UNIVERSITY of WEST FLORIDA

AI Task Force Recommendations

11/08/2024

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PREAMBLE

The AI Task Force was created by Provost Jaromy Kuhl in April, 2024, to help guide the Division of Academic Affairs in developing an approach to and guidelines for the use of artificial intelligence tools. The group was tasked with developing guidelines for faculty with agreed upon language for class policies and recommendations. They were also asked to develop guidelines for faculty, staff, and students on when to use and when not to use AI tools.

In order to research and develop a set of recommendations, the following questions were to be addressed by the AI Task Force:

- What are the guardrails we wish to establish, in terms of class policy, so students know when and when not to use AI tools?
- What are some proactive strategies for instructors to take advantage of for students using AI?
- How do we communicate the advantages of AI to help faculty and staff see it as a tool and not something to punish students for using?
- What are the do's and don'ts for faculty using AI tools (in research publications, as an example)?
- What does the Higher Ed landscape look like with potential AI implementation in various offices? What do we gain? What do we lose?

The information presented in this document addresses those questions and provides recommendations, some of which are already being acted on. These recommendations will be updated as technology and circumstances change over time.

2024 AI Task Force Members

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AI TASK FORCE RECOMMENDATIONS

I. What are the guardrails we wish to establish, in terms of class policy, so students know when and when not to use AI tools?

A. New UWF Policy on Artificial Intelligence

Creating a new UWF Policy on Artificial Intelligence has commenced. The policy is being modeled after Florida Atlantic University's policy that went into effect in September 2024 [1].

B. Changes to Student Code of Academic Conduct

Adding the redlined language below regarding AI to Section IV.C (Plagiarism) of the current UWF/REG 3.030 Student Code of Academic Conduct effective June 2024.

Plagiarism -- Misrepresenting words, data, works, ideas, computer programming or output, or any other material as one's own when the material was not self-generated. Some examples of plagiarism include, but are not limited to, copying phrases, sentences, sections, paragraphs or graphics from a source and not giving credit by properly quoting or citing the source; having another person or source write an assignment (for pay or for free) and submitting it as one's own; or modifying or paraphrasing another's ideas or writings and submitting them as one's own; using AI to generate content without explicit instructor permission [2].

UWF/REG 3.030 is currently undergoing more revisions for the 2024-2025 academic year.

C. Generative AI Policy

In accordance with UWF's Academic Misconduct Policies, generative AI tools should not be used in the completion of course assignments unless an instructor for a given course explicitly allows their use. For some purposes, instructors may allow the use of generative AI tools for the completion of assignments. However, these tools should be used only in an approved manner with specific and clear permission from the instructor.

D. Syllabus Policies

1. Option #1: Prohibitive

   AI tools of any type are not allowed to be used to complete assignments in this course. If you have questions about this policy, contact me for further discussion and guidance.

2. Option #2: Permissive

   AI tools are allowed to be used to complete assignments in this course in these specific cases: [Instructor Will Define]. If you have questions about this policy, contact me for further discussion and guidance.

II. What are some proactive strategies for instructors to take advantage of for students using AI

A. Proactive Strategies that Faculty Can Implement Themselves

1. Clearly communicate AI usage policies in syllabi and assignments.
2. Engage students in discussions about AI ethics and the appropriate use of AI in graded assignments and examinations, focusing on the course policies.
3. Design assignments that not only require critical thinking and personal reflection but also underscore the importance of AI ethics. For example:
    a) Have students use a conversational AI bot to research a topic and then analyze its answer for accuracy.
    b) Ask students to analyze the pros and cons of using AI to solve real-world problems like cybersecurity threats or diseases.
    c) Ask students to discuss the pros and cons of using AI to create music, art, poetry, or fiction.
    d) In a robotics course, encourage students to use AI tools like Stable Diffusion to augment their robot design concepts.
    e) Ask students to analyze how AI tools relate to their field's professional standards and ethics.
4. Incorporate AI literacy into the course content.
    a) Before incorporating AI literacy into the course content, assess student's current knowledge and skills related to AI via a survey.
    b) Educate students on the capabilities and limitations of AI.
    c) Teach effective prompt engineering techniques to ensure better AI outputs.
    d) Have students evaluate accuracy and bias in AI outputs.
5. Use AI-generated content as examples for critical analysis. For example:
    a) Assign students a topic and have them compare and contrast multiple AI responses using different prompts and/or AI models.
    b) Have students compare and contrast different AI-generated texts, analyzing similarities and differences in content and style.
    c) Provide students with an AI-generated article, essay, or problem-solution, and task them with fact-checking the content, verifying claims, and identifying inaccuracies or "hallucinations."
    d) Have AI generate content with citations or references and instruct the students to evaluate the credibility of these citations, checking if they exist and are accurately represented.

