AI Task Force Final Report

Prepared by Jean Cardinale and Gabrielle Gaustad
Aug 13, 2025

Executive Summary

Alfred University convened an AI Task Force in Fall 2024 to explore the implications, challenges, and opportunities presented by AI technologies. The task force included representation from all academic units along with ITS. Taskforce work focused within four subcommittees—Academic Integrity and AI, Ethics and Philosophy of AI, Learning Objectives and Curriculum Mapping, and Teaching with AI. The Task Force engaged the Alfred Community across disciplines to assess current practices, gather community input, and develop actionable recommendations.

Key Findings:

Academic Integrity and AI: In recognition of the evolving academic landscape and the growing presence of artificial intelligence in education, students should be permitted to use generative AI tools—such as ChatGPT—alongside other online resources for their coursework. The subcommittee provided guidelines which outline the proper and ethical use of such tools to support student learning while maintaining academic integrity.

Ethics and Philosophy of AI: The subcommittee emphasized the importance of aligning AI use with Alfred University's values of inclusivity, mentorship, and integrity. A glossary of AI-related terms was developed to support shared understanding and responsible use.

Learning Objectives and Curriculum Mapping: A review of syllabi from the 24-25 academic year highlighted the need to provide guidance on AI policies. A campus climate survey of faculty, staff, and students, showed a uniform mix of optimism and concern, with strong calls for training, policy development, and student guidance.

Teaching with AI: Faculty engagement with AI is growing, with over 20% of full-time faculty responding to a survey and expressing interest in sharing practices and accessing resources. Discussions and panels highlighted the need for clear policies and pedagogical support.

Recommendations:

- All faculty should ensure that all course syllabi include clear AI usage policies. Additionally, they should conduct classroom discussions on ethical AI use and learning.
- Prepare a senate proposal to require syllabi to include clear AI usage policies.
- Incorporate AI education into both new faculty orientation and ongoing professional development.
- Provide faculty training resources via the Teaching and Learning Center, as well as using the TLC website to disseminate AI related teaching resources.
- Convene additional task forces to generate both operational and ethical guidelines.
- Establish training opportunities for students, such as an AI minor and/or certificate program.
- Disseminate the AI Guidelines portion of this report as a reference for faculty.

Membership and Subcommittees:

Co-Chairs: Jean Cardinale and Gabrielle Gaustad

Subcommittees:

- Academic Integrity and AI
    - Xiaofeng Wang
    - Yavuz Keceli
    - Brad Daly
    - John D'Angelo
- Educational Possibilities of AI / Ethics / Philosophy
    - Gerar Edizel
    - Trevor Bennett
    - Meghanne Freivald
    - Allen Grove
- Learning Objectives and Curriculum Map
    - Jean Cardinale
    - Samantha Dannick
    - Gabby Gaustad
- Teaching with AI
    - Maria Planansky
    - Colleen Wahl
    - Junpeng Zhan
    - Mario Caccia

AI Task Force Charge:

Membership: Voluntary; two faculty from each academic unit who are interested in AI and want to pursue this conversation.

Co-chairs: Jean Cardinale and Gabrielle Gaustad

AI is a complex set of issues that has broad and profound implications for higher education. This ad hoc committee is charged to help us to focus on select questions that we, as the academic sector of the university, need to address collectively as educators.

The committee will outline the academic areas, including policies and processes, that we need to address as an institution. Where appropriate, the committee will make policy proposals and recommendations. In other cases, the committee will construct a framework for convening conversations with the broader university community.

1. Develop a set of university wide policies and guidelines for using AI that may include:
   - Syllabi statement
   - Guidelines for discussing AI with students since a consistent message will be critical for helping all faculty achieve their learning outcomes
   - Develop a list of other guidelines/policies we should construct to guide appropriate use of AI.

2. Work with faculty, deans, and associate provost to develop a map for curricular innovations in this area.
   - Should we consider developing classes that are specifically about using AI? Should AU focus on integrating AI into the existing curriculum where appropriate? Or, consider both?

