STOCKTON UNIVERSITY

FACULTY SENATE TASK FORCE ON ARTIFICIAL INTELLIGENCE 2024 REPORT

Submitted
May 3, 2024

Task Force Information

Recognizing the many challenges and opportunities that impact higher education based on the rapid growth of Artificial Intelligence technology (AI), a Faculty Senate motion to approve the creation of a Task Force on Artificial Intelligence was passed in October 2023.

The Faculty Senate motion is provided below:

The emergence of Artificial Intelligence technology (AI) presents many challenges and opportunities that impact higher education across all disciplines. Stockton University has recently taken initial action with the Center for Teaching and Learning Design (CTLD) providing previsions in syllabi for possible use of AI within courses. Faculty have also voiced a need to examine how AI pertains to scholarship, pedagogy, and academic integrity during an SFT-sponsored workshop on August 31st and again at the Fall Faculty Conference held on September 1, 2023.

Resolved that the Faculty Senate form a faculty-led task force that will engage the Stockton campus community to consider how we can sustainably integrate AI technology into our work. Due to the complexities of AI and its application to many facets of higher education, this task force will be charged with:

[1] Working with the Academic Policies Committee to review policies that define student expectations and academic integrity issues as they relate to AI.
[2] Working with the Information Technology and Media Services committee to facilitate timely response to issues prior to completing the final report.
[3] Identifying training and professional development opportunities for faculty and staff regarding the use of AI
[4] Providing recommendations for utilizing AI-powered tools to assist teaching and enhance student learning.
[5] Listing other potential operational or academic issues pertaining to incorporating AI across the campus.

The Senate authorizes the Senate Executive Committee to constitute the membership of the proposed task force following expressed interest of faculty-staff institution-wide. This task force will include membership from each school, Information Technology, CTLD, Academic Affairs, and any additional faculty with interest or expertise in this area. The Task Force is charged with producing a report to the Faculty Senate no later than the May 2024 Senate retreat.

An open call for task force members was held with 34 members forming the AI Task Force. The first meeting of the task force was held on November 29, 2023. At that meeting, **four subcommittees were formed**:

    I.   **Academic Policy Review** assigned to charge #1
    II.   **Teaching** assigned to charge #4
    III.   **Training & Professional Development** assigned to charge #3,
    IV.   **Campus Operation, Safety, & Privacy** assigned to charge #5
The full task force was assigned to charge #2.

Selection of subcommittee members was determined by mid-December 2023. Membership of the task force and subcommittees is found on the next page of this report. The task force and subcommittees met monthly from January through April 2024 to address the charge of the Faculty Senate and create this report.

Task Force Members

Name	Title	Committee Role(s)
Zheng Li	Assistant Professor of Computer Science	**Task Force Co-Chair** ***Teaching Subcommittee Convenor*** T&PD Subcommittee Member
Walead Abdrabouh	Director of Information Systems & Business Intelligence	**Task Force Co-Chair** COS&P Subcommittee Member
Diana Allen	Professional Services Specialist, Residential Life & Staff Senate Representative	***Campus Operations, Safety, & Privacy Subcommittee Convenor***
Kathy Klein	Executive Director, Center for Teaching & Learning Design	***T&PD Subcommittee Convenor*** Teaching Subcommittee Member
Jongbok Yi	Associate Professor of Asian Philosophy	***Academic Policy Review Subcommittee Convenor***
Amy Ackerman	Associate Professor of Instructional Technology	T&PD Subcommittee Member
Will Albert	Assistant Dean of SOBL	COS&P Subcommittee Member
Monica Amadio	Teaching Specialist Business Studies	T&PD Subcommittee Member
Guy Barbato	Associate Professor of Biology	T&PD Subcommittee Member
Sujoy Chakraborty	Assistant Professor of Computer Science	Academic Policy Review Subcommittee Member
Muntakim Choudhury	Asst Professor of Business Studies	Academic Policy Review Subcommittee Member
Vince Cicirello	Professor of Computer Science	Academic Policy Review Subcommittee Member
Joe Cirio	Assistant Professor of Writing & First Year Studies	Academic Policy Review Subcommittee Member
Kevin Coopersmith	Teaching Specialist Education & Human Development	Teaching Subcommittee Member
Tim Haresign	Associate Professor of Biology	Teaching Subcommittee Member
Bob Heinrich	VP Enrollment Management	COS&P Subcommittee Member
Ed Horan	Writing Center Coordinator	Academic Policy Review Subcommittee Member
Jung Lee	Professor of Instructional Technology	
Daniel Lichtman	Visiting Assistant Professor of Digital Studies	Academic Policy Review Subcommittee Member
Russell Manson	Professor of Physics	COS&P Subcommittee Member
Kelly Maslanik	Clinical Specialist Communication Disorders	T&PD Subcommittee Member
Jed Morfit	Professor of Art	Teaching Subcommittee Member
Quynh Nguyen	Assistant Professor of Computer Information System	Teaching Subcommittee Member
Erin O'Hanlon	Teaching Specialist Communication Studies	Teaching Subcommittee Member
Kelly Oquist	Director of Academic Finance	COS&P Subcommittee Member
Barry Palatnik	Associate Professor of Accounting	T&PD Subcommittee Member
Cheyenne Riehl	Student Success Librarian	T&PD Subcommittee Member
Demetrios Roubos	Information Security Officer	COS&P Subcommittee Member
John Sokol	Adjunct Professor of Chemistry	Academic Policy Review Subcommittee Member
Aakash Taneja	Professor of Computer Information System	Teaching Subcommittee Member
Joe Trout	Professor of Physics	Teaching Subcommittee Member
Helen Wei	Associate Professor of Computer Science & ITMS Representative	T&PD Subcommittee Member
Michelle Wendt	Technology Integration Specialist	T&PD Subcommittee Member
Emma Witt	Associate Professor of Environmental Studies & APC Representative	Academic Policy Review Subcommittee Member

Report Contents

Executive Summary

The Stockton University community must be prepared to appropriately use artificial intelligence (AI) in safe, inclusive, productive, ethical, and responsible ways. This report focuses primarily on faculty and staff use of generative artificial intelligence (GAI), aligned to the Faculty Senate charge for this task force.

The members of the Faculty Senate Task Force on Artificial Intelligence (AI task force) conducted a survey (Appendix A) of Stockton faculty and staff with our survey findings (Appendix B) aligned to findings from a national 2024 EDUCAUSE AI Landscape Study. In addition to carrying out the survey, AI task force undertook further research which included examining AI usage at other institutions, exploring the research conducted by task force members in the field of AI, and leveraging the AI expertise within our group. Based on the insights gathered from both the survey and our investigation, the task force has the following recommendations with more detail provided in the subcommittee reports.

Strategic Planning & Policy
- Establish a Generative AI Advisory Committee (GAIAC) to monitor AI advancements, advise on AI best practices, and provide strategic guidance.
  - Ensure the committee includes key stakeholders: senior academic leaders, faculty with AI expertise, and representatives from CTLD, ITS, Student Affairs, as well as other relevant departments.
- Regularly schedule reviews and updates of policies and procedures to guide students, faculty, and staff towards the ethical, legal, and safe use of AI in learning, teaching, and professional activities.
  - Initially, review *Procedure 2005-Student Academic Honesty, 4200- Acceptable Usage Standards of Computing and Communication Technology, and I-55-Campus Conduct Code*.
- Provide resources and technical support for university-wide and on-request AI tool subscriptions and innovation.
- Review program offerings and workflows to determine if and how they can be adapted to the possibilities of AI aligned to Stockton's vision, mission, strategic plan, and leadership priorities.
- Strategically align and allocate resources to enhance collaboration across various divisions and departments.

Teaching & Curriculum Development
- Provide resources, funding, and adjusted workloads for faculty to familiarize themselves with GAI tools and consider appropriate use in teaching, service, research, and other professional activities.
- Faculty should offer students clear guidance on expected use or nonuse of AI in each course where AI might potentially be utilized. Faculty may use the syllabus statements on GAI offered by CTLD.
  - Faculty are advised to provide students with supportive training on the use of AI that is discipline specific and/or relevant to a specific course.
  - It is not recommended to use the results from any currently available AI tool as evidence of academic integrity violations, until accurate and reliable AI tools are made available.
- Each program should conduct curricula review to explore opportunities for integrating AI, ensuring that our offerings align with current technological trends and workforce demands.

Training and Professional Development
- Provide resources to support training and professional development activities for faculty, staff, and students to increase awareness, safety, ethical use, digital/AI literacy skills, and AI innovation.

- Provide resources to the Center for Teaching & Learning Design (CTLD) to work collaboratively with other relevant departments and programs to create professional development opportunities for faculty and develop resources related to GAI.
- CTLD should regularly update the GAI resource website for teaching and learning to keep pace with advancements in AI technology.
- Allocate resources to the Office of Human Resources or other relevant departments to provide GAI training and support for staff.

Research & Entrepreneurship
- Richard E. Bjork Library should develop and regularly update a digital knowledge and resource hub on the website that houses a collection of research support resources designated for faculty, staff, and students to utilize when researching with or about AI.
- The Office of Research and Sponsored Programs (ORSP) should collaborate with other relevant departments and programs to seek opportunities for AI grants, entrepreneurship, and research and development activities.

It is important to note that due to the limited timeframe of the task force and the rapid evolution of AI technology, our recommendations may not be comprehensive and could require updates. Therefore, the task force emphasizes the importance of forming the Generative AI Advisory Committee to continuously monitor AI advancements and offer guidance on policies and practices at Stockton.

1.   Introduction: Navigating AI at Stockton University

The role of artificial intelligence (AI) within higher education institutions is constantly evolving. Faculty and staff are at the forefront of this transformation, grappling with both the promises and perils of AI. In this task force report, we investigate the current challenges faced by Stockton faculty and staff, focusing on the following key areas:
- evaluating how Stockton's policies and procedures are impacted by AI.
- offering suggestions for faculty on the use of AI tools in teaching.
- identifying training and professional development needs for faculty and staff in the application of AI.
- considering potential operational or academic issues pertaining to incorporating AI across the campus.

Generative AI (GAI) models, exemplified by tools like ChatGPT, Copilot, and Gemini are impacting higher education and our society. From essay composition to syllabus creation, GAI offers unprecedented efficiency. However, the impact extends beyond mere convenience. AI demands our attention and a strategic response tailored for the needs of Stockton University. We are forced to grapple with challenges AI products pose to established norms and the promise AI offers for innovation and efficiency.

Stockton University must embark on a transformative journey that embraces the promise of AI while safeguarding our educational mission and students. Appropriate use of GAI must enhance student success. We must consider and envision a future where AI promotes equity, economic mobility, skill acquisition, global citizenship, and professional training. Inclusive access, transparent data practices, and privacy rights must guide our policies and use of AI.