6. Require students to cite AI use in their work after instructing them on the proper citation styles, e.g., APA, MLA.
7. Adapt existing assessments to focus on application and analysis rather than recall. Through the use of AI rather than recall of information. For example:
    a) Analyze a real-world business decision made by a company using AI-based prediction versus recalling the steps in a business decision-making process.
    b) Analyze the reactivity of water with another compound under various conditions versus recalling the chemical formula for water.
    c) Analyze potential outcomes leading up to the American Revolution through alternative scenarios where different decisions were made versus recalling the initial causes.

B. Proactive Strategies that Require University Funding and/or Support

1. Explore different AI detection tools in addition to Turnitin to address academic integrity issues and concerns.
2. Create campus-wide AI literacy programs for faculty and expand the resources already available in the library.
3. Organize workshops and virtual tutorials to help students effectively use AI tools in their courses.
4. Provide faculty training on integrating AI into their teaching practices and stay updated on the latest AI advancements and educational technologies.
5. Invest in AI-powered adaptive learning platforms. Examples include:
    a) CogBooks
    b) Smart Sparrow
    c) Realizeit Learning
    d) Pearson Interactive Labs
    e) Adaptemy
    f) ALEKS
    g) Querium
    h) Knewton Alta
6. Implement AI-assisted grading and feedback systems. Examples include:
    a) Gradescope
    b) CoGrader
    c) Markr
    d) Essay-Grader.AI
    e) PackBack Questions and Deep Dives

7. Develop AI-powered tutoring and support services for students, such as AI chatbots and AI tutoring.
8. Create AI labs or centers for interdisciplinary research and learning.
9. Develop customized AI tools for specific disciplines or courses.

C. AI Attribution:

This document incorporates insights and ideas generated with assistance from OpenAI's ChatGPT, Google's Gemini, Anthropic's Claude, Perplexity AI, and Microsoft's CoPilot. These AI tools were used to support ideation and content development, but all final decisions and content were reviewed and approved by the members of the Group.

III. How do we communicate the advantages of AI to help faculty and staff see it as a tool and not something to punish students for using?

A. UWF Faculty Resource Guide- Fall 2024

AI Literacy Skills Module- launched August 2024

- LinkedIn Learning AI Courses
- AI Resources

B. Announcement and Survey- November 15, 2024

- Announce Spring 2025 Teaching with AI Community of Practice Series
- Send Faculty Survey to gauge topic interests and recruit faculty participants

C. CTLT Teaching with Gen AI email series- Spring 2025

Gen AI Literacy- January, February, March

- https://events.educause.edu/webinar/2024/increasing-ai-literacy-on-campus
- https://er.educause.edu/articles/2024/8/leveraging-generative-ai-for-inclusive-excellence-in-higher-education
- https://www.linkedin.com/smart-links/AQGVS0GQvjN2Kw/156ef75e-4967-4b51-9bd4-baaeb28369ce

D. Gen AI Teaching Strategies- April, May

- Faculty Highlight Videos and/or Podcasts
  - Adapting to Gen AI for Teaching and Learning
  - Gen AI Tools