3. How do we best create and conduct discussions about the pedagogical ramifications of AI? Delineate the topics or questions. Propose a *process*.

   Examples of questions we may want to pursue:
   - In which contexts should we be using AI to improve learning?
   - In the proper context, how can AI be used in the classroom to improve learning
   - Is there a distinction between using AI as a tool (e.g., writing code for an engineering project) and using AI as a partner in thinking (as Ethan Mollick describes in Co-intelligence)?
   - If there is such a distinction, what are the proper contexts for the different uses of AI?
   - How might AI impede the teaching of fundamental skills—most importantly, thinking?
   - How can we mitigate the potential for AI to undermine learning?
   - What resources do we need to make available to teachers in order for them to incorporate AI into their teaching (or not) most effectively?

Subcommittee #1 report: Academic Integrity and AI

Purpose**:**
This subcommittee will develop guidelines and processes for faculty to address instances where they suspect students have used AI in an academically dishonest manner.

Key Findings**:**
In recognition of the evolving academic landscape and the growing presence of artificial intelligence in education, students are permitted to use generative AI tools—such as ChatGPT—alongside other online resources for their coursework. The following guidelines outline the proper and ethical use of such tools to support student learning while maintaining academic integrity.

1. Permissible Use
Students may utilize generative AI tools as they would any other online resource. These tools can serve as valuable aids in understanding complex material, refining written content, and exploring new ideas.

2. Academic Integrity and Original Work
Students must avoid copying and pasting entire passages generated by AI tools. Instead, they should paraphrase and incorporate the information into their own words. Direct quotations from AI-generated content must be clearly identified using quotation marks and properly cited. The use of AI-generated content should be limited and not excessive. The core of each assignment must reflect the student's own understanding and analysis.

3. Enhancing, Not Replacing, Critical Thinking
Generative AI is to be used as a supplementary tool to enhance students' own ideas and insights. It must not replace original thinking or be used to generate entire responses. Assignments should reflect the student's comprehension, and students must be prepared to explain the entirety—or any part—of their submitted work when asked.

4. Verification and Responsibility
Students bear full responsibility for the accuracy and reliability of information derived from AI tools. They should always verify facts and figures through credible, independent sources. When AI cites a source, the students should confirm that the source exists and that it contains the stated data or conclusions. Students should be accountable for any errors or misinformation in their work, including those resulting from unverified AI-generated content.

5. Acknowledgment and Citation
Students must explicitly acknowledge the use of ChatGPT or any other generative AI tools in their assignments. Proper citation is required, and students should consult current APA or MLA guidelines on how to reference generative AI content. Transparency in the use of AI tools upholds academic honesty and allows instructors to fairly assess students' individual contributions.

In conclusion, the responsible use of generative AI tools can significantly enhance the educational experience. By following these guidelines, students can integrate such technology into their learning in a way that upholds academic standards and fosters genuine intellectual growth.

Survey:

To verify our findings and get feedback from the campus community, we prepared an online survey. The survey consists of 13 questions about the conclusions drawn above based on 5-point Lickert scale, followed by an open-ended question asking for the respondents' opinions and comments. The survey can be accessed through https://forms.gle/8aAADSQQAM8FGypB6

Future Direction:

As the semester ended, the subcommittee plans move forward with the survey in the beginning of Fall 2025 semester.

Subcommittee #2 report: The Ethics and Philosophy of A.I.

The Ethics and Philosophy of A.I. subcommittee was created to coincide with 3 additional subcommittees who were initially tasked with researching student and faculty-centric perspectives to discover new ways of assisting our academic community in navigating the relatively "new frontier" of A.I. integration on the Alfred University campus. These additional subcommittees were: ***1***. *Academic Integrity and A.I.*, ***2***. *Learning Objectives and Curriculum Map,* and ***3***. *Teaching with A.I.* Inevitably, an A.I. guidebook was determined to be a practical delivery for the greater taskforce's myriad findings.

