this as a plagiarism policy, another idea is calling it intellectual responsibility vision. For those who do not want to allow students to use AI in their classes, OTL has suggested explaining to students why it is not allowed.

Recommendation #4 has to do with teaching AI skills.

Will employers be looking for AI skills from our graduates? There has been some movement around prompt generation skill (a prompt is what is put into the AI tool). There is a link to an article in the report that details how to write good prompts in order to get good output. Things to consider include the impact on curriculum—i.e., which courses will be impacted, how should AI be integrated, what skills are needed to teach students about AI, is there a need to distinguish between graduates and undergraduates, and can we define AI literacy? A guest speaker at the AI academic defined AI literacy as the ability to critically evaluate and apply AI across different contexts, understanding these capabilities, limitations, and societal impact. Is that a sufficient definition or should Wayne State define AI literacy more broadly, such as through a digital literacy Gen Ed requirement? The speaker outlined some facets of the importance of AI literacy, specifically preparing students for technology shifts, workforce adaptation to AI tools, boosting productivity through the integration of AI in overcoming inevitable limitations that it may have. Pineau noted one of the important things is not to create a culture of fear surrounding AI.

Recommendation #5 is to decide on AI's use with curriculum. The example that Pineau provides is to have students generate an output to critically analyze during class. Things to consider include the responsible uses of AI. If you are going to have students use AI, he recommends a backup plan for those who refuse to agree to platform-required privacy agreements. Another aspect that must be considered is verifying output accuracy, biases, copyrights, intellectual property, ethical considerations, etcetera. When is it appropriate to use AI or when is it not? What is it appropriate to input into AI (e.g., personal information, data from a case study)? We do not know where the information goes or how secure it is. What if students are doing an informal study and they inadvertently enter someone else's personal information into an AI platform? What are the guidelines? Do we need to build any learning outcomes around this? There was a conversation in the academy about the human-centric view of writing (we should involve only human beings in conversation) versus the expanded view of writing (using other tools such as AI). Which one is emerging here? Finally, are students learning when they use AI or are they turning off learning? If it used right, Pineau suggests they do learn.

Recommendation #6 is thwarting AI misuse (including online classes). Perhaps AI cannot be used in the

classroom for any number of reasons. There were a number of suggestions offered to prevent misuse of AI, to which Pineau provided a link in the report on this program that will be shared with the Senate. It includes making assignments more structured with more steps, perhaps with students turning in assignments in various phases (e.g., require a rough draft or reference page turned in early, search strategy, evaluation of resources that proves that the sources are coming from the university's library website or the database).

Recommendation #7 is the need to rethink our high stakes assignments and assessments offered in a take-home format. Recommendation #6 could be one option. Another is to make them all in person, but that is not going to work in an online class. Perhaps we do oral exams or presentations or look for other alternatives for how students can demonstrate the learning objectives. It is very important to have guidelines for inappropriate and appropriate use of AI tools for any kind of take-home high stakes assessments. There also may be guidance available from accreditation boards or professional organizations.

In Pineau's observation, Wayne State's AI work is in line with other institutions. The available detection software is unreliable. Students need guidance on what is expected. Saying nothing about AI's usage is not helping and so faculty need to take a stand on it one way or another. He will gladly take this show on the road to talk to any units about AI. If there any other considerations Senate members want the AI subcommittee to look at, they would be happy to do so.

Reynolds reported it was quite a learning experience being a member of the AI subcommittee. The focus is on what we are doing in the trenches with regard to AI. At the university level, for example, the university down the road has incorporated ChatGPT into Canvas, essentially setting up a version that effectively addresses some of the issues with regard to access and other things that Pineau mentioned. There are bachelor programs where you can get a traditional B.A. and also take extra courses and get a specialized B.S. in AI, among other programs. The university needs to move beyond the trenches and look at the bigger picture. Also, there should be a general group to pull in resources that cut across the entire campus rather than isolated projects.

Regarding the consideration for using AI to come up with exam questions, Calkins (Law) wondered whether

students are asking AI what exam questions will be asked. Pineau suggested students are putting exam questions into AI platforms and asking for an answer rather than asking what kind of exam questions could potentially be asked. Beale noted another issue there in terms of how students might use AI related to exams: if exam questions or answers are put in AI's database, other instructors may use those questions without evaluating whether they are good questions, and students may use answers produced by AI on the assumption that they must be good. There are concerns about connections between exams and AI.