E. CTLT Teaching with Gen AI workshop series- Spring 2025

Communities of Practice webinars- January, February, March

- Gen AI Literacy faculty panel discussion
- Gen AI Teaching Strategies faculty panel discussion

- Gen AI Tools faculty panel discussion

F. Resources for Faculty

- Artificial Intelligence Use: A Framework For Determining What Tasks to Outsource To AI [3]
- More Than Prompt Engineers: Careers with AI Require Subject Matter Expertise [4]
- Upskill on Artificial Intelligence (AI) and Generative AI [5]
- Welcome to Jasper AI Course Pathways [6]
- Balancing AI, Copyright, and Data Privacy in Education: A Guidebook for Educators [7]
- Florida AI Policy Overview [8]
- FALCON - Florida A.I. Learning Consortium [9]
- Southern Regional Education Board Commission on Artificial Intelligence in Education [10]

IV. What are the do's and don'ts for faculty using AI tools in research (publications, as an example)?

Disclosure: AI such as Perplexity and ChatGPT were used to refine, edit, and reformat this section

A. Use of GenAI in writing

1. Publication

Due to authorship, copyright, and plagiarism concerns, the direct generation of AI written content for research publications is generally not acceptable, and if used, must be fully disclosed. It should be noted that many major journals have explicit guidelines on what is acceptable, and human authors should review those guidelines carefully prior to submission. Most make an exception for the use of AI to edit and improve the grammar and readability of author written work. Other AI-generated content, such as AI image generation, is often frowned upon and each journal's guidelines must be carefully consulted. Reviewers should not use AI to review articles.

a) Do's

- Carefully review journal-specific guidelines on AI use before submission.
- Disclose any use of AI tools in the writing process.
- Use AI only to improve readability, language, and to polish your text not to generate core content or scientific insights.
- Take full responsibility for the accuracy of all content, including AI-assisted portions.
- Rigorously review and edit any AI-generated content for accuracy.
- Treat information given to AI tools as public.
- Be aware that AI can produce incorrect or biased information.
- Recognize that AI models may have knowledge cutoffs, potentially omitting recent research.
- Understand that AI cannot evaluate the quality of research publications

b) Don'ts

- Refrain from sharing sensitive and proprietary information or unpublished findings with AI platforms.
- Do not use AI to generate core research data or modify existing data.
- Do not use AI tools for peer review or to generate review reports.
- Do not use AI-generated text or images without full disclosure.
- Do not list AI tools as authors or co-authors. [11]

2. Grants

While grants do not carry identical concerns with regard to copyright and plagiarism issues that journal publications do, there are still critical factors to consider in using AI assistance with writing grants. Funding agency guidelines have not developed the same level of guidelines for AI use that publishers have, but researchers should investigate prior to using AI-generated content. It is important to note that some granting agencies prohibit the use of AI in the grant *review* process. The following are factors the human investigator must consider when using AI:

a) Do's
   - Thoroughly investigate funding agency guidelines on AI use before implementation.
   - Take full responsibility for the final content as the human author.
   - Carefully verify and validate any AI-generated content for accuracy.
   - Use AI primarily for language improvement and readability enhancement.
   - Treat information given to AI tools as public information.

b) Don'ts
   - Refrain from sharing sensitive and proprietary information or unpublished findings with AI platforms.
   - Do not use AI in the grant review process, as it may compromise confidentiality and integrity.
   - Avoid relying on AI to discern between high- and low-quality research.
   - Do not assume AI has knowledge of the most recent studies or developments.

c) Additional Factors to Consider
   - AI may produce inaccurate or fabricated information (AI hallucinations).
   - AI models have knowledge cutoff dates, potentially omitting recent information.
   - Training data for AI models may contain biases or inaccuracies. [11] [12]

3. Presentations

   AI can help create brief but comprehensive summaries for different types of audiences. It is also useful in simplifying and communicating complex ideas.

   a) Do's
      - Use AI as a tool to enhance your presentation, not as a replacement for your expertise.
      - Leverage AI to adjust the tone of your text for various presentation contexts.
      - Verify that AI-generated summaries and translations accurately represent your work.
      - Be transparent about the use of AI in your presentation process if required by your institution or the presentation context.
      - Keep in mind the potential limitations of AI, such as knowledge cutoffs and potential biases.