Over the course of the Spring semester, 2025, our committee worked to determine how the most common uses of A.I. coincided with Alfred University's overall mission. It was quickly determined that an irresponsible use of A.I. systems can often undermine our university's standards for diversity, inclusivity, and equity. Additionally, we frequently discussed A.I.'s potential to erode the integrity of research methodology thanks to the perceived convenience of systems like generative A.I.

Our group concluded that there was a relatively new and expansive vocabulary of terms, whose understanding would be necessary should we expect our students and teachers to continue utilizing A.I. systems responsibly. Many of these terms carry new definitions for old words. By providing a glossary of A.I. related research terminology, we hope to reinforce the importance of upholding Alfred University's core tenets of *Intersections, Mentorship,* and *Inclusivity.*
It is the suggestion of our committee that these terms continue to be updated as both A.I. technology and our university's campus continue to evolve.

The proposed glossary of terms is as follows:

Proposed Glossary Terms for A.I. Teacher/Student Guidebook

Spring, 2025

Artificial Intelligence (A.I.): Artificial Intelligence leverages computers and machines to attempt to mimic the problem-solving and decision-making capabilities of the human mind (IBM).
Thanks to the success of our faculty and staff in securing research grants, our students benefit from faculty-mentored, hands-on research opportunities that investigate cutting-edge problems using state-of-the-art technologies.

- AI provides an opportunity for our students to engage with diverse technologies and expand their knowledge and experience.

General AI/ Artificial General Intelligence (AGI): AI systems capable of human-level intelligence. The goal of AGI is to develop machines that can understand, learn, and perform complex cognitive functions that mimic human intelligence. By contrast, the output of Generative AI is task-focused, and based on input (Mok, 2023).
There are also intersections with applied, experiential learning opportunities; leadership, communication, and critical thinking development; and engaging with community members who bring different perspectives and backgrounds to our campus.

- Students engage with multiple University systems that have General AI embedded (Canvas, Office 365, Turnitin, etc.) Through these interactions, students create intersections using technology and engage in critical thinking. These intersections are important in helping our students develop digital citizenship skills and grow as individuals.

Algorithm: A procedure that produces the answer to a question or solution to a problem (Britannica).
We are deeply committed to the self-realization and success of every student at Alfred University. We foster a sense of belonging among all members of our campus community – faculty, staff, and students – in which our ability to express ourselves thoughtfully, and to listen and learn from others advances the capacity to thrive in the workplace and our communities.

- Engaging with AI gives our students the opportunity to evaluate potential AI sources and output and gain the skills to fact-check and identify AI output that may be problematic due to algorithmic bias in training data.

Algorithmic Bias: Algorithmic bias occurs when systematic errors in machine learning algorithms produce unfair or discriminatory outcomes. It often reflects or reinforces existing socioeconomic, racial and gender biases. (IBM)
Based on statistical data about demographic set, AI may categorize a student, based on their identification with a demographic group, as being "likely to succeed" or "at risk of dropping out," despite the quality of their work and effort, subsequently reinforcing endemic inequalities.

Beneficence: An ethical principle that emphasizes the obligation to contribute to the well-being of others, relevant in evaluating the impacts of AI technologies. (Nora, 2013)
AI-based educational platforms may be individually customized to enhance the learning experience and participation of students with consideration for their needs stemming from their learning differences.

Data Privacy: The ethical concern surrounding the collection, storage, and use of personal data by AI systems, focusing on individuals' rights to control their own information. (IBM)
There exists the possibility of the malicious use of AI's capability of tapping into large datasets for the purpose of accessing protected private information about an individual or for stalking them.

Generative AI: A type of AI that can generate text, images, or other information, based on the data on which it was trained. (Martineau, 2023)

Hallucination: In regard to AI, a hallucination refers to computer-generated information that is not factual. Generative AI works by responding to patterns, thereby producing results that may not be accurate (Mair, 2023).

Large Language Model (LLM): A large language model is an algorithm that can recognize, summarize, translate, predict and generate text and other content types based on knowledge provided by large datasets (Lee, 2023).

