



CharterOak
STATE COLLEGE

A Higher Degree of Online Learning

AI Advisory Group Report

JUNE 2024

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Purpose

The Charter Oak State College (COSC) AI Advisory Group is a diverse set of internal and external higher education stakeholders that monitors developments in generative artificial intelligence applications and makes recommendations related to academic policy and practices. Members of the advisory group review and create resources and provide guidance around the ethical and appropriate use of generative artificial intelligence.

Deliverables

FRAMING AI

- Development of an AI Ethics Statement and Principles
- An AI Framework for Blooms Taxonomy
- AI Literacy Framework
- Faculty Recommendations to Promote Artificial Intelligence (AI) Literacy & Learnability

TRAINING AND RESOURCES

- Resources for Faculty
- Resources for Staff
- Resources for Students

POLICIES AND PROCEDURES

- Student Fair Use of Generative AI
- Faculty Guidelines
- AI Vendor Assessment Tool
- Data privacy and Protection Policy Recommendations

Framing AI

AI Ethics and Principles

At Charter Oak State College, we believe in harnessing the power of technology to enhance learning experiences for our students. This includes exploring the potential of generative Artificial Intelligence (AI) tools such as ChatGPT, Gemini, Copilot, Perplexity, Claude, etc. We are also committed to responsible use of these tools, ensuring they benefit students without compromising ethical principles. We at Charter Oak State College acknowledge that there remains a great deal of uncertainty in how to approach the use of these new tools for building online courses, creating new online pedagogies, and communicating with students in higher education.

OUR COMMITMENT

Charter Oak State College is committed to:

- **Educating students on the ethical use of AI generative tools:** We will integrate instruction on responsible AI use into relevant courses, equipping students to navigate these tools thoughtfully in both academic and professional settings.
- **Promoting best practices:** We will develop and implement best practices for AI-assisted learning, including mitigating potential risks (plagiarism, false, or offensive content, etc.) and fostering ethical use.
- **Adapting to evolving technologies:** We acknowledge the rapid development of AI and commit to continuously adapting our approach to ensure its ethical and responsible integration into our educational ecosystem.
- **Centering our approach on Charter Oak State College's mission:** We will prioritize ethical principles while maximizing benefits for our community, minimizing potential risks, and upholding the college's mission of providing high-quality education.

ETHICAL PRINCIPLES

To achieve our goals, we prioritize the following ethical principles:

1. **Human-centered learning:** AI tools should enhance, not replace, direct interaction and instruction by human beings and support our core educational objectives. Their use should be evaluated based on the value of their contribution to student learning and potential risks mitigated responsibly.
2. **Transparency:** We will be transparent about the use of AI tools in course curriculum, student activities, and other functions related to teaching. Resources for mitigating any potential risks will be readily available.
3. **Quality and integrity:** Information provided by AI tools will be vetted by qualified professionals to ensure accuracy and credibility. We will also work with course developers to ensure student work reflects authentic understanding when AI is used.
4. **Privacy and security:** We will prioritize protecting personal data and ensuring user awareness of potential security risks associated with specific AI tools. We will strive to strike a balance between privacy and the legitimate use of data for educational purposes.

5. **Mitigating bias:** We will acknowledge and address potential biases within AI tools by critically evaluating information and taking steps to ensure fairness and inclusivity.
6. **Equitable access:** All students should have equal access to any required AI tools within a course. We will ensure that AI is used inclusively and does not discriminate against any group of learners.
7. **Accountability:** The human author remains accountable for all content produced, regardless of AI involvement. We will ensure that AI tools empower learners while respecting human relationships and ethical obligations. Ethical use of AI includes accurately verifying and citing all authentic sources as well as AI generated material when it has been included in an assignment.
8. **Accessibility:** Ensure all AI-powered tools and resources used in coursework are accessible to students with disabilities. This includes features like screen reader compatibility, closed captions for video content, and alternative text descriptions for images.

IMPLEMENTATION STRATEGIES

To ensure the effective implementation of these ethical principles and responsible deployment of AI tools, Charter Oak State College will establish the following strategies:

Faculty Training:

- **Workshops and resources:** Provide ongoing professional development workshops and resources for faculty on responsible AI use, including best practices, potential risks, and mitigation strategies.
- **Curriculum integration:** Encourage faculty to integrate discussions and activities in their courses that explore ethical considerations and responsible use of AI tools.
- **Faculty support:** Offer ongoing support for faculty in implementing these principles and adapting their courses and online pedagogies to effectively leverage AI tools while maintaining ethical integrity.