   b) Don'ts
      - Refrain from sharing sensitive and proprietary information or unpublished findings with AI platforms.
      - Avoid relying solely on AI-generated content without thorough review and verification.
      - Don't assume all AI models are equally suitable for translation or presentation tasks. [11]

4. Letters of recommendation and support

   Generative AI can be a helpful tool in drafting and refining letters of support, but its use requires careful consideration and oversight.

a) Do's

- Use AI as a starting point or editing tool, not as a replacement for your expertise.
- Employ AI to refine language and adopt appropriate tones.
- Remain hypervigilant regarding confidentiality issues when inputting information.
- Thoroughly review and personalize any AI-generated content.
- Maintain the personal touch and specific details that make letters of support valuable.
- Ensure the final letter accurately reflects your intended level of support.
- Be aware that AI-generated text often sounds generic, which may not be suitable for specific, personalized letters of support.

b) Don'ts

- Do not input confidential information, including the names of individuals, into AI tools.
- Avoid relying solely on AI-generated content without significant personal input.
- Don't use generic AI-generated text without customization.
- Avoid using AI to generate high-stakes recommendations. [11]

5. Brainstorming

AI can help with fresh ideas, and it can offer a different perspective or provide constructive feedback on existing concepts for content.

a) Do's

- Ask your AI tool to behave like an investigator and suggest potential questions or relationships
- Use it to help you identify common themes. AI can organize content ideas into a cohesive structure or outline a topic.
- Ask your AI tool to quickly introduce you to a new concept or topic. However, human researchers need to verify all facts, research, knowledge, and information.
- Keep in mind, AI tools can "hallucinate" and fabricate information.

b) Don'ts

- Do not assume AI has knowledge of the most recent studies or developments.
- Do not input confidential information into generative AI tools. [11] [12]

B. Use of AI in summarizing and analyzing research papers

1. Reviewing text for common ideas

AI's ability to handle large amounts of data and organize it into bite sized pieces while looking for common themes and ideas makes it ideal for reviewing text. This might be to find trends in similar articles, synthesize ideas from parallel themes, or look for similar writing styles to analyze students' work for consistency or possible plagiarism. There are a number of tools that can do this.

a) Do's

- Verify the information summaries and cross check against the original works
- Experiment with different tools and models for consensus among summaries
- Use AI created definitions for unfamiliar topics and ideas

b) Don'ts

- Do not upload your own unpublished work into a tool to include in a summary. This may skew data and output or may be added into larger models for future releases
- Do not take the summaries by AI as the best summary. Context and data may be eliminated or skipped in producing summaries
- If you are developing a model for your own use and to upload your own data, take precautions that it is secure and stored privately

2. Ethical Usage of Generative AI Translation Tools in Higher Education Translating

   Generative AI translation tools leverage advanced machine learning algorithms, like large language models, to provide highly accurate and context-aware translations. In higher education, these tools can help streamline multilingual communication, research dissemination, and accessibility for international students. However, caution is indicated to promote ethical usage of AI translation tools to avoid risks such as privacy and data ownership concerns, misinterpretations leading to serious consequences, and hidden bias, lack of data transparency. To mitigate these risks, faculty may apply best practices for the safe and ethical use of AI translation tools.