Prompt: The information a user provides to a Generative AI tool, in order to receive a desired output. Examples of prompts include questions, descriptive text, and tasks such as translation (Martineau, 2023).

Value Alignment: The challenge of ensuring that AI systems reflect and uphold human values and ethical principles in their operations and decisions. (IBM)
Alfred University prides itself in its inclusivity and for providing an academic environment where students can express themselves thoughtfully while listening and learning from others. We uphold these values by recognizing that the use of artificial intelligence, while potentially beneficial to research, also carries the potential to introduce unwanted bias, non-factual hallucinations, and data privacy concerns. By understanding, and promoting awareness of these concepts, Alfred University students are given the knowledge and accountability to grow their research potential, while upholding our community's ethical and academic standards.

Glossary Bibliography:

1. Britannica. https://www.britannica.com/science/algorithm.
2. IBM. https://www.ibm.com/topics/artificial-intelligence
   https://www.ibm.com/design/ai/ethics/value-alignment/
3. Lee, Angie. (2023, January 26) *What Are Large Language Models and Why Are They Important?* NVIDIA Blog. https://blogs.nvidia.com/blog/2023/01/26/what-are-large-language-models-used-for/.
4. Martineau, K. (2023, February 15) *What is Prompt Tuning?* IBM. https://research.ibm.com/blog/what-is-ai-prompt-tuning
5. Martineau, K. (2023, June 30) IBM. https://research.ibm.com/blog/what-is-generative-AI
6. Mok, A. (2023, May 27). *What is AGI? How artificial general intelligence could make humans obsolete*. Business Insider. https://www.businessinsider.com/what-is-agi-artificial-general-intelligence-explained-2023-5
7. Nora, Lois Margaret (2013) *Law, Ethics, and The Clinical Neurologist* https://www.sciencedirect.com/science/article/abs/pii/B9780444535016000056

Subcommittee #3 report: Learning Objectives and Curriculum Map

Purpose: This subcommittee will create a comprehensive curriculum map to understand how AI is currently integrated (or not) across the university's academic programs and identify any gaps in learning objectives related to AI

Tasks:

- Conduct Syllabus Review and Build Curriculum Map
- Conduct Campus Climate and AI Survey
- Oversee development of a guidelines document

Key Findings:

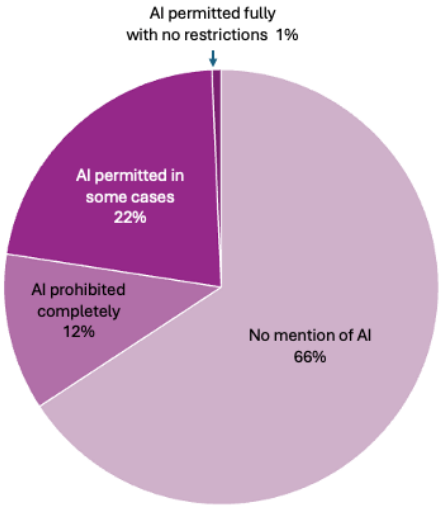
Curriculum mapping via Syllabus review

734 syllabi from all academic units were reviewed for mention of AI and AI policy statements, using a syllabus statement tool developed by the Temple University CAT. The majority of syllabi did not mention AI, and those that did had very limited information on what types of AI use was acceptable. Most that did not mention AI at all did reference the academic regulations, with several citing a version of the academic regulations that is not reflected on the current webpage – AI in final work was included as in violation.