Student Resources:

- **Student workshops and training:** Develop and implement workshops and training sessions for students to equip them with the necessary skills to use AI tools critically and ethically.
- **Online resources and support:** Create and maintain a central online repository of resources, including information on ethical AI use, potential risks, and best practices, readily accessible to all students.
- **Student support services:** Establish clear communication channels for students to voice concerns or report potential misuse of AI tools within the college.
- **Student ethical standards:** Create and maintain ethical, legal, and regulatory standards related to data privacy and source citation for avoiding plagiarism designed for students to understand and comply.

MECHANISMS FOR REPORTING POTENTIAL ETHICAL CONCERNS

- **Reporting mechanism:** Establish a clear and accessible mechanism for faculty, staff, administration, and students to report potential ethical concerns or misuse of AI tools. This could involve dedicated e-mail addresses, online forms, or designated reporting personnel.
- **Investigation and resolution:** Implement a process for investigating reported concerns, including involving relevant stakeholders and taking necessary corrective actions when needed.
- **Transparency:** Regularly communicate updates on reported concerns, investigations, and any actions taken to ensure transparency and maintain trust within the college community.

By implementing these strategies, Charter Oak State College aims to foster a culture of responsible AI use and ensure that these powerful tools are harnessed for the benefit of student learning, while upholding ethical principles and creating a safe and inclusive learning environment for all.

CONCLUSION

By adhering to these principles, Charter Oak State College embraces responsible AI integration into our educational process, ensuring it benefits our students while upholding our commitment to ethical and high-quality education.

Adapted from: <https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/>

AI Framework for Blooms Taxonomy

At this time, it is crucial to examine how artificial intelligence (AI) can be strategically deployed to enhance traditional learning frameworks. This section focuses on Bloom's Taxonomy, a well-established educational framework that categorizes cognitive learning levels from basic knowledge acquisition to creative application. We will explore the potential of AI to support and enhance each level of this taxonomy, providing practical insights into how these technologies can be integrated into curriculum design, instructional strategies, and student assessment. This analysis aims to highlight the transformative possibilities that AI introduces to the educational process, ensuring that technology serves as a powerful tool for educational advancement rather than merely an adjunct to traditional methods.

Developed in 1956 by Benjamin Bloom and colleagues, Bloom's Taxonomy has been an enduring tool for educators to design curricula, craft instructional strategies, and assess student learning. The taxonomy is traditionally divided into six cognitive levels, arranged in a hierarchical order from the simplest to the most complex:

1. **Remembering:** Recalling facts and basic concepts.
2. **Understanding:** Explaining ideas or concepts.
3. **Applying:** Using information in new situations.
4. **Analyzing:** Drawing connections among ideas.
5. **Evaluating:** Make judgments about the value of ideas.
6. **Creating:** Producing new or original work.

Each level builds upon the one before it, requiring a greater depth of cognitive processing as one moves up the hierarchy. The taxonomy not only aids in structuring learning objectives but also provides a lens through which educators can view the learning process, ensuring a robust and comprehensive educational experience. This taxonomy offers an opportunity to match AI technologies at each level for the student, instructor, and course creator from automating knowledge recall to facilitating complex problem-solving and creative endeavors.

1. The **Remembering** level is essential for **recalling facts, basic concepts**, and answers. At this stage, the integration of generative AI tools, such as adaptive flashcards and personalized quiz apps, can significantly enhance students' ability to retain and recall information. These AI-driven platforms utilize algorithms to tailor the learning content to the individual's pace and performance, ensuring optimal reinforcement of material.

For instance, AI can analyze students' learning histories to present them with customized quizzes focusing on areas where they struggle, thereby improving memory retention through repeated exposure and practice. This not only offers students a more interactive and supportive learning experience but also provides educators with robust tools to facilitate foundational learning more effectively.

2. The **Understanding** level focuses on students **comprehending material, interpreting it, and explaining** it in their own words. At this stage, AI tools such as large language models (LLMs) can greatly assist in the acquisition and internalization of knowledge.