Rossi (Medicine) noted the special importance of what Pineau mentioned regarding privacy for disciplines where people who have patient information (e.g., social work, psychology, nursing, medicine, OTPT). AI is being promulgated in medical professions and the inadvertent result of putting a question to AI with data can be profound, both legally as well as ethically for our subjects, patients, or clients. She stressed that students in those fields need to be especially aware of this.

Pothukuchi (CLAS) shared her AI statement for her 2000-level intro urban studies class. Students post discussion, so she has a sense of their language and analytic capacity. There is a class policy that exams will be graded based on materials assigned in the class, so if there is material that is too sophisticated or poor sounding, she challenges the student to provide the source. It is somewhat labor intensive but sends a message about using these tools. Pineau noted some people often wonder if it is easy to detect AI writing. When he presented this to the Student Senate in the beginning of October and discussed AI detection, they said they had applicants for the Student Senate who they knew used AI because the writing was flat with many buzz words.

Lewis (EDU) thought it was odd to suggest it was okay for instructors to use AI to generate various items for instruction but not for students. If faculty are uncomfortable with certain student uses of AI, perhaps faculty should not use it either. Pineau suggested it would depend on the instructor's comfort with allowing the students to use AI with guidelines that have been established or perhaps established together using the activity in recommendation #2. Many people are on the fence about this because of the biases and intellectual property rights concerns, as well as the idea of writing and research being a learning exercise for students.

Clabo asked AVP/CIO Thompson to provide the Senate with insight around the security and privacy concerns in this discussion and what C&IT recommends. Thompson confirmed there are privacy concerns with ChatGPT and other platforms. Putting patient data into these systems is a data breach, so everyone needs to be careful about data input. C&IT is working with Microsoft to roll out a pay-for add-on tool within Teams, called Teams Premium, which will allow us to administratively use some of these AI features. The data that is used to train that system is contained to our Office 365 system, so it is not pulling data from the internet. It is more contained, but it uses some of these same features. As Pineau mentioned, detection software that is currently available is not consistent. They do well at detecting whether an entire essay came from ChatGPT, but they do not do well detecting whether parts are AI or not. There is a great potential for bias if we use these tools as indicators of whether students have cheated in a course.

Beale's concern is that these generative AI systems are scraping data from everywhere. That relates to the IP issue as well as some of the privacy concerns. How concerned should people be that draft reports that they have run through an AI platform will be absorbed by that AI platform and used as a cite for another person's query before the paper has been finalized and published? Thompson agreed that is a real concern that it is happening broadly already. There have been many reports that corporations' employees have been using these toolsets to get insight on the research that they are doing for their companies. There have been data breaches where private information from these organizations has been ingested by these platforms and regurgitated out for people before there is a release or any official announcement. There are FERPA privacy concerns for student information and real concerns for research data. Anyone doing research for the Department of Defense or any other agency should stay away from these toolsets, especially with original work.

Rossi shared that she was on a review panel for NIH where she was asked to check for plagiarism. She asked whether using a plagiarism checker would put the confidential and proprietary grant information in the AI platform. Their response was that they had not considered that possibility and did not know what to tell her. Beale noted that is a cautionary tale we should add to this. Everyone should carefully consider whether it is worth sharing a draft of a research project or a draft of a



grant on a plagiarism checker or any other AI platform because it could become data that is scraped into the system and shared elsewhere, likely without even appropriate attribution.

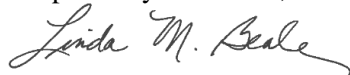
VII. NEW BUSINESS

Calkins stated that the university is fortunate that Clabo is available and willing to serve as acting provost, and he thanked her for her willingness to serve at a time of immense stress and challenges. Like all of the Senate members, Clabo explained that she cares about this institution and the people we serve. That is why we are here.

Clabo noted this is the Senate's last meeting before a holiday break, and there are no people busier than members of the faculty as we get to that final stretch with last day of classes and exams. As a nurse, she reminded members of the Senate of the importance of self-care to take some time during the break for rest and rejuvenation. To be able to move through a cold, gray winter semester, it is important to spend time with people you love and do things you enjoy. Just a bit of advice to find time to take a break.

The meeting adjourned at 3:02 p.m.

Respectfully submitted,



Linda M. Beale  
President, Academic Senate