This report delves deeper into these themes, offering insights and recommendations for harnessing AI's potential while safeguarding Stockton's educational mission and values. We desire to navigate this new frontier as a community, ensuring that AI is carefully considered as we establish a new strategic plan and make decisions about how AI does or does not serve Stockton University employees and students.

2.   Survey Findings

Overview of Survey Methodology

The Task Force created a twenty-three question Qualtrics survey to collect both quantitative and qualitative data about faculty, staff, and administrative experiences with AI aligned to the charges assigned to the task force. Content validity related to the task force charges was established through an iterative process of review conducted by task force members. The survey was distributed to all faculty and staff/administrators via email on March 25, 2024, and remained available until April 5, 2024. In total, 167 participants engaged with the survey; 158 completed most of the survey questions. Among the 158 completed responses, 61% were faculty and 39% represented staff and administration responses. In reviewing and examining differences in data, staff and administrative responses were reviewed as a combined group with faculty responses reviewed as a separate group when appropriate. Appendix A provides a copy of the survey questions. Qualtrics survey data is provided as Appendix B.

There is a low response rate to the survey when considering all eligible Stockton faculty, staff, and administrators. The task force members are aware of risks associated with non-response bias. However, the task force members concluded survey results should be analyzed and considered on their merits as prior to the survey there was no examination of AI information directly from Stockton community members. The available survey information, even with limitations, was considered based on the merit of having some data

specific to Stockton. It is recommended that future attempts to assess the opinions and needs of the Stockton community consider innovative ways to increase engagement and responses with surveys, focus groups, or other methods used to gather data.

Survey Demographics

Based on a review of survey respondents' demographic information, all schools and most divisions had some representation in the survey. Specific tables showing all survey responses are in Appendix B. Tenured faculty represented 62% of faculty responses and full-time staff without teaching responsibilities represented 69% of staff and administrator responses. A majority of faculty respondents (39%) report working 15 or more years at Stockton while 52% of staff/administrator respondents report working 0-5 years at Stockton.

Survey Findings

Analysis of survey results associated with each subcommittee's charge is described in the appropriate section of this report. Survey data may be viewed in Appendix B.

3.   Subcommittee Reports

A) Academic Policy Review Subcommittee

The Academic Policy Review Subcommittee was tasked with charge #1: **working with the Academic Policies Committee to review policies that define student expectations and academic integrity issues as they relate to AI.**

Introduction

In the Task Force survey, respondents were asked: *In your opinion, how adequately do Stockton's current academic policies and procedures define student expectations and academic integrity issues related to use of generative AI such as ChatGPT*? (Question 20). One hundred and fifty-four Stockton faculty and staff/administrators responded to this question with 46% indicating that **current policies and procedures are somewhat (26%) or extremely (20%) inadequate. Twenty-five percent of respondents indicated that they did not know how adequately or inadequately Stockton policies and procedures addressed issues related to generative AI (GAI).** Sixteen percent of respondents stated that current policies and procedures were neither adequately nor inadequately addressed. Additional respondents consisting of 13% indicated that current policies and procedures are somewhat (10%) or extremely (3%) adequate.

The subcommittee reviewed *Procedure 2005 Student Academic Honesty, 4200 Acceptable Usage Standards of Computing and Communication Technology, and I-55 Campus Conduct Code* and examined AI-related academic policies in 13 institutes. After reviewing the aforementioned documents, other institutes' academic policies related to AI, and the survey result related to academic policies, we narrowed the goal of our recommendations to suggest revisions to *Procedure 2005 Student Academic Honesty* that will account for the evolving role of Generative AI (GAI) or Artificial Intelligence (AI) within the educational sector.

As GAI becomes increasingly accessible to students and faculty, there's a clear necessity to establish comprehensive guidelines that outline the appropriate use of AI technologies in academic assignments and writing processes. This subcommittee aimed to leverage the potential of AI to overcome learning barriers and improve educational outcomes while also maintaining academic integrity and honesty.

Any changes to *Procedure 2005* would need to be discussed and reviewed by the Committee on Academic Policies (APC), followed by approval from the Faculty Senate. Our recommendations in this

report offer guidance for future and continued discussions. In the future, the impact of AI technologies on other policies and procedures of Stockton University will need to be considered.

Key Recommendations:

a. **Revision of Academic Dishonesty Definitions:** Amend existing policies to explicitly include or exclude AI-generated content within the definitions of academic honesty, plagiarism, and proper citation practices. This involves clarifying the status of GAI as a legitimate source of knowledge and how its use can be integrated or cited in academic work.

b. **Faculty Responsibility and Discretion:** A student's use of GAI or AI itself should not be considered academic dishonesty. *Procedure 2005* should empower faculty members to define and communicate the conditions under which AI-generated content is permissible. This includes determining when and how GAI can be used in specific assignments or academic activities. We recommend that APC, in close collaboration with the Center for Teaching and Learning Design (CTLD), provide guidelines.

c. **Guidance on Citation Practices:** Establish clear guidelines on how students can use GAI to generate content, outlining both acceptable and unacceptable practices and offering explicit instructions on how to acknowledge and cite AI-generated content across various citation formats (APA, MLA, Chicago, etc.).

d. **Inclusion of AI in Plagiarism Examples:** Update examples of plagiarism to address the nuances of AI-generated content, ensuring clarity on what constitutes plagiarism in the context of GAI.

e. **Consideration of Intent in Academic Honesty:** Maintain a balanced approach towards unintentional plagiarism, especially in scenarios involving AI-generated content, emphasizing the proper use of citation style guides.

f. **Clarification on Personal Corroboration:** Define the extent to which AI-generated content can be considered in personal corroboration of academic dishonesty, recognizing the limitations of AI detection tools in accurately identifying GAI content.

g. **Direction to the Future:** The recommendations suggest a forward-looking approach acknowledging the rapid integration of AI technologies in education. There is an emphasized need for ongoing evaluation and adaptation of academic policies aligning with technological advancements. Future directions include:
   - **Continuous Policy Review and Update:** Regularly reassess academic policies to ensure they remain relevant and effective in managing the ethical use of AI in education.
   - **Educational Resources and Training:** Develop resources and training programs for faculty and students to understand ethical implications and proper use of AI in academic work.
   - **Creating AI Committee:** Create a committee to monitor and discuss various issues surrounding rapidly advancing AI technologies and make recommendations where needed.

This report identifies key portions from *Procedure 2005 Student Academic Dishonesty* that may need reframing and/or revision to account for GAI. After each quoted line or section from *Procedure 2005,* there are considerations and questions that may help guide policy discussions.

- "*Each faculty member is charged with the responsibility to define additional criteria governing course requirements/assignments in his/her course, such as 'in-class,' 'open book,' and 'take-home' examinations, laboratory experiments and reports, oral presentations, internships, clinical assignments, etc. Whenever collaboration between two or more students is authorized, the results*

and presentation of the collaborative effort are necessarily understood to be the achievement of each individual student."

1. APC should consider modifying this paragraph to include how faculty members define additional criteria regarding AI-generated content. Under these guidelines, instructors should be responsible for defining when and how GAI is acceptable or not in each course.
2. CTLD has already provided statements that instructors can use or modify to use in their courses. Specifically, the statements offer instructors policies that prohibit the use of GAI; that encourage limited or situation-specific use of GAI, and that fully integrate the use of GAI.
3. APC, CTLD, and Stockton Library could also provide comprehensive guidelines for the tools and boundaries of this use. For example, Drexel University provides such a guideline: https://drexel.edu/~/media/Files/provost/policies/PO-103-Appendix-A.ashx?la=en&hash=37F26FA97F11B3F17257A5A0F5409158.

- "*Stockton defines plagiarism as the appropriation or imitation of the language, ideas or thoughts of another person, and the representation of them as one's original work. Any materials submitted to a member of the faculty by a student are understood to be the product of that student's own research and effort.*"

1. This definition might be revised to account for GAI or AI. For instance, the reference to "language, ideas or thoughts of another person*"* may not account for non-human generated content.
2. However, it may be possible that we want to *preserve* this framing to indicate that GAI may not necessarily constitute plagiarism if it does not misrepresent the language/ideas/thoughts of a person/human. In that case, APC would need to clarify whether GAI can be counted as one of the cases of plagiarism or another category of dishonesty.

- "*All sources must be properly acknowledged and cited in the preparation of student assignments.*"

1. To ensure the proper use of GAI, it is essential to provide more in-depth guidance and clearly define what constitutes "sources." APC should establish explicit guidelines outlining acceptable and unacceptable practices for students using GAI to generate content. If the use of GAI or AI-generated content is permitted, the content must be acknowledged and/or cited as a legitimate source. This step is crucial to maintaining academic integrity and promoting transparency in using such technology in academic settings.
2. Most word processors and digital technologies (like Google Docs, Microsoft Word, and Grammarly) have some form of GAI integrated into their systems. A definition would clarify which of these platforms needs to be cited and acknowledged and which does not.
3. If content from GAI is considered a source, Stockton provides citation information on the library website. Additional suggestions on citing GAI-generated content include:
   - APA: https://apastyle.apa.org/blog/how-to-cite-chatgpt
   - MLA: https://style.mla.org/citing-generative-ai/
   - Chicago: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html

- An example of suggested citation methods at Brown University Library: https://libguides.brown.edu/c.php?g=1338928&p=9868287
- APC might need to discuss the following:
  - Should GAI be cited if it is considered a "source of knowledge"?
  - What if I don't "cite" GAI but acknowledge that it was used? Should it still be counted as and charged with academic dishonesty?
4. Instructors may oversee defining for themselves and their class what "sources" mean if "each faculty member is charged with the responsibility to define additional criteria governing course requirements/assignments in his/her course."

- *"The following are some examples of plagiarism:*
  - *Neglecting to cite verbatim text;*
  - *Neglecting to place verbatim text in quotation marks;*
  - *Summarizing without citing the original source; and*
  - *Paraphrasing without citing the original source."*
  1. It would be beneficial to include an example using Generative AI (GAI) in the guidelines. Again, offering explicit guidelines will be crucial.
  2. Alternatively, the existing bullet points could be revised to account for GAI. For example, the wording of the first bullet point raises some concerns regarding GAI. The phrase "neglect to cite verbatim text" from a GAI could be interpreted as plagiarism. However, an earlier section of the procedure states that it only applies to "another person," which implies human-generated content. This apparent inconsistency would need to be addressed.