For example, AI-driven tutoring systems can engage students in interactive dialogue, asking them to summarize concepts and provide explanations in their own terms, thereby reinforcing understanding. These systems can also analyze student responses for accuracy and depth of comprehension, offering immediate feedback and personalized follow-up questions. This interaction not only aids in knowledge retention but also ensures that students truly grasp and internalize the content, preparing them for more complex cognitive tasks. While AI supports the foundational aspects of learning at this level, educators play an indispensable role in guiding students to connect these concepts with personal values and broader ethical considerations. This dual approach ensures a well-rounded understanding, positioning AI as a supportive tool that enhances, rather than replaces, the critical instructional role of human educators.

3. The **Apply** level is about **using information in new situations**, where theoretical knowledge is translated into practical application. AI technologies play a pivotal role here by offering interactive simulations and virtual environments where students can practice and demonstrate their understanding in real-world scenarios.

For instance, AI-powered virtual labs allow students to conduct scientific experiments or solve mathematical problems in a controlled, simulated setting that mirrors real-life conditions. These platforms provide instant feedback, enabling students to adjust their approaches and learn from mistakes in a risk-free environment. Additionally, AI-driven case study tools can guide students through complex scenarios, prompting them to apply theoretical concepts to solve practical problems.

This hands-on approach, facilitated by AI, enriches the learning experience by making it more engaging and applicable to real-world situations. As educators, we can supplement these AI tools by challenging students to think critically and creatively about how to apply their knowledge in diverse and unfamiliar contexts, thus fully realizing the potential of the Apply level of Bloom's Taxonomy.

4. The **Analyze** level involves **drawing connections among ideas**, breaking down information into parts to explore understandings and relationships. This stage requires critical thinking to differentiate, organize, and connect concepts. AI can be particularly helpful here by handling complex data analysis, allowing students to concentrate on the higher-order thinking skills of interpretation and application.

For example, AI-driven analytics platforms can automatically sort and categorize large datasets, uncover patterns, and suggest relationships, which students can then explore and validate. Additionally, AI tools like mind-mapping software can help visualize the connections between concepts, facilitating a deeper understanding and better organization of ideas. These technologies not only streamline the analytical process but also enhance students' ability to engage with material in a more meaningful way.

5. The **Evaluate** level of Bloom's Taxonomy challenges students to **make judgments about the value of ideas** or materials, assessing the validity of arguments and the quality of work against specific criteria. At this stage, AI can significantly support and streamline the evaluation process.

For instance, AI-powered assessment tools can automate the scoring of essays and projects, using advanced algorithms to analyze content quality, argumentative coherence, and adherence to criteria. Additionally, AI can facilitate peer review systems where students evaluate each other's work, providing structured feedback based on predefined guidelines. This not only speeds up the evaluation process but also offers students nuanced insights into the quality of their work and that of their peers. Moreover, AI can simulate decision-making scenarios where students are required to make and justify choices based on complex data sets, thereby enhancing their ability to think critically about the broader implications of their decisions.

6. The **Create** level of Bloom's Taxonomy is focused on **producing new or original work** by integrating knowledge from various sources and applying creative thinking. In this stage, generative AI emerges as a powerful collaborator, capable of generating text, audio, images, and videos from user-defined prompts. This technology not only provides a diverse array of creative outputs based on existing data but also amplifies human expression by enabling users to experiment with and refine their creative visions.

As students interact with AI, they learn the nuanced art of prompt engineering—crafting prompts or requests that guide AI to produce desired creative outcomes. This process enhances their own creative skills by allowing them to see and explore a multitude of possibilities and variations, expanding their creative horizons. Educators can further enrich this experience by encouraging students to push beyond the initial AI-generated content, incorporating their unique insights and innovative ideas to create

truly distinctive and meaningful work. Thus, generative AI does not replace human creativity but rather enhances it, serving as a tool that magnifies human expression and fosters an environment where innovation and originality flourish.

Integrating AI within the framework of Bloom's Taxonomy offers significant opportunities to enrich and diversify the educational landscape. This taxonomy can help draw out those opportunities to leverage AI at each level. It is essential to maintain a balanced approach where AI complements rather than supplants human interaction and pedagogical expertise. By thoughtfully incorporating AI tools, we can create a more dynamic and responsive educational experience that prepares students not only to excel academically but also to engage ethically and creatively with the challenges of the modern world.

Artificial Intelligence (AI) Literacy Framework

1. General Education Outcomes related to AI.
 - a. Students are functional at using course relevant modern technology.
 - b. Students research and understand the impact of course relevant new technology and learn to evaluate evolving digital tools going forward.
 - c. Students understand and evaluate mitigating strategies related to inherent bias within artificial intelligence.
 - d. Students understand the course relevant ethical, legal, and regulatory requirements related to data privacy.
 - e. Students demonstrate fair and ethical use of AI in their course work including proper citations when including generated content in assignments.