Best Practices for Safe & Ethical Use of AI Translation Tools	
Prioritize Data Privacy and Confidentiality	Sensitive Information: Avoid using AI translation tools for highly sensitive or confidential information (e.g., legal, medical, personal data) unless the tool explicitly ensures end-to-end encryption and data protection. Terms of Service and Privacy Policies: Thoroughly review the tool's privacy policy to understand how data is collected, stored, and shared. Opt for tools that comply with relevant privacy regulations (e.g., GDPR). Local Storage: Where possible, use tools that allow translations to be processed locally on your device rather than uploading data to a cloud-based service. [13]
Human Review of Translations:	Human Review of Translation: Always have a human review of translated content, especially when dealing with critical communications or documents, to ensure accuracy, nuance, and context are properly conveyed. Use for Drafts, Not Final Versions: AI translations can be used to generate first drafts, but for official or professional documents, a human translator should finalize the text to maintain quality. [14]
Transparency in Usage: Disclose AI Usage:	Disclose AI Usage: Be transparent about when and where AI translation tools are being used, especially in professional or customer-facing contexts, so the audience is aware of potential limitations. Manage Expectations: Make sure users understand that AI-generated translations might not always be perfect and could require further refinement by a skilled translation [13] [15]

Best Practices for Safe & Ethical Use of AI Translation Tools	
Ethical Consideration of Language Diversity:	Inclusive Language: Ensure that the AI translation tool is designed to respect language diversity, cultural contexts, and minority languages. Avoid promoting the idea that AI tools can fully replace human translators, particularly for underrepresented languages. [14] Bias Monitoring: Regularly monitor and address any biases in the AI system's translations, such as racial, gender, or cultural bias, which may unintentionally perpetuate stereotypes or misrepresent certain groups. [16]
Contextual and Cultural Sensitivity:	Cultural Awareness: Understand the cultural implications of the language being translated. AI tools might not recognize idiomatic expressions, humor, or culturally specific terms, so ensure a human with cultural knowledge reviews the output. Adaptation for Specialized Fields: For fields such as law, healthcare, or education, use AI tools that are specialized for those industries to improve accuracy. In sensitive fields, human subject-matter experts should validate the translation. [17]
Consent and Ethical Implications:	Obtain Consent: If translating personal communications, make sure to obtain the consent of all parties involved, especially if the content contains sensitive or personal information. Consider Impact on Human Jobs: Be mindful of the ethical impact of using AI translation tools in industries that rely heavily on human translators. Consider balanced use that promotes collaboration between humans and AI rather than replacement. [18] [19]
Appropriate Use Cases:	Use in Low-Risk Scenarios: Reserve AI tools for low-stakes or informal communication, such as emails, basic website content, or quick translations that don't have significant legal or cultural implications. Limit for Specialized Content: Avoid relying on AI tools for technical, legal, or highly specialized content where incorrect translations can have serious consequences. [18]
Continuous Learning; Quality Improvement and Risk Mitigation Strategies:	Stay Informed: Keep up with advancements in AI translation technology and ethics. Regularly review new practices and potential risks as the technology evolves. Provide Feedback: If the tool allows for feedback, provide corrections to improve the AI's learning and ensure future translations are more accurate. Human Oversight Strategies: Impact assessments, system audits, review boards and committees, and organizational awareness.

C. How to cite the use of content created by AI

1. Transparency of use

a) How to cite

Just like any other source, citing your use of AI adds transparency and credits authorship of ideas. Because the "chat" feature of tools like ChatGPT make it unreliable

in replicating the exact phrasing or information, it's important to provide the exact output for each prompt.

b) Do's

- Set standards and guidelines for use of AI in your courses and outline requirements for citing AI
- Follow the appropriate Style Guide Manual for your citations
- Provide context and transparency in your use of AI through a disclosure or agreement when submitting your work. Both faculty and students
- Use reliable tools editing and checking citations and citation managers for consistency across sources

c) Don'ts

- Do not attribute information created by Generative AI to another source
- Do not attribute information from a source to Generative AI
- Do not fail to cite when you have used a tool or source [20] [21]

2. Methods section

When developing your research, models and examples of other work help to form your own methods. The methods section of most papers are standard and follow a format that is easily replicated and AI is a good tool for writing these repetitive sections, especially in checking for clarity and errors.

a) Do's

- Use AI to help in organizing this section and in editing and rewriting options to clarity and
- Use AI to compile examples and possible tests that might be appropriate for your study. Use it to help sort possible studies to model
- Use AI to check for compliance with other studies and requirements in submitting drafts and finals "Does it meet the requirements of the publication?"