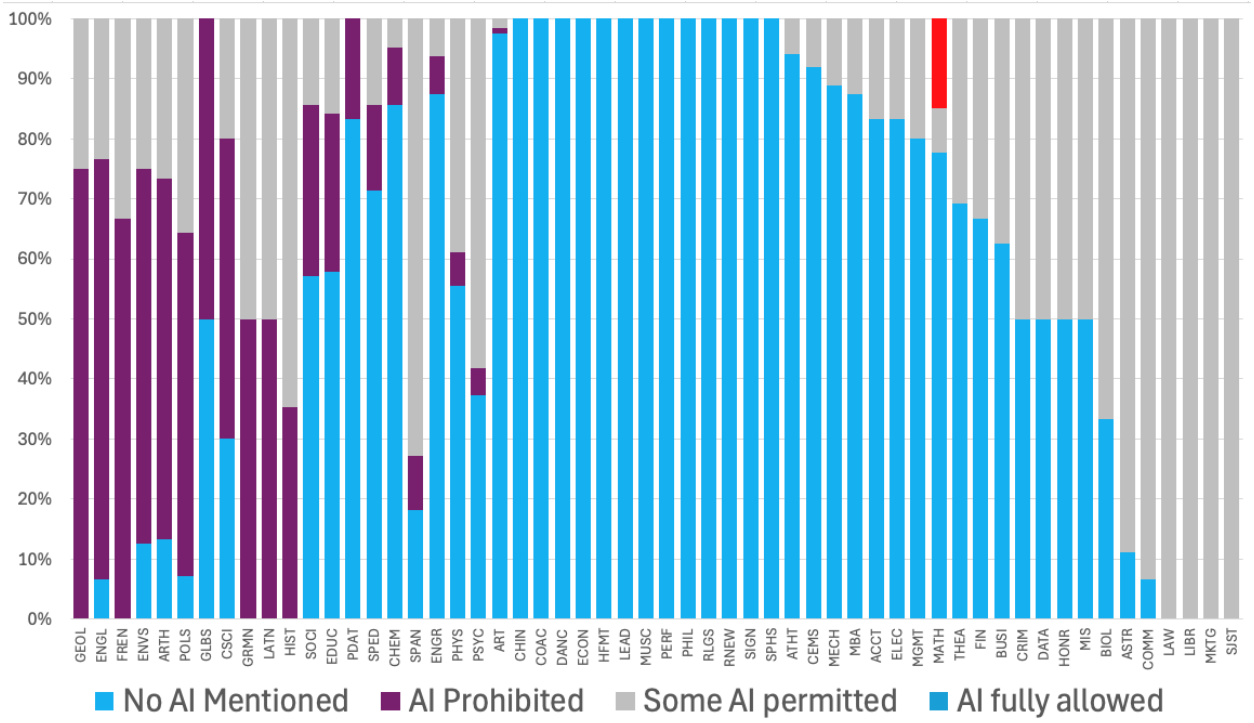
Temple University
Center for the Advancement of Teaching

Generative Artificial Intelligence (AI) Syllabus Statement Assessment Tool

Assessment Area:	**Scoring**	
	Yes (1)	**No (0)**
Is there mention of AI in the syllabus?		
Are AI policies laid out in the syllabus?		
Specific AI policies:	**Yes (1)**	**N/A (0)**
No use of AI permitted for any part of class work		
Use of AI permitted fully with no restrictions		
Use of AI permitted in certain cases (check all that apply below):		
Brainstorming, ideation		
Fine-tuning research questions		
Finding information on a topic		
Drafting an outline or organizing thoughts		
Checking grammar and style		
Coding assistance		
Image generation		
Presentation creation		
Writing a draft of a writing assignment		
Writing final work		
Other		
If selected "yes" to "other" above, please specify:		
Additional guidance on AI included in the syllabus:	**Yes (1)**	**No (0)**
Reasons for the syllabus policy on AI		
Language about ethics and/or privacy		
Explanation of the nature of AI tools (how they work, pitfalls and benefits, etc.)		
Mention of AI Detectors that will be used to catch academic dishonesty		
Specific assignments using AI included in the syllabus		



The prohibition of AI is seen across a number of subjects:



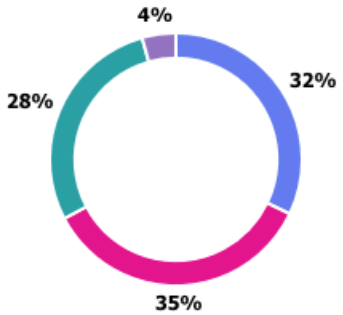
Very few syllabi included reasons for the syllabus policy (39), only 9 included language about ethics and/or privacy, and 26 discussed the nature of how AI works, mainly to identify it was often wrong. Only 3 syllabi mentioned AI detectors.