Faculty Recommendations to Promote Artificial Intelligence (AI) Literacy & Learnability

1. Incorporate course content relevant AI technology into class assignments.
2. Incorporate the impact of AI on course content into assignments and discussions.
3. Discuss inherent bias and mitigation strategies in AI whenever covering new technology in course assignments and discussions.
4. Incorporate course relevant assignments and discussion related to ethical, legal, and regulatory requirements related to data privacy.
5. Have a published AI policy for classroom use and enforce the ethical use of AI in assignments.

Training & Resources

Resources for Faculty

FACULTY RESOURCE CENTER:

Charter Oak State College has curated and will frequently update AI related resources in our [Faculty Resource Center](#) (FRC). There is an [Artificial Intelligence \(AI\) Technologies](#) section within Online Teaching & Professional Development. There is a specific section dedicated to AI Resources for Faculty that include COSC Webinars and Faculty Sessions on AI, Teaching with AI, and Recommended Literature.

TEACHING WITH AI COURSE:

Charter Oak State College has contracted with The Biggio Center at Auburn University to give all faculty at Charter Oak free access to their [Teaching With AI](#) training course. This interactive course was featured in *The Chronicle of Higher Education* and *Inside Higher Ed*, this course. This course was also awarded the *2024 Outstanding Program: Noncredit Award* by the UCPEA, the online and professional education association, recognizing the course for its high quality. Any faculty that wishes to be enrolled in this course can fill out the [Enrollment Request Form](#) here: <https://forms.office.com/r/Ld5shHndU2> and we will add you to our license agreement. Faculty then have 12 months to complete the course and receive a digital badge upon completion and the completion can count as your professional development for the year.

COURSE GOALS

- Explore AI and its implications for teaching and learning in higher education—especially those relating to academic integrity.
- Critically reflect on your own theory of change as it relates to student learning and the implications of generative AI on your beliefs about course design.
- Evaluate examples (good and bad) of courses and course elements redesigned for AI.
- Experiment with AI tools, redesign assignments, and get feedback.
- Access a (growing and evolving) repository of research on teaching with AI.
- Exchange ideas on topics related to AI in the college classroom and higher ed writ large with others in the course.
- Engage your own department colleagues in the conversation to ensure students in your program have a consistent, comparable learning experience no matter who is leading the class.

Resources for Staff

Staff at Charter Oak State College are also eligible to request enrollment in the Teaching with AI course offered to faculty. It would be a benefit for staff to get a sense of the pedagogical approach Charter Oak is taking with AI in the classroom. Staff can follow the same process listed in the resources for faculty section to enroll in the course.

Charter Oak State College is also creating the Connecticut Citizens AI Academy. The Connecticut Citizens AI Academy is thoughtfully designed to cater to beginners as they journey through the fundamentals of generative artificial intelligence. This course will give an overview of the underlying principles of AI and the impact across various industries and society. Learners will gain in-demand AI skills to boost their productivity.

Through interactive videos, exercises, and practical applications, learners will obtain skills and strategies that will empower them to leverage AI effectively in the workplace setting. Learners will acquire fundamental prompt engineering techniques, best practices for using AI responsibly, and easy-to-use frameworks for applying a range of AI tools to a variety of tasks.

This course will be available to all staff along with the public in fall 2024.

STUDENT LEARNING OUTCOMES (SLOS):

- Recall and define key terms and concepts related to artificial intelligence.
- Explain how AI functions at a basic level, including how AI technology can be trained to learn from data.
- Demonstrate the ability to apply AI tools and platforms for increased productivity and optimized work processes.
- Showcase competence in using engineering techniques to create prompts that provide clear and specific instructions for a variety of use cases relevant to knowledge workers.
- Analyze ethical considerations and human oversight associated with AI technologies.
- Critically evaluate potential biases in AI systems and propose strategies to mitigate these biases.
- Develop a plan for staying up to date on AI advancements.