- *"The Issue of Intent in Academic Honesty"*

  1. We suggest that the key line of this section be foregrounded: "*Unintentionally* plagiarized work may carry the same penalty as an intentionally plagiarized work." The context of bibliographic citation and GAI will need to be offered.
  2. Under this section, there is an emphasis on the student intention to not plagiarize while neglecting to follow a citation style guide. GAI-generated content may still be relevant to questions of intent but might not necessarily be relevant to the question of citation.

- *"Upon suspicion and personal corroboration of any form of academic dishonesty, including that which may be unintentional, the faculty member may determine the appropriate way of dealing with the student. Personal corroboration might include:*
  - *Proof of the copying of another's answers on an oral or written examination;*
  - *Review of materials by faculty readers;*
  - *Searches of materials such as books, magazines, or blog posts to detect the originality of the submitted work;*
  - *Use of other electronic tools to detect plagiarism; or*
  - *Other appropriate academic judgments."*
  1. The APC should consider providing specific guidance on how instructors can corroborate charges of academic dishonesty due to GAI.
  2. It is important to note when defining guidance on corroboration that AI-generated writing detection tools are unreliable and often misleading. These tools cannot be used solely as sufficient evidence to prove student academic dishonesty.

3. The list of guidance could include comparisons between previous works of the student.

B) Teaching Subcommittee Report

The teaching subcommittee was tasked with Charge #4: **providing recommendations for utilizing AI-powered tools to assist teaching and enhance student learning**.

Introduction
. In addition to the regular full Task Force meetings, subcommittee members convened monthly via Zoom to focus on our specific objectives. These sessions have been vital in exploring the use of various AI-powered tools currently employed by faculty for both in-class and online instruction. Different AI tools such as ChatGPT and Turnitin were evaluated for their utility and effectiveness.

The subcommittee acknowledged the significant potential benefits that AI tools can offer in enhancing faculty teaching capabilities and enriching student learning experiences, but also comes with risk. Recognizing the need for institutional support was a key outcome of our discussions. This underscores the necessity for university-level backing to provide resources, funding and training, ensuring that all faculty and students can benefit from them.

To gain a deeper understanding of the current implementation and attitudes toward using generative AI in teaching, the subcommittee developed teaching-related survey questions for Stockton faculty and staff/administrators. The subcommittee also extended research to investigate approximately 20 other institutions to learn about their implementations and recommendations concerning AI use in their respective educational practices.

The insights gathered from discussions, survey of the Stockton community, and investigation of other institutions have been instrumental in shaping the recommendations presented in this report.

Current Implementation of AI in Teaching at Stockton
Drawing on the efforts of the subcommittee and the responses from the faculty and staff/administrators surveyed, the following issues regarding the current implementation of AI in teaching at Stockton were identified:

- **Raising AI Awareness Among Faculty and Staff**
  Survey data indicates that 56% of the faculty have never used or rarely use and 61% of staff with teaching responsibilities have never used or rarely use AI in their teaching and professional work. As student engagement with, and demand for AI skills grows, it is becoming increasingly important for faculty to enhance their awareness of AI. This includes acquiring knowledge about generative AI and seeking out relevant training opportunities.

- **Offering Clear AI Usage Policies in Courses**
  According to survey findings, 25% of faculty members and 23% staff with teaching responsibilities do not have a policy on AI usage in their classes, which could result in various challenges, such as issues concerning academic integrity and disparities in the accessibility and utilization of AI. Implementing a clear policy to specify the use of AI tools in every course where AI may be utilized is essential. Including AI statements in our syllabi is an effective method for communicating course polices. Stockton CTLD has sample GAI statements for syllabi, accommodating various AI usage

scenarios in the classroom. This initiative helps clarify expectations around GAI use in academic settings. Students need explicit guidance regarding the use of GAI in each course.

- **Providing Guidance and Technical Support**
  The Stockton website offers external links to generative AI tools and commentary on the impact of generative AI in higher education. However, compared to other institutions, guidance on the practical application of AI tools within Stockton is limited. A majority of faculty and staff surveyed (95%) express interest in receiving AI training and professional development opportunities regarding the use of AI tools. Professional development is specifically addressed in the Training & Professional Development subcommittee report.

- **Supporting AI Tool Use for Teaching**
  Survey data shows 38% of faculty members and 30% of staff with teaching responsibilities anticipate a future need for AI tools in course design and automated grading. Some requested subscriptions to AI tools, such as MS Copilot, for educational purposes. Stockton does not currently provide support for university-wide or on-demand subscriptions for AI tools.

- **Addressing Ethical and Academic Integrity Concerns**
  Ethical Use and Academic Integrity concerns are the top two concerns among Stockton faculty and staff, according to the survey. The results found 52% of the faculty and 48% of staff with teaching responsibilities are extremely concerned with academic integrity. Faculty and staff with teaching responsibilities voiced concerns over the use of GAI and the lack of clear guidance or policy from Stockton regarding whether the results from AI detection tools will serve as evidence of academic integrity violations.

- **Identifying Student Learning Concerns**
  Feedback from open-ended survey responses indicates concern for ensuring AI tools augment, rather than replace, critical thinking and independent learning in student learning. There is a consensus that while AI can enhance educational experiences, it should not undermine the development of essential skills.

- **Supporting Resource Allocation, Funding, and Workload Adjustments**
  Feedback from open-ended survey responses show a need for faculty and staff to receive support in terms of resources, funding, and adjustments to workload allocations to facilitate the adoption of AI tools in teaching and work. This may require a reallocation of existing resources and workloads to support effective integration of AI technologies into academic practices.

AI Implementation in Teaching at Other Institutions

The teaching subcommittee investigated the AI implementation of approximately 20 institutions. It is noted that a diverse array of approaches and recommendations are adopted by various institutions. Key findings discovered by reviewing other institutions are summarized below:

- Several institutions provided guidance to help faculty decide whether students should use generative AI tools in specific courses. A decision tree document provided by Temple University was noted to be useful in determining use of GAI in a specific course. It may be helpful if a similar resource,

tailored for Stockton, was made available. The Center for Teaching & Learning Design reports working on the development of a decision-making resource.

- Many institutions provided sample syllabi statements for usage of AI in the classroom. Stockton's CTLD sample syllabus has appropriate customizable statements aligned to a flexible framework.

- Many institutions agree that no currently available AI detection tools are considered reliable, as noted in a Carnegie Mellon University (CMU) website. Some universities, like Rutgers and Rowan, explicitly mention findings from AI detection tools would not be used as proof of academic integrity violations. Others, such as Vanderbilt University, have opted not to use AI detection tools at all. Meanwhile, institutions like CMU also provide clear guidance on identifying AI-generated content in line with academic honesty principles. Stockton faculty survey responses indicate a need for clear policies on AI detection tools. Adopting similar guidelines at Stockton will help clarify if AI detection tools should be utilized.

- Almost every institution reviewed provided guidance and references for citing/attributing ChatGPT or other AI models and software (e.g., Rowan). Stockton provides citation information on the library webpage.

- Almost every institution provides a selection of online materials, tools, and resources related to GAI for its community, keeping them abreast of the latest GAI developments. The CTLD provides online materials, tools, and resources for Stockton faculty. It is advised that these materials and links be frequently updated to reflect the rapid progress in GAI, ensuring that the Stockton community remains well-informed and up to date.

- Some institutions have invested in subscriptions to AI tools (such as Copilot and Gradescope) to support teaching, research, and work (e.g., Carnegie Mellon University, Rutgers University). Our survey data indicates significant interest by Stockton faculty and staff in using AI tools, but currently Stockton does not provide support for university-wide or on-request AI tool subscriptions.

- Several institutions have developed training and professional development programs or summer AI workshops for faculty to gain knowledge of the latest AI technologies and techniques (e.g., Vanderbilt University, Stanford University and Columbia University). Stockton's CTLD offers training but requires additional resources to meet anticipated needs.

- Many institutions have established working groups or advisory committees on Generative AI, charged with monitoring developments in generative artificial intelligence applications (e.g. Columbia, Northwestern, Notre Dame) and offer guidance on the use of AI applications. Establishing a similar committee at Stockton would be advantageous, given the rapid pace of developments in GAI.

Given the rapid evolution of AI technology, and the rising trend of students using AI tools, the Teaching Subcommittee has the following general GAI usage suggestions and recommendations to the task force.

General GAU usage Suggestions:
Be aware of the Safe, ethical, and responsible use of AI tools includes:

- Being aware of protecting confidential, copyrighted, and personal information. Inputting data into AI tools is akin to sharing information on a public platform with this data potentially assimilated into the tool's training datasets and made available to others without proper attribution.

- Before utilizing AI-generated content, conduct a thorough review for bias, inaccuracies, complete fabrication, or the inclusion of copyright-protected or proprietary material.

- Regularly check the usage policies of the AI tools to ensure safe and responsible use. These policies may often change without notice and hence require consistent review.

- Comply with the ethical and legal standards and norms of both the disciplines and the University, particularly concerning data privacy, consent, ownership, and academic integrity.

Recommendations

1) Pedagogical use of AI tools requires appropriate institutional policies, financial support, professional development, and guidance.
   a. Establish a Generative AI Advisory Committee to monitor the development of generative AI technology and offer guidance to the Stockton community on the use of generative AI applications. More specific recommendations about policy and institutional guidance are found in other sections of this report.
   b. Implement a well-defined academic integrity policy. Refer to the Academic Policy Review subcommittee section of this report for additional information.
   c. It is not recommended to use the results from existing AI detection tools as evidence of academic integrity violations until robust and stable AI detection tools are available.
   d. Allocation of resources, funding, and adaptable workload adjustments are needed to support the adoption and implementation of AI tools in teaching and learning.
   e. Regularly update the CLTD website to offer a curated selection of online tools, materials, and resources designed to assist Stockton faculty with teaching. It is crucial to keep these resources current to stay informed about the latest developments in GAI.
2) Offer ongoing and varied AI training for faculty and staff.
   a. Provide technical support for faculty members seeking to incorporate AI tools into their teaching methods.
   b. More specific recommendations related to training are found in the Training & Professional Development subcommittee section of this report.
3) Allocate resources, funding, and adaptable workload adjustments to support the adoption and implementation of AI tools in teaching and learning.
4) Teaching Actions
   a. Increase awareness of currently available AI tools for teaching, learning, and discipline specific uses.
   b. Participate in training and professional development activities to increase AI literacy and effective use.
   c. Clearly communicate with students what is or is not considered appropriate use of AI in each course.
      i. Syllabus statements are one method to communicate AI course policy.
      ii. The Richard E. Bjork Library website offers guidance on citing AI use.
   d. Make informed decisions about AI use aligned to the needs of students, learning outcomes, program goals, and pedagogical aims. Ensure when AI tools are used it is to augment and support critical thinking and learning goals.
   e. Help students use AI tools responsibly and in a manner demonstrating academic integrity.