Campus Climate Survey – April 2025. A survey was sent out to All AU-Fac-Staff-Students, with the following prompt:

> The Alfred University AI Task Force was established to help the campus community navigate the rapidly changing landscape of artificial intelligence (AI), particularly its impact on higher education. It is important for the group to understand our current campus climate about AI (and related topics).
>
> In this text box, please share your thoughts, questions, concerns, hopes, etc. about AI in higher education so that we can incorporate them as we develop resources for our campus community.
>
> Your response might address but is certainly not limited to your understanding of AI, use or ethics of AI, adoption of AI resources, needed AI skills development, or a range of other topics.

We received 154 responses dispersed evenly among different stakeholders:

Stakeholder group	Number of responses
Student	52
Faculty	57
Staff	46
Administrator	7
Other	0



Campus Climate Survey - Analysis

Responses were thematically analyzed. Common themes were identified by reading through responses, followed by tallying the number of times the themes appeared in survey responses. The average number of themes per response was 2.2 for Students, 2.1 for Faculty, and 2.4 for Staff/Admin.

Response themes were grouped by outlook – a positive view of AI, a negative view of AI, or neutral.

Out-look	Response Themes	Students	Faculty	Staff Admin	Total	Overall Total per group
Positive	No choice, must adapt		13	13	26	97
	Useful tool	17	2	4	23	
	Tool for practice, personalized learning	10	2	6	18	
	Potential to be helpful in specific situations	18	4	8	30	
Neutral	Need to learn more about it		24	18	42	139
	Need to commit resources		2	5	7	
	Faculty/staff need training	3	10	8	21	
	Need campus policies	4	5	13	22	
	Students need guidance, learning opportunities	6	22	19	47	
Negative	Harmful - Plagiarism	6	10	5	21	112
	Harmful - inaccurate	3	2	2	7	
	Significant ethical concerns (privacy, bias, ownership, equity, etc.)	12	10	8	30	
	Harmful - prevents learning, reduces quality, creativity, critical thinking	18	10	5	33	
	Ecological concerns	11	2	3	16	
	There should be no AI on campus	4	0	1	5	

Survey Take-Aways

- Students were more likely to provide negative views of AI than either faculty or staff/admin.
    - Student responses about negative aspects aligned with other groups, with the most concern about the harmful effects to learning, critical thinking, etc.
- Faculty/staff/admin were less likely to see AI as something positive, but were more resolved to the need to adapt to the new technologies
- The most prevalent concern was the need for training and learning with the new technologies. Almost half of faculty respondents self-identified a need or willingness to learn more. Across the board, there was strong recognition for the need for opportunities for the students to learn more.

Subcommittee 4 report: Teaching With AI

Tasks: We examined current practices and trends regarding how and when faculty incorporate artificial intelligence into their teaching.

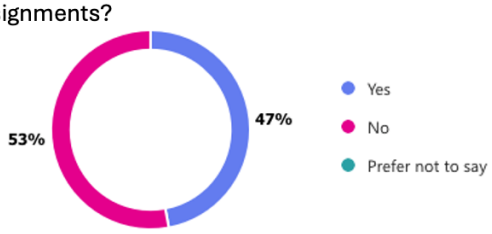
- **Faculty Survey** – We developed and distributed a survey to all full-time faculty to gather insights on their use of AI in the classroom.
- **Pondering Pedagogy Sessions** – We hosted two "Pondering Pedagogy" discussions focused on the role of AI in teaching and learning.
- **Panel Presentations** – Committee members contributed to campus-wide panel discussions during inaugural AI week on AI in education.