Resources for Students

Students at Charter Oak State College will be able to register for the Connecticut Citizens AI Academy. In addition to the publicly available course, Charter Oak has a general education requirement on digital literacy. The main course to fulfill this requirement is ITE 111 – Digital Literacy in the 21st Century. Digital Literacy in the 21st Century is designed to equip students with essential knowledge and skills to thrive in the digital age. This course covers various aspects of digital literacy, including digital tools and online communications technology, artificial intelligence, machine learning, and generative artificial intelligence, cybersecurity, and ethical considerations involved with cutting edge digital tools. Students will gain a general understanding of these topics and obtain the ability to explain the key concepts and apply them to an examination of how such technology may impact their field of study.

Other Resources

Here are some free generative artificial intelligence (AI) training and resources students can explore:

COURSES:

- IBM SkillsBuild: This platform offers free coursework in AI fundamentals, chatbots, and AI ethics. They recently launched a generative AI course that covers prompt writing, improving customer service with AI, and generative AI in action. You can choose a course level that suits your background (high school, college, adult). Check out IBM SkillsBuild for details: <https://skillsbuild.org/>
- Google Cloud Generative AI Introduction: While not a full course, Google Cloud offers an introductory resource on generative AI that explains the concept, its applications, and Google tools for developing generative AI apps. It's a good starting point: https://www.cloudskillsboost.google/course_templates/536

TIPS:

- Start with the basics: It's important to understand the fundamental concepts of AI and machine learning before diving into generative AI.
- Focus on a specific application: Generative AI can be applied in various fields. Identify an area that interests you and focus your learning on how generative AI is used there.
- Experiment with online tools: Several online platforms offer simple generative AI tools you can experiment with to get a feel for how they work.

Remember, this is a rapidly evolving field. These resources should provide a strong foundation for your exploration of generative AI.

Policies and Procedures

Student Fair Use of Generative AI

STUDENTS MUST

- Do the majority of their own assignment work (majority defined as greater than 50% and/or according to the course assignment instructions);
- Disclose when they use generative artificial intelligence (AI) tools in their work, and which one(s);
- Describe how they use AI tools (see glossary of terms and clear direction);
- Cite their AI information sources, using course format guidelines as appropriate;
- Verify the accuracy of the AI source information; and
- Avoid using AI without disclosure or citation.

TIPS FOR STUDENT USAGE:

While it may be tempting to delegate all your work to an AI tool, AI systems are not perfect and prone to errors, inaccurate information (hallucinations), and inherent biases. As the human using the AI, you are responsible for the quality, thoroughness, and accuracy of your own work and the same for any AI output presented in your work. This includes checking the reliability of sources and including your own unique perspectives, analysis, and insights. Prior to using ChatGPT, Google Gemini, Microsoft Copilot, or any other AI Generative Tools for classroom work (discussions, assignments, etc.), be aware of the following:

- Refine your prompts (the questions you ask a generative AI tool) to get high-quality results rather than providing minimum effort. This will take creative and critical thinking on your part as a student.
- Use AI as a supportive tool for your work, not as a replacement for your own skills and effort. Continuously work to sharpen your AI skills.
- Critically assess the AI outputs and do not passively accept them. Verify the accuracy, quality, and thoroughness of any facts, figures, cited sources or claims made by the AI. AI has the potential for its own set of inherent biases, and those biases can be subtle. You are responsible for any errors or omissions.
- When data is entered into the AI, it may be used for future training of the large learning model (LLM). While ChatGPT, for example, offers a privacy mode that claims not to use input there for future AI training, the current state of privacy remains unclear for many other AI models. A good general practice is to only share what you would be comfortable sharing in public. Do not feel compelled to share anything personal, even if the AI asks (i.e. names, email addresses, mailing addresses, mother's maiden name, etc.).
- Acknowledge the use of AI tools appropriately. Be sure to cite them as you would any other source. You can find APA guidance on citing AI [here](#).
- Not all generative AI tools have access to current events, information, and data.
- Generative AI is a rapidly evolving technology. Review these guidelines often, and let your instructor know if you need further guidance on the appropriate use of AI tools.
- Charter Oak State College may take appropriate action if AI is used unethically, without proper citation, or for cheating.

In summary, use generative AI thoughtfully as a supplemental learning tool rather than as a crutch. Approach AI-assisted work with care - refine prompts, verify sources, augment outputs for higher quality, analysis, and thoroughness, acknowledge AI use, and retain responsibility for final work products. Uphold academic integrity by citing AI appropriately and not using it unethically or for cheating. AI is a powerful but imperfect technology - leverage its benefits for your learning while critically evaluating the outputs. Stay current on the most recent AI best practices as this field continues advancing rapidly. Above all, rely on your own knowledge, skills, and judgment - AI should enhance your work, not replace personal involvement and accountability. Contact your instructor if you need guidance on the conscientious use of AI for optimal educational outcomes.