b) Don'ts

- Do not have AI develop a method of doing research. That is the job of the researcher
- Do not have AI forge data or possible results [22]

3. Disclosures

Generative AI is already being used in publishing academic articles. Whether malicious or not, authors are using these tools and their success in passing off work as their own varies. Publishers have encouraged the use of Generative AI by authors to help refine and translate work, but in some cases have banned articles and writers from publication for using the tools. It is important to review and understand the publication guidelines

a) Do's

- Check publisher guidelines for Declaration or Disclosure Agreements of Generative AI
- Follow the guidelines and submit work through the approved channels
- Disclose use of AI early in the writing and review process [23] [24])

D. Bias in AI

1. Strategies for Mitigating Bias and Promoting Ethical Usage of AI in Higher Education

As the use of AI in higher education continues to grow, it becomes increasingly important for institutions to establish clear best practices to avoid bias and ensure ethical usage. AI tools can enhance learning, streamline administrative tasks, and offer personalized support, but without proper human oversight, they also risk perpetuating biases related to gender, race, language, and socioeconomic status. Institutions must prioritize transparency, fairness, and inclusivity while addressing privacy and data security concerns. By developing and adhering to ethical frameworks, higher education can harness the benefits of AI while safeguarding against its potential to exacerbate existing inequalities. The table below offers best practices to avoid bias and ensure the ethical usage of generative AI in higher education.

Best Practice	Rationale
Regularly audit AI outputs for bias	AI tools can inherit biases from their training data. Periodic reviews help identify and address any bias patterns, ensuring fairness and inclusivity [25]
Use Tools that Diversify Training Data Sources	Using diverse datasets from various demographic and cultural backgrounds minimizes the likelihood of reinforcing harmful stereotypes or biases [26]
Implement Human Oversight in AI Decisions	AI should complement, not replace, human judgment. Involving educators in reviewing AI-generated outputs ensures ethical decision-making and accuracy. [27]
Maintain Transparency in AI Use	Communicate clearly to students and staff when AI tools are used, how decisions are made, and the data involved. Transparency fosters trust and integrity [15] [25]
Encourage Critical Engagement with AI Tools (AI Literacy)	Teach students to critically assess AI-generated content, promoting awareness of potential bias and fostering responsible usage of these tools [17].
Adhere to Privacy and Data Protection Laws	Compliance with regulations like GDPR, FERPA, and HIPAA ensures that AI tools respect privacy and handle sensitive data ethically. [15] [25]
Provide Equal Access to AI Tools	Ensure all students have equitable access to AI resources to prevent technological disparities from deepening educational inequalities [17].
Ensure Cultural Sensitivity in AI Applications	AI-generated content should respect cultural differences. Tailoring tools to local contexts prevents miscommunication and cultural bias [17].

Regularly Update AI Models	AI technologies evolve, and regular updates to models help ensure that the latest, bias-mitigated versions are used. [27] [25]
Foster Interdisciplinary Collaboration	Involving ethicists, educators, and technologists in the responsible development and deployment of AI encourages a balanced approach to technology use and bias reduction. [28]

2. Pitfalls

   As AI becomes more integrated into higher education, faculty must be mindful of the common pitfalls of using these technologies. While AI tools offer significant benefits, such as enhancing personalized learning and automating tasks, they also carry risks like perpetuating bias, over-reliance, and compromising student privacy. To avoid these challenges, faculty should maintain human oversight, critically assess AI-generated outputs, and ensure transparency with students about AI usage. By actively addressing these potential pitfalls and outlining best practices, educators can responsibly incorporate AI into their teaching and administrative practices, enhancing the educational experience while safeguarding ethical standards, minimizing bias, and fostering an inclusive, fair learning environment for all students. [29]

V. What does the Higher Ed landscape look like with potential AI implementation in various offices? What do we gain? What do we lose?