For our faculty-wide survey results: Faculty Use of AI in the Classroom

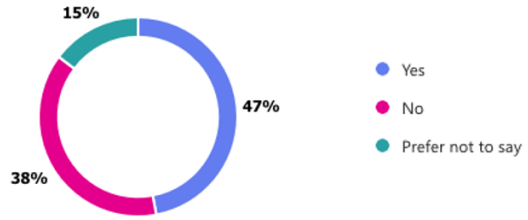
- **Response Rate**: 34 faculty members responded to the survey (out of 135 full-time faculty – over 20%).
- **Use of AI**: 47 respondents indicated they have incorporated AI tools into their teaching practices.
- **Willingness to Share**: 47 faculty members expressed interest in sharing examples of how they use AI in the classroom.
- **Interest in Resources**: More than half of the respondents expressed interest in accessing additional AI-related teaching resources.

Please see graphs below:

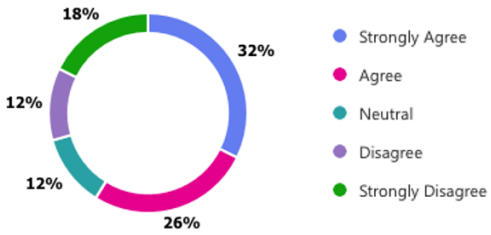
1. Have you used any AI tools in your classroom teaching practice, such as for demonstrations or assignments?



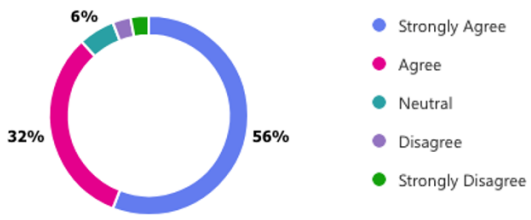
2. I am willing to share examples from my course(s) on the use of AI



4. I am interested in training or resources on how to effectively incorporate AI into my teaching



5. I support institutional initiatives to develop guidelines and best practices for AI integration in teaching



Pondering Pedagogy:

In collaboration with AU's Teaching and Learning Center, we hosted two Pondering Pedagogy discussions that sparked engaging and thought-provoking conversations. The discussions highlighted a wide range of approaches faculty are taking with AI in the classroom. Participants expressed a strong desire to better understand how and when to use AI effectively, along with interest in developing clear guidelines and policies for its use in teaching.

Recommendations for Next Academic Year

1. **Include AI in New Faculty Orientation** – Incorporate artificial intelligence into the New Faculty Week program, with a session dedicated to this. This should be required for new faculty and optional for returning faculty.
2. **Continue and Streamline All Sub-Committee Work** – Extend the Task Force's efforts into the next academic year, with a focus on refining and coordinating its initiatives.
3. **Share AI Week Film** – Make the film from AI Week accessible to the broader campus community.
4. **Centralize Online Teaching Resources** – Provide easily accessible online resources for teaching with AI through the Teaching and Learning Committee.
5. **Explore a Canvas Resource Site** – Consider creating a dedicated Canvas site to house and share AI teaching materials, such as Canvas modules, that faculty can quickly and easily add to their course sites.

Fall 2025 Guidelines: Teaching with AI

Brief introduction

Artificial intelligence is an inescapable factor in the higher education landscape as well as a technology that our students must be able to navigate in their future professional lives.

Faculty members should understand advantages and disadvantages of this technology so that they can help lead their students in ethical considerations of appropriate use. To that end, the AI Task Force has put together these guidelines and curated references to assist faculty in this work.

In general, all courses should have an AI policy, with each faculty member having the purview to decide whether it is appropriate or not appropriate for students to use selective generative AI in their course. No matter what their policy is, faculty should be aware of how students might use AI in their course so that they can discuss their course policies in the context of that usage. Faculty must follow the same attribution rules that are expected of students and be transparent with their students regarding any AI use.