C) Training & Professional Development Subcommittee

The AI Training & Professional Development Subcommittee was tasked with charge #3: **Identify training & professional development opportunities for faculty and staff regarding the use of AI.**

Subcommittee Activities:

The subcommittee met monthly beginning in January 2024 to address the charge to identify training and professional development opportunities for faculty and staff/administration regarding the use of generative AI (GAI). In addition to synchronous monthly Zoom meetings, subcommittee members completed the following activities using a shared online workspace:

- **Shared experiences**: discussing benefits and risks of GAI in higher education, sharing personal and professional experiences.
- **External resource review**: reading and sharing relevant resources to gain a better understanding of needs in higher education related to training on GAI.
- **Survey preparation**: developing survey questions relevant to training and professional development to prepare a preliminary survey for completion by Stockton faculty and staff/administration.
- **Survey analysis:** Reviewing survey data relevant to the charge of this subcommittee.
- **Subcommittee report**: development and editing of this subcommittee report.

Introduction:

Much of the literature currently available focuses on the importance of training faculty to incorporate GAI in the classroom and expose staff/administrators to AI products. Identifying training and professional development opportunities for faculty and staff regarding the use of generative AI (GAI) at Stockton requires consideration of the opportunities and challenges of AI for higher education. The key findings of this subcommittee are limited to employees (faculty, staff, and administration).

AI Training & Professional Development Key Findings:

Note: Relevant survey data is reported below for faculty and staff (staff data includes administrators).

Awareness & Preparedness

While some faculty and staff/administration members are well-informed about GAI, others lack awareness regarding the use and impact of GAI on higher education and society at large. Empirical articles (Al-Zahrani, 2023; Chan & Colloton, 2024; Chan & Hu, 2023; Chiu, 2024; Li, 2023) reviewed by task force members address issues related to awareness and preparedness. Information from this research was used to form questions for the task force survey.

In the recent survey completed by 97 faculty and 61 staff, 53% of respondents reported having little or no experience with AI. Forty-two percent reported having some experience with AI and 5% reported having extensive experience or being fully proficient in AI use. In describing the frequency of using AI for work tasks, 59% of respondents indicated that AI is never or rarely used for work tasks, 24% use AI sometimes, 12% use AI often with 5% using AI very often or always. Although there are limitations to the survey, these preliminary findings indicate that **more than half of survey respondents have an awareness gap related to AI use in higher education based on experience and usage**.

Likewise, the most frequently reported faculty and staff attitude regarding AI adoption in higher education is neutral or mixed (54%). The perceived impact of AI technologies on completion of job duties and daily tasks is neutral or mixed (58%) with 18% reporting a positive impact, 13% reporting a negative impact, and 10% reporting no impact of AI on completion of work.

Effective AI awareness, literacy, and capability requires the engagement of faculty and staff. Some in the Stockton community are at the forefront of using AI technologies, while others have yet to consider the

potential and possible discriminatory implications. The disparity of experience at Stockton is of concern, and the aim is to ensure that all have opportunities for training and professional development to understand the potential effective and ineffective uses of AI tools in their respective roles, aiming towards inclusivity, responsible use, and collaboration. **Training and professional development programs are essential to bridge the awareness gap and prepare all Stockton employees for appropriate, ethical, and impactful use or assist with strategies limiting the use of AI tools**.

AI Competency/Literacy

Stockton must uphold a commitment to information literacy by extending the fluid interpretation of "information literacy" to include AI literacy. This is accomplished by training our faculty and staff to be well-informed AI citizens engaged in full and equitable participation in our digital global society. Universities around the country have or are identifying actionable steps to develop resources and facilitate training faculty and staff in ethical, relevant, and practical applications of AI for research, teaching, and administrative processes.

Results from the AI survey of faculty and staff indicate that **95% of respondents are interested (68%) or potentially interested (27%) in receiving AI training/professional development at Stockton**. The chart below indicates faculty survey responses to select training opportunities they would attend if offered at Stockton.
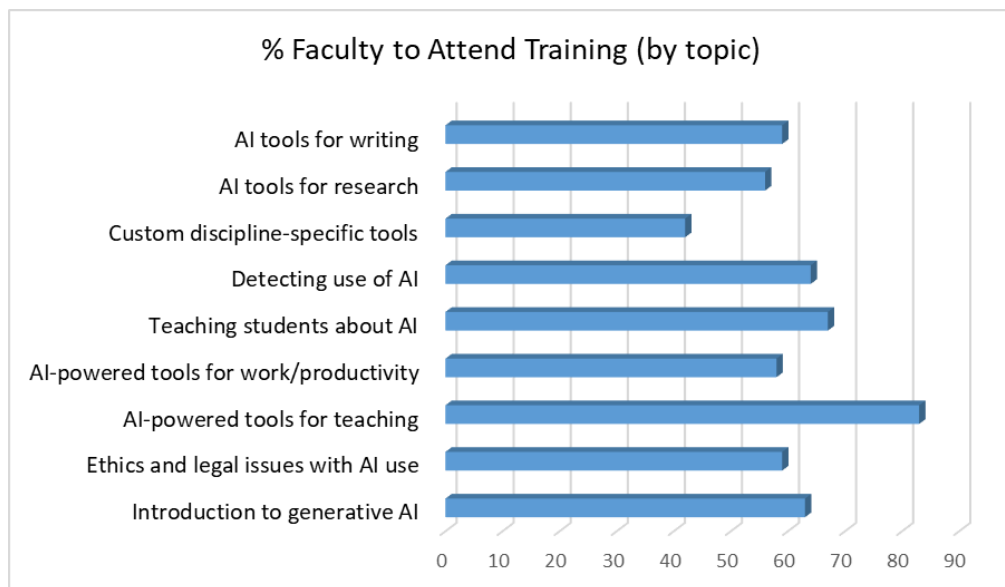
The chart below indicates staff survey responses to select training opportunities they would attend if offered at Stockton.

% Staff To Attend Training (by topic)

Topic	Value
AI tools for writing	~57
AI tools for research	~45
Custom discipline-specific tools	~28
Detecting use of AI	~61
Teaching students about AI	~30
AI-powered tools for work/productivity	~76
AI-powered tools for teaching	~31
Ethics and legal issues with AI use	~67
Introduction to generative AI	~62
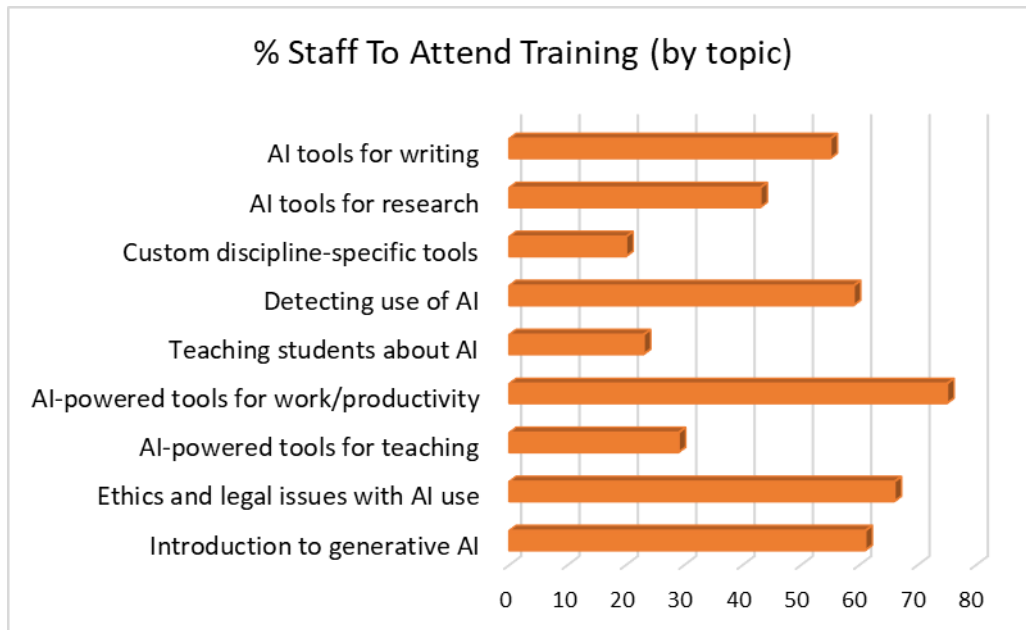
Results from the survey indicate faculty preference for the format of AI training is online webinars (synchronous or live), followed by online webinars (asynchronous or on-demand), face-to-face/live training, reading quick guides/tips, informal sessions/conversations, learning community (meet regularly with others), and ongoing mentoring. Staff preference for the format of AI training is face-to-face/live training, followed by online webinars (synchronous or live), online webinars (asynchronous or on-demand), reading quick guides/tips, informal sessions/conversations, learning community (meet regularly with others), and ongoing mentoring. In addition to training offered at Stockton, 75% of faculty and 70% of staff survey respondents indicated the use of external resources to learn about AI (refer to charts below).

% Faculty Use External Training Resources

Resource	Value
self experimentation with AI	~74
technology publications/news	~39
HE publications/news	~55
events at external agencies	~33
colleagues	~45
on demand virtual training	~28
internet resources	~78
discipline specific resources	~38