The tips were refined with assistance from Claude, an AI writing assistant created by Anthropic (2023).

GLOSSARY OF AI TERMS

- **Algorithmic bias:** AI algorithms can be designed with biases or assumptions that favor certain groups over others.
- **Artificial Intelligence (AI):** The development of computer systems that can perform tasks that typically require human intelligence, such as understanding language, recognizing images, and making decisions.
- **Automation:** The use of technology to perform tasks without human intervention, often to increase efficiency and productivity.
- **Chatbot:** A computer program that simulates human conversation, often used in customer service or tech support.
- **Data bias:** AI models are often trained on biased data, which can perpetuate and amplify existing social inequalities.
- **Deep Learning:** A subfield of machine learning that uses neural networks with multiple layers to analyze complex data.
- **Generative AI:** A type of AI that can generate new, original content, such as images, music, or text.
- **Hallucination:** When an AI model incorrectly identifies or generates something that is not based on any real input or data.
- **Human bias:** AI systems that reflect the biases of the people who create and interact with them.
- **Large Language Model:** a deep learning algorithm that can perform a variety of natural language processing (NLP) tasks.
- **Machine Learning:** A subfield of AI that involves training algorithms to learn from data and improve their performance over time.
- **Model:** A mathematical representation of a system or process, often used to make predictions or classify data.
- **Natural Language Processing (NLP):** A subfield of AI that deals with the interaction between computers and humans in natural language.
- **Neural Network:** A type of machine learning model inspired by the structure and function of the human brain.
- **Output:** The result or prediction produced by a machine learning model.
- **Prompt:** An input, request, or cue given to an AI model to generate a response or output.
- **Test Data:** A separate dataset used to evaluate the performance of a trained machine learning model.
- **Training Data:** The dataset used to train a machine learning model.

TYPES OF AI USAGE

Below are examples of types of AI usage. If there are questions or need for clarification on AI usage in a course, please check with your instructor.

- **Outline Creation:** AI helps structure main points and build a logical flow in writing.
- **Ideation/Lateral Thinking:** AI generates creative ideas and explores alternative perspectives to support writing.
- **Spell/Grammar Check:** AI corrects spelling errors and improves grammar and syntax in writing.
- **Content Creation:** AI generates content in various ways:
 - **Single-Prompt Generation:** Direct responses to queries and quick drafts from specific prompts.
 - **Looping and Revision:** Editing and refining text, simplifying or expanding sections, and adjusting tone and style.
 - **Re-writing/Re-synthesizing/Paraphrasing:** Creating variations of existing text to ensure originality and avoid plagiarism.
 - **Multiplex/Scatter-Gather:** Generating multiple outputs to select the best fit.
 - **Raise/Lower Stratum/Audience:** Adjusting content to suit different audience levels, such as:
 - **Raise Stratum:** Elevating content to a more formal or technical tone.
 - **Lower Stratum:** Simplifying content to a more accessible or conversational tone.
 - **Audience:** Tailoring content to specific audience needs and preferences.
 - **Editing:** AI enhances clarity and readability, adjusting paragraph structure as needed.
 - **Understanding:** AI clarifies complex concepts and summarizes lengthy documents.
 - **Evaluating:** AI assesses the quality of arguments and identifies logical inconsistencies.
 - **Analysis/Critique:** AI provides critical feedback and analyzes thematic elements in writing.
 - **Citation Assistance:** AI generates and formats citations, ensuring consistency.
 - **Integration of Visuals and Data:** AI suggests relevant graphs, charts, and images, and interprets data visualizations.
 - **Feedback Implementation:** AI integrates reviewer or peer feedback and revises documents based on suggestions.
 - **Translation and Localization:** AI translates content into different languages and adapts content for specific cultural contexts.

The glossary of terms and AI usage were developed and refined with assistance from Meta AI, an AI writing assistant created by Meta (2024).

Faculty Guidelines

ChatGPT, Google Gemini, Microsoft Copilot, and other AI tools are very popular both inside and outside the classroom. Charter Oak State College's goal is to educate students on the ethical and responsible use of ChatGPT and other AI tools in academic and workplace settings. Through our courses, we aim to teach students how and when to use AI responsibly. We also want students to use best practices in AI-assisted learning while mitigating the potential downsides and risks of using AI irresponsibly.