A. Potential Gains

1. Operational Efficiency

   AI can automate routine administrative tasks such as scheduling, responding to student inquiries, and managing records. This can significantly reduce the workload on staff and allow them to focus on more complex and strategic activities. For example, AI tools can handle student email correspondence, create reading lists, and develop diverse student teams, thereby streamlining many administrative processes [30]. We are using it quite a bit in ITS for rapid-prototyping, assistance with bug troubleshooting and report writing. AI tools can be used with great effectiveness to improve the Gmail experience (the great email firewall), and for synthesizing and improving the consistency of Job Descriptions and Job Classifications. AI tools have also been used to assist in finding overlap between BOT and UWF regulations. These are helping ITS quicken the pace of communications as well as improving their delivery of the concepts.

2. Enhanced Student Services

   AI can provide personalized support to students, such as tailored advising, academic recommendations, and mental health support. This improves the student experience by providing timely and relevant assistance based on individual needs [31]. We already use products in this vein - for example the AI driven 'chat bot' which assists students with their admissions process, which provides a huge advantage.

3. Data-Driven Insights

   AI can analyze large sets of data to provide actionable insights that can help improve student outcomes, optimize resource allocation, and enhance overall institutional performance. These insights can aid in decision-making processes and strategic planning [32]. I know that we're already making strides in predictive analytics, and the Higher Ed industry is being overrun by "AI" enhanced services at this time.

4. AI Literacy and Innovation

   Integrating AI into the curriculum and administrative processes can advance AI literacy among students and staff, preparing them for future careers where AI is prevalent. It also encourages innovative uses of AI in research and learning [32] [31].

B. Potential Losses

1. Privacy and Security Risks

   The use of AI in handling sensitive data raises concerns about data privacy and security. Ensuring compliance with regulations such as FERPA and HIPAA is crucial, but challenging. Mismanagement of AI tools can lead to data breaches and misuse of personal information [30]. 100% - AI tools are only adding risk to an already risky industry with a serious privacy issue. I've opened up a dialog with OpenAI to discuss what their Higher Ed enterprise licensing entails.

2. Job Displacement

   Automation of administrative tasks may lead to concerns about job displacement for staff. While AI can take over repetitive tasks, it is important to find a balance that allows staff to engage in higher-level work and not feel threatened by technology [33]. I don't see this as being an issue at UWF. We're already at a skeleton-crew level of staffing. At this point, the technology can only help make us more effective with our reduced administrative numbers.

3. Bias and Fairness

   AI systems can inadvertently perpetuate biases present in their training data, leading to unfair outcomes. It is essential to implement AI ethically and ensure that it is used to enhance equity rather than exacerbate existing disparities [32]. This risk can be mitigated (yet not eliminated) with proper and conscientious use of the technology and with emphasis on human 'in-the-loop' oversight. We must ensure that folks using the technology are trained to be cognizant of the AI use cases which pose the most risk (for example, do not use it to determine hiring decisions, or financial aid decisions).

4. Dependence on Technology

   Over-reliance on AI could reduce human interaction and the personalized touch that is often essential in educational environments. Maintaining a human element in interactions and decision-making processes is critical to preserve the quality of education and student support [31]. Recent reports concur - using AI to interface directly with humans in environments where a human not only expects, but desired human interaction is a recipe for disaster. AI should be used in back-office improvements and made available "as an option" to clients. We need to ensure AI human interactions have a failsafe towards human interaction.

C. Guidelines for staff based on the Potential Losses above:

- Ensure you're exercising caution when using 'free' AI tools by keeping any private or protected information off these platforms. If using paid AI tools, ensure that the contract stipulates how the information is protected, retained and retrieved in case of a records request or legal discovery. This means any paid AI tool should go through the KREQ process so risk management can be exercised.
- Be careful in the areas which the technology is used by being specifically aware of potential bias the tool may have. It's important that the tools are used with adequate

human supervision (human in the loop) and that they are not used to make unsupervised organizational decisions.
- Consider getting advice from several colleagues, and leadership before employing any AI tool as a primary contact in a customer support role.

VI. References

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