% Staff Use External Training Resources
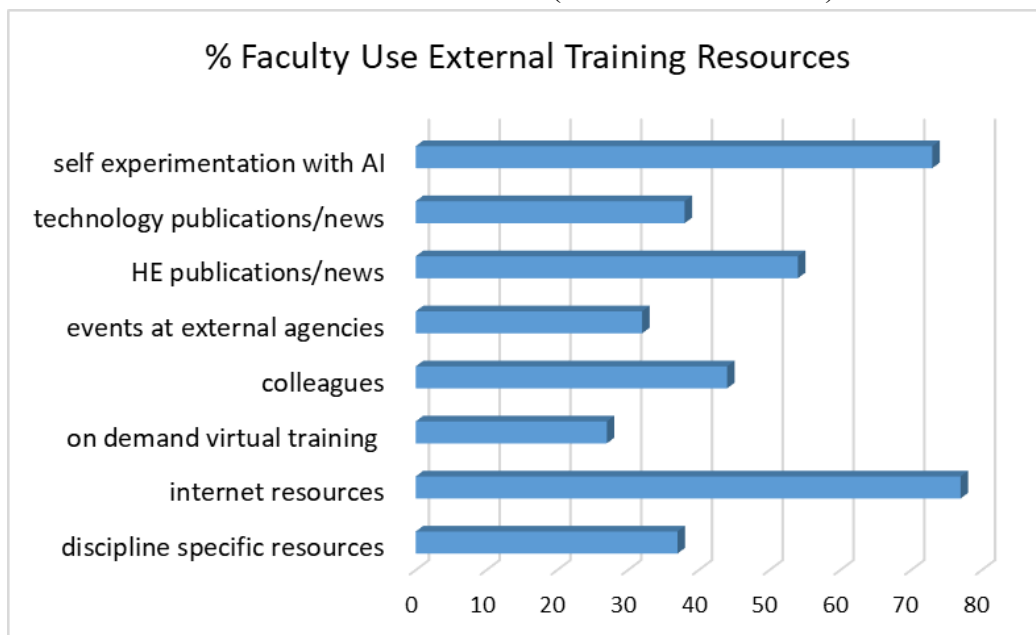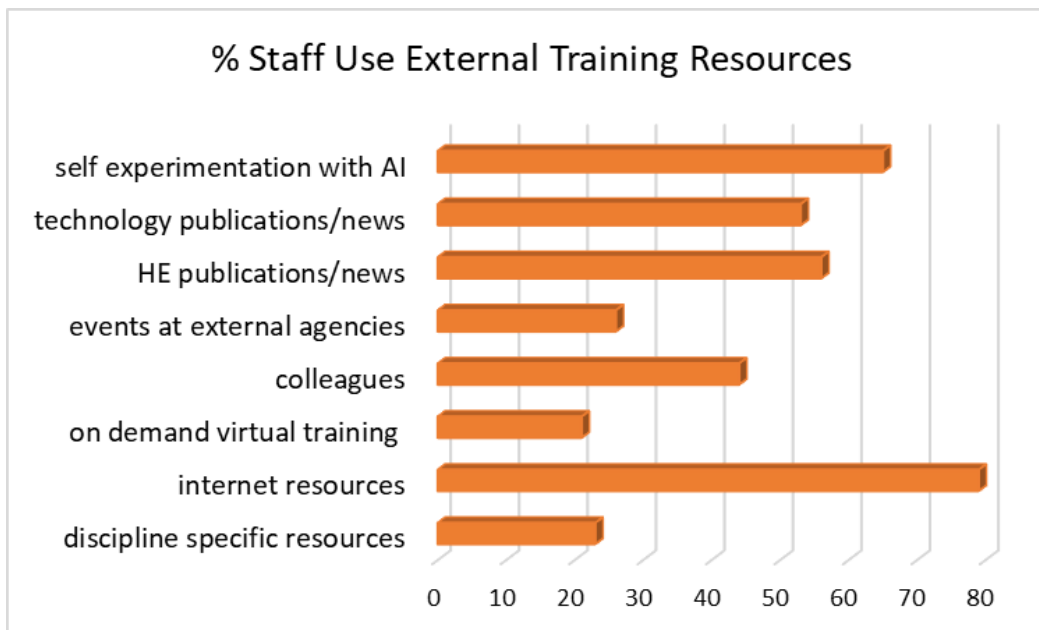
As a source for acquiring AI competency/literacy, Stockton's Center for Training and Learning Design (CTLD) offers GAI training events including synchronous webinars, on-demand resources, and live Discovery labs. Resources posted on the CTLD website consist of four categories: GAI's Impact on Higher Education, GAI in the Classroom, Get to Know GAI Products, and GAI resources such as a Coursera Massive Open Online Course regarding prompt engineering. Both faculty and staff benefit from these resources. The CTLD should continue to offer and expand training opportunities.

It is recommended that Stockton provide guidance and support on GAI aligned to its mission and strategic plan. Guidance should be provided towards that end to the Richard E. Bjork Library, CTLD, Information Technology Services, and other centers/divisions that are best suited to prepare faculty and staff for appropriate, ethical, safe, and productive use of AI or support to restrict AI use.

Faculty/Pedagogical Use

Generative AI can significantly enrich teaching and learning experiences, offering innovative methods for engaging students and enhancing educational content. In some contexts, GAI may thwart desired learning and engagement. An immediate focus for professional development is helping faculty determine if and how GAI might impact their teaching strategies and meet student learning needs. Professional development opportunities, such as summer institutes or intensive seminars including those offered to Stockton faculty through the Faculty Resource Network (advertised through the CTLD and by the FRN liaison), should assist faculty with course design/redesign concerns. Professional development opportunities should address course-specific AI concerns based on a flexible approach supporting banning, full inclusion, or partial use of AI in a course based on student learning outcomes aligned to program goals. The Teaching Subcommittee section of this report contains additional information about pedagogical use of AI.

Since Spring 2023, the Center for Teaching & Learning Design (CTLD) provided access to 18 different faculty AI training/professional development opportunities with additional training opportunities planned. A 2024 summer institute for GAI was proposed but not funded. The CTLD website offers a sample syllabus that contains useful and customizable information regarding AI use expectations for a specific course and created a webpage with GAI resources (described previously).

The top five training opportunities identified by faculty survey respondents include AI-powered tools for teaching, teaching students about AI, detecting use of AI, introduction to generative AI, and AI tools for writing tied with ethics and legal issues with AI use. In addition to training, acquisition and funding of AI tools are important for adoption and pedagogical use in the classroom.

It is recommended that organizing workshops and other professional development opportunities to equip faculty with the knowledge and skills needed for practical and ethical application of AI technologies in teaching and faculty work be increased at Stockton. Currently, the Center for Teaching and Learning Design (CTLD) provides faculty training and professional development opportunities at Stockton. Adding responsibilities for significant and meaningful AI training will require additional resources (staff and funding) and collaboration with other units. Information Technology Services, the Richard E. Bjork Library, Office of Research and Sponsored Programs, and other appropriate departments may also require additional resources to address this need.

Staff Use

In higher education, AI tools assist with tasks such as personalized student support, administrative efficiency, project management, and data analytics. Staff training programs should incorporate AI skill development and offer support to navigate AI tools effectively. Staff training must be personalized and have a different focus when compared to training and professional development for faculty.

The top five training opportunities identified by staff and administration survey respondents include AI-powered tools for work/productivity, ethics and legal issues with AI use, introduction to generative AI, detecting use of AI, and AI tools for writing.
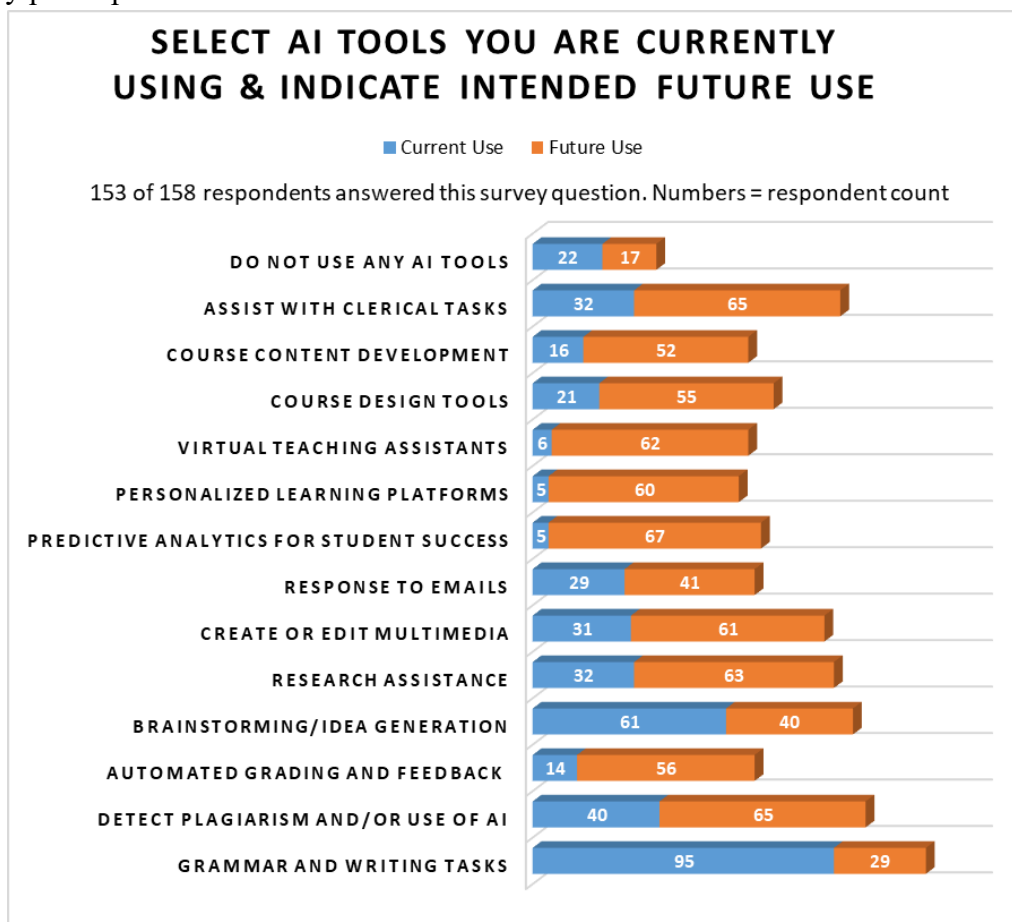
Organizing workshops and informational sessions to equip staff with the knowledge needed for both practical and ethical application of AI technologies in work tasks is needed at Stockton. Currently, the CTLD has invited staff to participate in AI Discovery Labs and other introductory AI courses. The Office of Human Resources offers mandatory employee training and may, with appropriate resources, expand and offer staff professional development training including the use of AI tools in collaboration with Information Technology Services, CTLD, the Richard E. Bjork Library, and other appropriate departments. As faculty training is addressed by the CTLD, a similar center for staff training and professional development should be considered.

Research Use

To encourage faculty and staff research, the use of AI is predicted to increase efficiency and productivity. AI assists in interpreting research results by rapidly analyzing vast datasets, identifying patterns, and extracting valuable insights that may not be immediately apparent to human researchers (Sarker, 2022) and contributes to refining models by continuously learning from data and refining algorithms based on feedback (Zednik& Boelsen, 2022). AI may play a crucial role in research but requires awareness of ethical considerations and potential algorithm bias (Borenstein& Howard, 2021).

In the survey, **56% of faculty and 43% of staff expressed interest in AI tool training for research**. The university may identify appropriate AI tools to assist researchers (Gu, Grunde-Mclaughlin, McNutt, Heer & Aithoff, 2023). When asked in the recent survey about the use of 14 types of AI tools, 32 (21%) responded that they are currently using a research assistance AI tool and 63 (41%) are interested in using a research

assistance AI tool in the future. The chart below shows current and anticipated future AI tool use by faculty and staff survey participants.