Due to false positives, data privacy, FERPA, and equity concerns, unauthorized AI detection tools will not be used. Students will not be penalized for detection scores when a faculty member uses an unauthorized AI detection tool. If you suspect a student is using AI tools in an improper manner, see the tips document below.

As a faculty member, here are some tips to have students utilize AI tools in a pedagogical manner that is best suited for your particular subject matter.

- **Familiarize Yourself:** Learn about the capabilities and limitations of generative AI tools commonly used by students, such as ChatGPT, Google Gemini, Microsoft Copilot, etc.
- **Stay Informed:** Keep current on the most recent developments in AI technology and its applications, especially within your discipline.
- **Student Experiments:** Encourage students to experiment with generative AI, document their experiences, and share insights with the class.
- **Responsible Application:** Serving as a model, give examples of how you use generative AI tools thoughtfully and responsibly with the class. This is particularly helpful to demonstrate how to use AI tools in a specific career path.
- **Critical Evaluation:** Encourage students to critically assess AI-generated content, considering inherent biases, limitations, legal and ethical implications.
- **Privacy Awareness:** Remind students that tools like ChatGPT and any others are not secure or private, and they should be cautious with sensitive information. For example, do not use AI tools for assignments such as personal reflections that may contain personally identifiable information (PII).
- **Intellectual Property:** Discuss the risks of using generative AI tools with students' intellectual property or other proprietary data.
- Not all generative AI tools have access to current events, information, and data.
- **Requiring current resources** (within the past year) may help mitigate the over reliance of AI due to the large language model being trained as of a certain date.
- **Communicate:** examine the types of AI usage listed in appendix A and guide students on the acceptable types of usage that best aligns with your discipline.

STUDENT IMPROPER USE – COMMUNICATION TIPS

Addressing a situation where you suspect an individual student is using AI to inappropriately complete their work involves a delicate and fair approach. Here are steps you can take when working with a specific student:

- 1. Gather Evidence:** Before approaching the student, gather specific evidence that raises your suspicion. This could include inconsistencies in writing style, abrupt improvements in performance, or content that appears beyond the student's demonstrated capabilities.
- 2. Schedule a Meeting or Initiate an Email Conversation:** Arrange a private meeting or initiate an email conversation with the student to discuss their work. Approach the conversation with a mindset of inquiry rather than accusation. Frame the meeting as an opportunity to understand their thought process and the development of their work.
- 3. Express Concerns Positively:** Begin the conversation by expressing your positive observations about the student's work. Then, share your concerns about specific aspects that have raised questions. Use non-confrontational language and emphasize your desire to help them improve their skills overall, including their responsible and ethical use of generative AI.
- 4. Ask Clarifying Questions:** During the meeting or email exchange, ask the student to explain certain concepts, arguments, or methodologies present in their work. This can help you gauge their understanding and identify whether the work truly reflects their own thinking and development.
- 5. Discuss Academic Integrity:** Clearly articulate your expectations regarding academic integrity and original work. Explain the importance of students demonstrating their understanding of the material and developing critical thinking skills. Emphasize the long-term benefits of genuine learning.
- 6. Provide Guidance and Resources:** Offer support and guidance to help the student improve their skills. Suggest resources or tutoring services that can assist them in overcoming challenges. Reinforce the idea that learning is a continuous process, and that seeking help is a positive step.
- 7. Offer a Second Chance:** If appropriate, allow the student an opportunity to redo the assignment or parts that are of concern. Emphasize the importance of personal growth and improvement rather than focusing solely on punitive measures.
- 8. Document the Conversation:** Document the details of your conversation, including the concerns raised, the student's responses, and any agreed-upon actions. This documentation can be valuable if further steps are necessary.
- 9. Consult Academic Policies:** Familiarize yourself with your institution's academic integrity policies and student fair use of AI. If the suspicion persists or if the evidence is compelling, follow the appropriate procedures outlined in the policies.

Remember to approach the situation with empathy and a commitment to helping the student grow academically. It's essential to maintain a fair and respectful tone throughout the process, fostering an environment that supports genuine learning, personal development, and accountability.