Syllabus statements and expectations for class communications

Syllabi should contain an explicit statement about whether AI use is permissible (open statement), selectively permissible (moderate/partial use statement), or not permissible at all (restrictive or prohibited statement). The policy statement has the purpose of providing a framework for students to understand ethical use in academic work, while providing guidance for promoting integrity, and use in creativity and innovation. Students should be given the responsibility to document usage per academic or professional styles, and to ensure that the work is accurate and reflects their own understanding.

For open and moderate use statements, students must document all AI use using faculty provided citation styles. Any AI outputs must be verified by the students, whether use is open or partial. Prohibited use statements should include written guidance on prohibited use. Broad terms should be used rather than reference to specific resources. Syllabi statements should also provide guidance on usage of AI tools beyond generation of material to be turned in. For example, in a class that does not permit AI use at any stage for submitted work, faculty may permit and provide guidance on the use of AI as a study tool. Statement development guidelines are below.

Course policies should be reinforced through in-class discussions of the advantages and disadvantages of AI technologies on multiple occasions. Class policies should be referenced as a reminder on assignment instructions, and when discussing assignments in class. Class discussion allows faculty to remind students of the reasoning and rational for course policies and to reinforce learning expectations.

Syllabi statement development guidelines

Alfrehistord Faculty are encouraged to evaluate all the ways that AI technologies may be used by students in their classes, and to craft a statement that aligns with their expectations. We recommend that faculty consider the questions below prior to crafting a syllabus statement and reflect on all the ways that students may engage with AI. There are many websites that include examples of language and statements, that may be used as reference: we have included 3 excellent sites below for faculty that wish to review a range of example statements already written.

- Consider the different types of assignments used in the course, and the use of AI at different stages of those assignments, from initial research and idea generation, through drafting, through production of a final product.

- Consider use of AI as a personal study tutor to support learning, separate from submitted assignments. Many students use AI technologies as a study resource and to provide feedback and simulations for other graded materials – if permitted, what guidelines and guidance should be provided?
- If any AI is permitted, how will students be expected to attribute its use?
- Consider careers students may be moving into: how is AI being used within the discipline, and are there emerging tools that students should be aware of, or competent in the use of?
- What ethical concerns are there in the use of AI within a specific discipline?
- How could AI undermine learning: What specific learning outcomes could be compromised by uncritical or excessive use of AI tools? How can faculty frame a conversation with students about differences between AI as a tool for learning versus using it as a shortcut?
- Could student reflection on AI tools and resources expand on opportunities to develop critical awareness of the technology? Could submission of prompts and the AI conversation show growth of critical thinking skills?
- How will faculty engage with AI themselves, and how will they ensure that their use is transparent and a model of ethical academic behavior?
- What are the limitations of AI in the discipline, and how will faculty help students recognize when human judgement, creativity, or expertise is essential?
- How could student agency and collaborative norm-setting be used to increase student engagement with course values and learning goals – are there opportunities for students to collaborate to develop course guidelines or code of conduct for AI use?

Once the above questions are considered, faculty should draft a syllabus statement that indicates the level of AI use allowed. The statement should be detailed enough to provide guidance on permitted use, expectations for attribution, and the rational for the policy. The students should be encouraged to discuss questions with faculty, and the policy discussed and referenced multiple times during the semester.

Examples of AI use levels:

- None permitted
- No use of generative AI tools permitted
- AI use not allowed unless explicitly approved in advance by professor
- Some AI use allowed
- Generative AI is permitted in specific contexts and with acknowledgment
- AI use encouraged/ expected

Syllabus References and Examples:

- Syllabus Policies for AI Generative Tools, a crowd sourced resource created by Lance Eaton. This site has ~200 example statements, from a wide range of disciplines
  - https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/mobilebasic
- ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements, University of Texas at Austin Center for Teaching and Learning: https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements
- Developing an AI Syllabus Statement & Driving Class AI Discussion, NC State University: https://teaching-resources.delta.ncsu.edu/develop-an-ai-syllabus-statement/

Resources to learn more about AI

See the TLC website: https://my.alfred.edu/teaching-learning-center/artificial-intelligence.cfm