SELECT AI TOOLS YOU ARE CURRENTLY USING & INDICATE INTENDED FUTURE USE

■ Current Use   ■ Future Use

153 of 158 respondents answered this survey question. Numbers = respondent count

AI Tool	Current Use	Future Use
DO NOT USE ANY AI TOOLS	22	17
ASSIST WITH CLERICAL TASKS	32	65
COURSE CONTENT DEVELOPMENT	16	52
COURSE DESIGN TOOLS	21	55
VIRTUAL TEACHING ASSISTANTS	6	62
PERSONALIZED LEARNING PLATFORMS	5	60
PREDICTIVE ANALYTICS FOR STUDENT SUCCESS	5	67
RESPONSE TO EMAILS	29	41
CREATE OR EDIT MULTIMEDIA	31	61
RESEARCH ASSISTANCE	32	63
BRAINSTORMING/IDEA GENERATION	61	40
AUTOMATED GRADING AND FEEDBACK	14	56
DETECT PLAGIARISM AND/OR USE OF AI	40	65
GRAMMAR AND WRITING TASKS	95	29

Currently, the Richard E. Bjork Library is prepared, with support from appropriate departments, knowledgeable faculty, and additional resources, to curate and disseminate information in support of faculty, staff, and student research endeavors involving AI. Subsidiary knowledge support services such as an assigned Faculty Librarian AI liaison, AI literacy instruction sessions, physical and digital AI research materials, and applicable library programming and services can be procured and developed with additional assistance from the university, appropriate faculty and student support programs, and individual schools.

Additionally, The Richard E. Bjork Library employs Springshare's Libapps, a Software as a Service (SaaS) platform, which is integrated within its website infrastructure. This platform allows for advanced content management and resource curation, presented through an accessible user interface. Moreover, this SaaS platform is equipped with Learning Tools Interoperability (LTI) functionalities, enabling the possibility of embedding content across various Learning Management Systems (LMS). Through this platform, the library will be able to assist and collaborate with the Center for Teaching and Learning Design, ITS, ORSP, other support services departments, faculty, staff, and students with future curricular and research needs.

It is recommended that Stockton University implements and supports comprehensive AI research tools and provides necessary training to promote ethical and appropriate use. Stockton should foster interdisciplinary collaborations between AI researchers, educators, and students to benefit the University community. The university should explore the potential to create a Stockton-specific AI tool as other institutions have done to address ethical and intellectual property concerns. A strategy to manage AI enterprise licensing may be explored.

Stockton may want to consider a desired role in promoting AI research development and collaborating with AI companies in partnership with other NJ higher education institutions and community partners. The Office of Research and Sponsored Programs in collaboration with other units may help Stockton consider opportunities for grants, entrepreneurship, and research and development activities focused on AI use and development.

Summary & Recommendations: AI Training & Professional Development Needs at Stockton
Based on a review of the key findings of this subcommittee, the following training and professional development needs are relevant to Stockton.

A. Training/Professional Development Programs: Faculty, staff, administrators, (and students) require ongoing training and professional development opportunities to enhance awareness and competence in using GAI and other AI tools in appropriate and impactful ways. Incorporation of ethics, safety, privacy, and other security considerations must occur in these programs.

    a. Faculty and staff require significant opportunities for training and professional development to understand the potential effective uses of AI tools in their respective roles, aiming towards inclusivity, responsible use, and collaboration and avoid ineffective or harmful use of AI tools.

    b. The Center for Teaching and Learning Design (CTLD) offers faculty professional development opportunities and training, syllabus statements on GAI use, and GAI webpage resources. Adding responsibilities for additional AI training and resource development may require additional resources (staff and funding). The CTLD will collaborate with other centers and divisions.

        i. Staff would benefit from regular, ongoing AI training opportunities. This will require finding an appropriate office/unit to be provided with resources and skilled personnel supporting staff career and professional development (perhaps Human Resources in collaboration with other offices such as the CTLD).

    c. The Richard E. Bjork Library will develop a digital knowledge and resource hub that houses a collection of research support resources designated for faculty, staff, and students to utilize when researching with or about AI (may require additional resources).

B. Resource Allocation: Allocate resources (staff, funding, and time) for faculty and staff/administrator development related to AI use at Stockton.

    a. Appropriately allocate resources for employee training efforts.

        i. Consider creating regular, ongoing opportunities for staff training on par with faculty training opportunities.

        ii. Consider strategies to create time and space for employees to participate in professional development opportunities

    b. Facilitate interdisciplinary collaborations between AI researchers, faculty, staff, and students to increase benefits of AI use.

    c. Offer resources and training for faculty to support student use of AI. The development of resources and additional training may be a collaborative effort with Information Technology Services, the Richard E. Bjork Library, Center for Teaching & Learning Design, and other appropriate departments.

        i. Support the purchase and use of relevant AI tools.

        ii. Foster interdisciplinary collaborations between AI researchers, faculty, staff, and students to benefit the University community.

C. Strategic Planning: Consider alignment of AI use with Stockton's mission and strategic plan. Create acceptable use guidelines, policy, and procedures for responsible AI use at Stockton supported by professional development opportunities. Clearly articulate in current strategic planning desired goals or outcomes related to AI.
   a. Consider a designated AI committee/center/office that provides guidance on institutional goals for AI and offers resources and a dedicated AI website.
   b. Consider desired role in promoting AI research development and collaborating with AI companies in partnership with other NJ higher education institutions and community partners. The Office of Research and Sponsored Programs in collaboration with other units may help Stockton consider opportunities for AI grants, entrepreneurship, and research or development activities.
   c. Although beyond the charge of this Task Force, it is recommended that Stockton develops a plan for students related to AI use.

Note: A study by Xiao & Yi (2021), describes the need to prepare students to use AI responsibly, effectively, and ethically for an AI driven workplace. Although beyond the charge of this committee, students must receive training on AI tools for academic, personal, and professional purposes (Walter, 2024). Such training must promote equity and ensure that all students, regardless of background, may access and benefit from AI resources. Based on a recent review of the Stockton University website, there are currently no AI training resources available for students. It is recommended that investigations and actions related to student AI needs occur soon.

D) Campus Operations, Safety, and Privacy Subcommittee

The Campus Operation, Safety and Privacy Subcommittee was tasked with Charge #5: **listing other potential operational or academic issues pertaining to incorporating AI across the campus**.

Introduction
Through robust discussions and review of Task Force survey data, the subcommittee compiled a list of concerns or opportunities that were deemed relevant when considering how to sustainably integrate AI technology into work practices. In the Task Force survey, respondents were asked: How confident are you in your awareness of the privacy, safety, ethical, and legal principles that impact the use of AI at work? (Question 21). One hundred and fifty-four Stockton faculty and staff/administration responded to this question with 54% indicating little to no confidence. Thirty-five percent of respondents indicated a neutral response to the question with 11% indicating confidence in issues related to using AI at work. Although subcommittee discussions led to additional areas not listed below, it was determined that this subcommittee's focus be limited to the items described in the next section.

Key Findings
The subcommittee divided the areas of focus into two categories; Campus Operations (opportunities and strengths) and Cybersecurity/IT risks (issues and challenges)

1. **Campus Operations:**

- Trusted Platforms
- Intentionality of incorporating AI
- Future opportunities to enhance services

- Student Interactions (Code of Conduct, cyber bullying, sextortion)
  - There is a risk that more time spent using AI systems will come at the cost of less student interaction with both educators and classmates. There are broader concerns regarding the long-term cognitive development and emotional well-being of learners.

2. Cybersecurity and IT risks:

- Technical Controls
  - Firewalls
  - Encryptions
  - Intrusion Detection Systems
- Directive Controls
- Web conferencing and transcription tools
- Privacy of Institutional Data (3rd party systems)

Recommendations:
Cybersecurity Measures

Implement Directive Controls: Formulate directive controls specifically for AI applications. These controls should guide how AI technologies are used within the university, focusing on minimizing risks to data privacy and security. Develop best-practices to avoid inadvertent data disclosure.

Technical Controls Upgrade: Enhance technical controls by enhancing data loss prevention technology (potentially incorporating advanced AI-powered solutions) to identify and respond to security threats. These layers of protection both transcend and reinforce directive controls and AI-related best-practice guidance.

Data Governance and Privacy

Strengthen Data Governance Policies: Strengthen frameworks to ensure that AI applications comply with existing data protection regulations. This includes audits of AI tools to ensure compliance.

Third-Party Vendor Assessments: Establish assessment criteria for third-party vendors supplying AI solutions. This includes regular security audits and compliance checks to ensure that their solutions do not compromise the university's data integrity. Leverage tools like BitSight to evaluate platform security efficacy.

Privacy Impact Assessments: Regularly conduct privacy impact assessments for new AI implementations to understand potential risks and mitigate them before they affect the campus community. Consider evaluating common use-cases and provide best-practices to users.

Training and Awareness

Expand Cybersecurity Training Programs: Develop and implement a training program for all university staff and administrators on the safe use of AI technologies. This program should include best practices for maintaining data security and privacy.

Proactive Risk Management

Establish an AI Risk Assessment Team: Create a team dedicated to assessing and managing risks associated with AI applications. This team should include representation from the cybersecurity unit to provide context to AI related security threats.

Regular Review and Update of AI Policies, Procedures, and Practices: Ensure that AI policies, procedures, and practices are reviewed regularly and updated to keep pace with technological advancements and emerging threats. Members of this team should be aware of operational needs/desires, emerging AI technology, and cybersecurity.

Leveraging Expertise

Engage Experts in Policy Development: Engage cybersecurity and AI experts in the policy development process to ensure that all policies reflect the latest understanding and management of AI risks. Utilize select faculty members along with subject matter experts to develop an expert team.

Interdivisional Collaboration: Encourage collaboration between different divisions & departments, including ITS, academic affairs, and A&F, to ensure that AI implementations are well-coordinated and align with the university's overall strategic goals. Align resources strategically to encourage inter-divisional collaboration; ensure adherence to existing and emerging policies, procedures, practices.

4.   Recommendations

The AI task force has worked diligently over the past few months due to the critical nature of its mission and the urgent need for AI usage guidance at Stockton. Based on the subcommittee recommendations and considering Stockton's priority needs, the task force provides the following recommendations.