REFERENCES

Anthropic (2023). Claude [AI writing assistant] (Version 1) [Computer software]. <https://www.anthropic.com>

Meta (2024). Meta AI [AI writing assistant] (Llama 3) [Computer software]. <https://www.meta.ai/>

AI Vendor Assessment Tool

Charter Oak State College aims to take a proactive approach for analyzing potential AI tools before deploying them at the college and/or with its students. We aim to use only trustworthy AI systems while considering the college’s risk tolerance. According to the National Institute of Standards and Technology ([NIST AI Risk Management Framework](#)), characteristics of trustworthy AI systems include: “valid and reliable, safe, secure and resilient, accountable and transparent, explainable and interpretable, privacy-enhanced, and fair with harmful bias managed.” The following rubric is intended to serve as an evaluation tool to assess the algorithmic data that the AI tool uses and how the tool applies and shares the data. National standards such as the EDSAFE AI Alliance [SAFE Benchmarks Framework](#) and the Digital Promise [AI Literacy Framework](#) were used to adopt the Charter Oak model.

DIRECTIONS

Before adopting an AI tool, please work with your team and your supervisor to fill out the rubric. At the end of the rubric, provide a summary of findings along with recommendations on whether the college should use the AI tool. In addition to the rubric below, be sure to follow all other procurement guidelines such as assessing accessibility (via VPAT) data security (via SOC2) and others that may apply.

AI Evaluation Component	Description	Questions on the AI Tool
Transparency	Charter Oak users need to understand what data and methods were used to train this AI system or tool.	What AI model and methods were used to develop this tool? What datasets were used to train this AI model?
Safety	Charter Oak users need to understand data privacy, security, and ownership.	How is information being collected, used, and shared? How do we ensure no personally identifiable information (PII) or proprietary data is used to train the AI model?
Ethics	Charter Oak users need to consider how datasets, including their accessibility and representation, reproduce bias in our society.	How is the vendor mitigating issues of access and equity? What is the method and frequency of auditing the AI tool for bias? If bias is detected, what is the method of correction and client notification?
Efficacy	Charter Oak users need to deliberate on the effectiveness of applying AI in specific scenarios and discern between impact on students vs employees.	Is this AI tool the right tool for desired impact? How do we assess the AI output? What decisions would be made because of the AI output? What is the role of human judgment in centering the decision making?

Data Privacy and Protection Considerations

OVERVIEW

In the current era of rapid technological innovation, establishing a comprehensive information security framework is crucial for the governance of generative AI technology within Charter Oak State College. This guide outlines essential standards and practices to ensure that the deployment and utilization of generative AI adhere to federal and state laws, as well as COSC policies. The primary objective is to harness the benefits of generative AI while mitigating associated risks to data privacy and security. This can be used as an example for any institution within CSCU and a guide for decision makers before deploying generative AI at their institution.

KEY POINTS FOR CRAFTING A POLICY

1. Purpose and Scope

- **Objective:** To create criteria ensuring generative AI aligns with security and privacy requirements.
- **Scope:** Applies to all employees, third-party contractors, vendors, interns, and any individual or entity involved in company business.

2. Understanding Generative AI

- **Definition:** Generative AI refers to a subset of artificial intelligence focused on producing content, data, or information that mimics human creativity, such as text, images, music, and videos.
- **Applications:** Ranges from art and music creation to natural language processing, data augmentation, and problem-solving.

3. Prohibited Uses to Consider

- Unauthorized use of generative AI that violates laws or company policies.
- Impersonation for malicious purposes, including voice, video, and text deepfakes.
- Phishing, identity theft, cyberbullying, misinformation, fraudulent transactions, and unauthorized access using generative AI.
- Use of personal identifiable information (PII) or proprietary company data without proper authorization.
- Training third-party AI models with company data without security approval.

4. Data Security

- All data processed and stored by generative AI systems must be encrypted according to company IT policies.
- Strict controls to prevent unauthorized access and ensure data confidentiality and integrity.

5. User Training

- Mandatory security awareness training for all employees on the use of generative AI systems.
- Regular updates and refreshers to keep employees informed about the latest security practices and threats.

6. Third-Party Generative AI Systems

- Compliance with company security and privacy standards is required for all third-party generative AI systems.
- Thorough review and approval by the company's information security department before implementation.

7. Authorization and Review

- All generative AI implementations must undergo a security review.
- Continuous monitoring and regular audits to ensure ongoing compliance and address new security challenges.

By following these guidelines, COSC and any CSCU institution can leverage the advantages of generative AI technology while safeguarding against its potential risks, thus ensuring a secure and innovative working environment.

This executive summary was created with assistance from ChatGPT, a generative AI tool created by OpenAI (2024).

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