Strategic Planning & Policy

- Establish a Generative AI Advisory Committee (GAIAC) to provide strategic guidance and planning, monitor AI advancements, and advise on AI best practices.
  - o Ensure the committee includes key stakeholders: senior academic leaders, faculty with AI expertise, and representatives from CTLD, ITS, Student Affairs, as well as other relevant departments.
- Regularly schedule reviews and updates of policies and procedures to guide students, faculty, and staff towards the ethical, legal, and safe use of AI in learning, teaching, and professional activities.
  - o Initially, review *Procedure 2005-Student Academic Honesty, 4200- Acceptable Usage Standards of Computing and Communication Technology, and I-55-Campus Conduct Code.*
- Provide resources and technical support for university-wide and on-request AI tool subscriptions and innovation.
- Review program offerings and workflows to determine if and how they can be adapted to the possibilities of AI aligned to Stockton's vision, mission, strategic plan, and leadership priorities.
- Strategically align and allocate resources to enhance collaboration across various divisions and departments.

Teaching & Curriculum Development

- Provide resources, funding, and adjusted workloads for faculty to familiarize themselves with GAI tools and consider appropriate use in teaching, service, research, and other professional activities.
- Faculty should offer students clear guidance on expected use or nonuse of AI in each course where AI might potentially be utilized. Faculty may use the syllabus statements on GAI offered by CTLD.
  - Faculty are advised to provide students with supportive training on the use of AI that is discipline specific and/or relevant to a specific course.
  - It is not recommended to use the results from any currently available AI tools as evidence of academic integrity violations, until accurate and reliable AI tools are made available.
- CTLD should regularly update the GAI resource website for teaching and learning to keep pace with advancements in AI technology.
- Each program should conduct curricula review to explore opportunities for integrating AI, ensuring that our offerings align with current technological trends and workforce demands.

Training and Professional Development
- Provide resources to support training and professional development activities for faculty, staff, and students to increase awareness, safety, ethical use, digital/AI literacy skills, and AI innovation.
  - Provide resources to the Center for Teaching & Learning Design (CTLD) to work collaboratively with other relevant departments and programs to create professional development opportunities for faculty and develop resources related to GAI.
  - Allocate resources to the Office of Human Resources or other relevant departments to provide GAI training and support for staff.

Research & Entrepreneurship
- Richard E. Bjork Library should develop and regularly update a digital knowledge and resource hub on the website that houses a collection of research support resources designated for faculty, staff, and students to utilize when researching with or about AI.
- The Office of Research and Sponsored Programs (ORSP) should collaborate with other relevant departments and programs to seek opportunities for AI grants, entrepreneurship, and research and development activities.

It is important to note that due to the limited timeframe of the task force and the rapid evolution of AI technology, our recommendations may not be comprehensive, and may require updates. Therefore, the task force emphasizes the importance of forming the Generative AI Advisory Committee to continuously monitor AI advancements and offer guidance on policies and practices at Stockton.

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Appendix A: <u>Task Force on Artificial Intelligence Survey Questions</u>

Appendix B: <u>Survey Results</u>

The Task Force created a Qualtrics survey to collect both quantitative and qualitative data about faculty and staff experiences with AI. The survey was distributed to faculty and staff via email on March 25, 2024 and closed on April 5,2024. In total, 167 participants engaged in the survey with 158 participants completing most of the survey questions. Among the 158 completed responses, 97 were faculty (61%), and 61 (39%) were staff and administration.

Table 1: Faculty Demographics

	Count	%
Faculty Role		
Tenured Faculty	60	62%
Tenure-Track Faculty	16	16%
NTTP Teaching Specialist	05	05%
Adjunct faculty	14	14%
Other	02	02%
School		
School of Arts & Humanities	14	15%
School of Business	13	14%
School of Education	09	09%
School of General Studies & Graduate Education	10	10%
School of Health Sciences	12	13%
School of Natural Sciences and Mathematics	18	19%
School of Social and Behavioral Sciences	17	18%
Library	03	03%
Number of Years Worked at Stockton		
0 – 5 years	21	22%
6 – 10 years	28	29%
11 – 15 years	10	10%
Over 15 years	38	39%

Table 2: Staff Demographics

	Count	%
Staff/Administration Role		
Full-time with teaching responsibilities	13	21%
Part-time with teaching responsibilities	0	0%
Full-time without teaching responsibilities	42	69%
Part-time without teaching responsibilities	5	8%
Other	1	2%
Division		
Academic Affairs	32	54%
Student Affairs	6	10%

IT/ITS	3	5%
Enrollment Management	3	5%
Facilities & Operations	2	3%
Office of the President	3	5%
Administration & Finance	3	5%
Personnel, Labor, & Government Relations	0	0%
University Advancement	8	13%
Number of Years worked at Stockton		
0 – 5 years	32	52%
6 – 10 years	8	13%
11 – 15 years	6	10%
Over 15 years	15	25%

Note: In the tables below, F denotes faculty survey responses and SA provides staff and administrative participant responses

Quantitative Results

Q7: What best describes your personal level of experience with AI?

	F/%	SA/%	Total/%
Novice (no experience with AI)	16/16%	12/20%	28/18%
Beginner (little experience with AI)	34/35%	21/33%	55/35%
Intermediate (some experience with AI)	**40/41%**	**26/43%**	**64/42%**
Advanced (extensive experience with AI)	4/4%	1/2%	5/3%
Expert (fully proficient with AI)	3/3%	1/2%	4/2%

There were 158 responses. Among them, 53% of the faculty and staff/administrative participants indicated they are at the novice or beginner level with AI. Intermediate proficiency was reported at 42%, while the advanced and expert levels collectively accounted for 5% of the responses.

Q8: How frequently do you use AI for work tasks (teaching, research, other work needs)?

	F/%	SA/%	Total/%
Never	**30/31%**	**20/33%**	**50/32%**
Rarely	24/25%	19/31%	43/27%
Sometimes	23/24%	15/25%	38/24%
Often	12/12%	7/11%	19/12%
Very Often	6/6%	0/0%	6/4%
Always	2/2%	0/0%	2/1%

In total, there were 158 responses. The majority of respondents (59%) reported either never or rarely using AI for their work tasks. About a quarter of the respondents (24%) indicated that they sometimes use AI for work tasks, while a smaller percentage of respondents (17%) reported often, very often or always using AI for their work tasks.

Q9: *Please rate your level of concern regarding the AI issues listed below as they impact your teaching and work. Drag the slider to indicate your response - 0 is not at all concerned and 5 is extremely concerned.*

	F	SA	Overall
Academic Integrity	4.16	3.39	3.87
Privacy/Data Security	3.15	3.37	3.24
Ethical Use	4.25	3.73	4.05
Intellectual Property	3.59	3.71	3.63
Equity and Access	2.76	3.00	2.85
Bias and Fairness	3.43	3.39	3.42

In total, there were 158 responses. The findings reveal that the top three concerns are Ethical Use, Academic Integrity, and Intellectual Property. The highest level of concern among both faculty and staff regards ethical use of AI (4.05 average), indicating a high level of collective concern among faculty and staff regarding the ethical implications of AI technologies in their teaching and work. The second highest level of concern is for academic integrity (3.87 average), signifying a significant level of concern among faculty and staff regarding the potential impact of AI on the integrity of educational processes and assessments. Intellectual property issues related to AI technologies also rank among the top three concerns, with an overall average level of 3.63. This indicates a moderate level of collective concern among faculty and staff regarding the protection and management of intellectual property rights in the context of AI technologies.

Q10. *What is your overall attitude regarding AI adoption in higher education?*

	F/%	SA/%	Total/%
Very Negative	4/4%	1/2%	5/3%
Negative	17/18%	5/8%	22/14%
Neutral/Mixed	47/48%	38/62%	85/54%
Positive	19/20%	13/21%	32/20%
Very Positive	10/10%	4/7%	14/9%

Out of 158 responses, the majority (54%) of faculty and staff/administrative participants display a neutral or mixed attitude towards AI adoption. A portion of respondents (17%) exhibit a negative outlook, with 14% expressing a negative attitude and 3% indicating a very negative stance. Approximately one-third (29%) of respondents express a positive or very positive attitude towards AI adoption.

Q11: *Select all of the types of AI tools or applications you are currently using in your work at Stockton in the first column. In the second column, select tools/applications you are not currently using but would use if you knew more about the tool/application, had access to the tool/application, or plan to incorporate the tool/application in your work.*

	Currently use in my work			Would use in the future at work		
	F/%	SA/%	Total/%	F/%	SA/%	Total/%
Assist with grammar and writing task	57/61%	38/63%	95/62%	18/19%	11/18%	29/19%
Tools to detect plagiarism and/or use of AI by students	34/37%	6/10%	40/26%	39/42%	26/43%	65/42%
Automated grading and feedback	10/11%	4/7%	14/9%	39/42%	17/28%	56/37%
Brainstorming/idea generation	33/35%	28/47%	61/40%	27/29%	13/22%	40/26%
Research assistance	19/20%	13/22%	32/21%	46/49%	17/28%	63/41%
Create or edit graphics/images/video/audio	17/18%	14/23%	31/20%	41/44%	20/33%	61/40%
Response to emails	15/16%	14/23%	29/19%	26/28%	15/25%	41/27%
Predictive analytics for student success	4/4%	1/2%	5/3%	47/51%	20/33%	67/44%
Personalized learning platforms	5/5%	0/0%	5/3%	40/43%	20/33%	60/39%

Virtual teaching assistants (chatbots, tutoring, information retrieval)	4/4%	2/3%	6/4%	44/47%	18/30%	62/40%
Course design tools (create syllabus, assignment guidelines, rubrics)	19/20%	2/3%	21/14%	37/40%	18/30%	55/36%
Course content development (create lectures, study guides, handouts)	16/17%	0/0%	16/10%	34/37%	18/30%	52/34%
Assist with administrative or clerical tasks	13/14%	19/32%	32/21%	47/51%	18/30%	65/42%
I do not use any AI tools or applications in my work	13/14%	9/15%	22/14%	9/10%	8/13%	17/11%
Other	2/2%	1/2%	3/2%	4/4%	2/3%	6/4%

153 responses were received, comprising 93 faculty members and 60 staff/administrative participants. The top three types of AI tools currently used by faculty include assistance with grammar and writing tasks, tools for detecting plagiarism and/or AI usage by students, and brainstorming/idea generation. For staff, the most common AI tools are for assisting with grammar and writing tasks, brainstorming/idea generation, and administrative or clerical support. For future use, faculty members express the highest demand for AI tools that assist with administrative or clerical tasks and predictive analytics for student success. Meanwhile, staff members show the greatest interest in tools designed to detect plagiarism and/or AI use by students.

Q12: *What statement best describes your policy on student use of AI in the majority of your courses?*

	F/%	SA/%	Total/%
I don't have a policy on AI use for my courses	24/25%	3/23%	27/25%
prohibit AI use (students are not allowed to use AI)	20/21%	2/15%	22/20%
permit limited AI use (students may use AI for some course activities with proper attribution)	38/39%	5/38%	43/39%
embrace AI use (students may freely use AI in completing course activities)	8/8%	0/0%	8/7%

	F/%	SA/%	Total/%
Other	7/7%	3/23%	10/9%

This question was exclusively open to faculty and staff involved in teaching. Out of 110 responses received, 97 were from faculty members and 13 from staff/administrative participants. 30% of respondents favor a policy that permits limited use of AI by students. 25% of respondents reported not having a specific policy on AI use in their courses. 20% of respondents reported policies that prohibit AI use by students entirely. A smaller percentage of respondents (7%) reported embracing AI use, allowing students to freely utilize AI tools in completing course activities. Finally, 9% of respondents reported other approaches not covered by the predefined options.

Q13: *How will AI technologies influence your job responsibilities and daily tasks within the next 12 months?*

	F/%	SA/%	Total/%
No impact	7/7%	9/15%	16/10%
Strongly negative	4/9%	1/2%	5/3%
Negative	13/13%	3/5%	16/10%
Neutral/Mixed	56/58%	35/57%	91/58%
Positive	11/11%	12/20%	23/15%
Strongly positive	6/6%	1/2%	7/4%

In total, there were 158 responses. The majority of faculty and staff/administrative participants (58%) hold a neutral or mixed viewpoint regarding the impact of AI technologies on their job responsibilities and daily tasks in the upcoming 12 months. A small proportion of respondents (13%) express negative sentiments towards the influence of AI technologies, with 3% reporting a strongly negative outlook and 10% indicating a negative perspective. 19% of respondents express positive sentiments towards the influence of AI technologies on their job responsibilities and daily tasks. This includes 15% who report a positive outlook and 4% who indicate a strongly positive perspective.

Q14: *Are you interested in receiving training/professional development at Stockton University regarding the use of AI tools in higher education?*

	F/%	SA/%	Total/%
Yes	69/71%	38/62%	107/68%
Maybe	24/25%	19/31%	43/27%
No	4/4%	4/7%	8/5%

In total, there were 158 responses. A significant majority of faculty and staff/ administrative participants (95% yes & maybe) express some level of interest in receiving AI training and professional development at Stockton.

Q15: *What AI training/professional development opportunities would you attend if offered at Stockton (select all that apply)?*

	F/%	SA/%	Total/%

Introduction to generative AI	57/63%	34/61%	91/62%
Ethics and legal issues with AI use	53/59%	37/66%	90/62%
AI-powered tools for teaching	75/83%	16/29%	91/62%
AI-powered tools for work/productivity	52/58%	42/75%	94/64%
Teaching students about AI	60/67%	13/23%	73/50%
Detecting use of AI	58/64%	33/59%	91/62%
Custom AI workshops for discipline-specific tools	38/42%	11/20%	49/34%
AI tools for research	50/56%	24/43%	74/51%
AI tools for writing	53/59%	31/55%	84/58%
Others	8/5%	4/4%	4/7%

Out of 146 responses received, 90 were from faculty members and 56 from staff. The top three needs identified by faculty include training on AI-powered tools for teaching, teaching students about AI, and detecting the use of AI. For staff, the most requested topics are AI-powered tools for work/productivity enhancement, addressing ethics and legal issues related to AI use, and an introduction to generative AI.

Q16: *Rank the format you prefer for learning about AI at Stockton. Note: first (#1) represents your most preferred format.* n= 132/146

	F	SA	Overall
face-to-face/live training	3	1	1
online webinars (synchronous or live)	1	2	2
online webinars (asynchronous or on-demand)	2	3	3
reading quick guides/tips	4	4	4
informal sessions/conversations	5	5	5
learning community (meet regularly with others)	6	6	6
ongoing mentoring	7	7	7

132 responses. 81 are faculty and 51 are staff. Face-to-face/live training, synchronous and asynchronous online webinars are among the top 3 demanded formats for AI training.

Q18: *Do you rely on resources outside of Stockton to learn about AI?*

	F/%	SA/%	Total/%
Yes	71/75%	43/70%	114/73%
No	24/25%	18/30%	42/27%

A total of 156 responses. 95 are faculty and 61 are staff. Among respondents, 73% indicated that they rely on external resources for AI learning. Conversely, 27% of respondents stated that they do not rely on external resources for AI learning.

Q19: *What sources do you use to learn about AI in higher education? Select all that apply.*

	F/%	SA/%	Total/%
discipline specific resources	26/37%	10/23%	36/32%
internet resources	55/77%	34/79%	89/78%
on demand virtual training from external (non-Stockton) agencies	19/27%	9/21%	28/25%
colleagues	31/44%	19/44%	50/44%
virtual or live events at external agencies	23/32%	11/26%	34/30%
reading higher education publications/news	38/54%	24/56%	62/54%
reading technology publications/news	27/38%	23/53%	50/44%
self-experimentation/use of AI	52/73%	28/65%	80/70%
other	4/6%	1/2%	5/4%

A total of 114 responses. 71 are faculty and 43 are staff. Internet resources emerged as the most favored method for learning about AI with a significant majority (78%) of respondents. Self-experimentation and hands-on use of AI technologies are also significant learning methods, with 70% of respondents reporting engagement in self-experimentation. The third source is reading higher education publications/news with 54% of respondents reported it.

Q20: *In your opinion, how adequately do Stockton's current academic policies and procedures define student expectations and academic integrity issues related to use of generative AI such as ChatGPT?*

	F/%	SA/%	Total/%
Extremely inadequately	26/28%	5/8%	31/20%
Somewhat inadequately	25/27%	15/25%	40/26%
Neither adequately nor inadequately	12/13%	12/20%	24/16%
Somewhat adequately	11/12%	4/7%	15/10%
Extremely adequately	3/3%	2/3%	5/3%
I don't know	17/18%	22/37%	39/25%

Of the total of 154 respondents, 94 are faculty and 60 are staff. 55% of faculty and 33% of staff perceive the current policies and procedures as either extremely inadequate or somewhat inadequate. Additionally, a sizable proportion of respondents, including 13% of faculty and 20% of staff, responded "neither adequately nor inadequately". A smaller percentage of respondents, including 12% of faculty and 7% of staff, perceive the current policies and procedures as somewhat adequate, while only a minimal percentage, 3% of faculty and 3% of staff, view them as extremely adequate. Notably, 25% of total respondents, including 18% of faculty and 37% of staff, answered "I don't know", reflects a notable degree of uncertainty or lack of awareness among faculty and staff regarding Stockton University's current academic policies and procedures related to generative AI use and academic integrity.

Q21: *How confident are you in your awareness of the privacy, safety, ethical, and legal principles that impact the use of AI at work?*

	F/%	SA/%	Total/%
No confidence	15/16%	9/15%	24/16%
Not very confident	38/40%	21/35%	59/38%
Neutral	29/31%	24/40%	53/34%
Confident	11/12%	5/8%	16/10%
Extremely confident	1/1%	1/2%	2/1%

Among the total of 154 respondents, 94 are faculty and 60 are staff. 56% of the faculty and 50% of the staff are lacking confidence in the privacy, safety, ethical, and legal principles that impact the use of AI at work. Furthermore, a sizable portion of respondents, including 31% of faculty and 40% of staff, indicate neutrality in their confidence level. A smaller percentage of respondents, including 13% of faculty and 10% of staff, express confidence or extreme confidence in their awareness of these principles.

Qualitative Results (Responses have been removed to prevent the release of identifying information.)

Q17: *Briefly describe your reason(s) for not being interested in receiving AI information at Stockton.*

This question is only open to the respondents who answered "NO" to Q14, i.e., not interested in receiving training/professional development at Stockton. 5 responses were received. The reasons provided by respondents for not wanting to receive AI training at Stockton vary, including concerns about AI creativity, lack of Interest, specialized knowledge needs, irrelevance to daily tasks and preference for self-learning.

Q22: *What recommendations would you suggest to administration and colleagues about the use of AI by Stockton faculty, students, and staff?*

Q23: *What information related to AI would you like the Task Force members to know that was not addressed in your survey responses?*

81 responses were received to the above two questions, which can be categorized into the following concerns and suggestions.

Academic Policy and Procedure on the Use of AI:

The call for formal AI policies is strong, focusing on specificity and the ability to adapt over time. Responses highlight the need for community involvement in policy creation, with a clear understanding of appropriate use and consequences for violations to guide behavior and uphold academic integrity. There is a consensus on the importance of university-wide consistency in AI policies to avoid fragmented implementation, and a desire for guidelines that are informative rather than punitive, reflecting the rapid evolution and complexity of AI technologies.

Curriculum Enhancement by AI Integration

Many respondents raised their voice for AI to play a constructive role in curriculum enhancement, urging interdisciplinary collaboration and proper facilities for AI program creation.

Necessity of Raising AI Awareness

Responses underscore the necessity of raising awareness about AI, its acceptable use, and its potential to recycle ideas rather than foster innovation. Concerns are voiced about the impact of widespread AI introduction on the workforce and creativity in the arts. Access to AI and understanding its uses are seen as unequal among students, necessitating broader education efforts. Overall, there is a call for proactive engagement with AI, with suggestions to use AI for enhancing productivity.

<u>*Student Learning Outcome Concerns*</u>

The concern for student learning revolves around ensuring that AI is used to enhance—not replace—critical thinking and independent learning. The responses emphasize the need for students to experience the learning process, including the valuable lessons from failure. There is a consensus that AI should not shortcut skill development, and that part of education should involve understanding AI's biases and limitations.

<u>*AI Detection Tool Requests and concerns*</u>

With AI's increasing role in academics, there's a demand for reliable detection tools to uphold academic integrity. Additionally, there is a call for clear guidance on whether current AI detection tools are reliable.

<u>*Training Suggestions*</u>

Training is identified as essential for both faculty and students to effectively understand and utilize AI. There is a desire for expert-led workshops covering practical AI applications, legal and ethical issues, and adjustments needed in pedagogy to responsibly incorporate AI in the classroom. Respondents desire these training sessions to be frequent, accessible, and accommodating of diverse schedules.

<u>*Resource and Support Need*</u>

There is a clear call for support in terms of resources and funding, acknowledging that adopting AI tools may require reallocation of existing workloads. Respondents are seeking administrative backing for subscriptions to AI services, and the provision of a curated database of AI tools.

<u>*Mixed perceptions*</u>

The survey responses indicate a mixed perception of AI's impact, with some recognizing the benefits of AI in leveling the playing field for ESL students, while others express concern about AI's potential to undermine student learning outcomes. The divergent views range from those who see AI as a threat that should be banned, to those who advocate for a balanced approach that harnesses AI's potential responsibly.

Appendix C: Examples: US Universities with Gen. AI Preparedness Training for Faculty and Staff