Artificial Intelligence and Education Workgroup
Academic Senate Workgroup Report and Recommendations
05/03/2023

Purpose and Function Statement

The purpose of the Artificial Intelligence (AI) and Education Workgroup is to review the impacts of AI in the postsecondary classroom and determine a set of best practices for faculty. The workgroup is also charged with providing recommendations and guidance to the Academic Senate to establish a set of priorities on how to both engage with AI and mitigate the negative aspects of it.

Membership

Raul Madrid, Academic Senate Legislative Liaison, Political Science Faculty
Kelly Rivera, Academic Senate Director, Political Science Faculty
Sarah Nichols, Academic Senate Secretary, Physics Faculty
Elizabeth Lobb, Geography Faculty
Andrea Diem, Philosophy Faculty
Monika Chavez, Library Faculty
Sohair Zaki, Computer Information Systems Faculty
Danielle Silva, Associated Students Senate Representative

Methods of Consultation

The workgroup was approved during the March 9, 2023, Academic Senate meeting. Workgroup meetings were held synchronously via Zoom on March 22, March 29, April 19, April 26, and May 3. The group also collaborated asynchronously via e-mail from the inception of the workgroup until their final meeting. The group also consulted with the Faculty Center for Learning Technology (FCLT) during its April 19 meeting, when Michelle Newhart joined the group as a guest. In addition, two group members, Kelly Rivera and Raul Madrid, also attended the 2023 OnCourse National Conference on AI and Teaching/Learning on April 28. Lastly, Raul Madrid served as the notetaker for the meetings and a shared document was created to store resources.

Background of the Topic that Led to the Workgroup Convening

On November 30, 2022, ChatGPT was released to the public. In the first three months of its release, approximately 100 million users flocked to the website, making it the fastest-growing website in human history. ChatGPT is a large language model (LLM) generative technology that has the ability to seamlessly respond to user prompts by drawing on its large corpus of text. For example, ChatGPT is able to provide cogent responses to essay questions; it can write and respond to e-mails; it can even generate seemingly unique 5-page essays on most any given topic. In addition to ChatGPT, new generative technologies are emerging rapidly, with some able to provide unique never-before-seen user-

generated images, and others able to provide users with seemingly real visual representations of themselves delivering presentations.

As generative technologies have moved into the mainstream, some colleges and universities have responded by providing college-wide policies aimed at deterring use, while others have empowered their faculty to make the decision on whether to allow or disallow it by providing them with guidance and tools. While ChatGPT is not the first LLM, the rapid and ubiquitous adoption created an urgent need for pedagogical and institutional resources and plans for addressing the issue moving forward. In light of all this, this workgroup was formed by the Academic Senate to investigate AI and its effects on education.

Specific and Achievable Recommendations for the Academic Senate

The AI and Education Workgroup recommends the following:

1. A standing committee should be formed by the Academic Senate to help stay atop the growing presence of AI and how it impacts education. The proposed Education Technology Committee (ETC) will report to the Student Preparation, Equity, and Achievement Council. ETC's main function will be to review and recommend practices related to the use of emerging educational technologies including, but not limited to, artificial intelligence, virtual reality, and the unauthorized distribution of course materials on for-profit websites. On the latter issue, the Academic Senate has already taken a position to support the Geography and Political Science's resolution related to the unauthorized distribution of course materials.[1] A full description of the proposed ETC is found in the Appendix.

2. BP[2]/AP 4290[3] should be evaluated for a potential update. This workgroup recommends adopting language that makes it clear that the unethical use of AI is plagiarism. For example, in AP 4290, it is noted that "Cheating includes but is not limited to […] Presenting another person's work as your own […]" We recommend editing said language to strike the word "person" to implicitly include AI. Alternatively, a new bullet point could be adopted to specifically note that work generated by AI and deployed as one's own is a form of academic dishonesty.

3. The workgroup determined that an essential part of preserving educational integrity is the ability for faculty to verify the originality of student work completed outside of the classroom. It is imperative for Mt. SAC to acquire software that embeds in Canvas that can detect both plagiarism and scan for work created by AI. Turnitin.com[4] and CopyLeaks[5] are the standard and this workgroup recommends its adoption. Such detectors are crucially important in modern education and can offset the increased workload faculty are experiencing by using third-party AI detection tools. The workgroup acknowledges that AI detectors are not the final means of mitigating these issues, but they are an important and necessary tool as faculty and students adopt and evolve with new technologies. With that in mind, AI software should be considered that could embed in Canvas and support individualized learning for students. Packback[6] and similar software may provide innovative and rigorous learning opportunities for students that the

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[1] https://www.mtsac.edu/governance/academicsenate/Resolution22-06Affirming_Geography_and_Political_Science_Resolution_on_the_Unauthorized_Distribution_of_Course_Materials.pdf
[2] https://www.mtsac.edu/governance/trustees/apbp/BP4290.pdf
[3] https://www.mtsac.edu/governance/trustees/apbp/AP4290.pdf
[4] https://www.turnitin.com/products/features/ai-writing-detection
[5] https://copyleaks.com/
[6] https://www.packback.co/

campus should consider investing in by ensuring that the latest software is available for faculty implementation directly into Canvas.

4. Opportunities for professional development on AI and Education should be offered to faculty, via Flex Day or other POD training sessions. In addition, an ongoing community of practice could be developed to explore pedagogical techniques, along with additional trainings for faculty.

5. As part of students' orientation, a training should be provided to inform students of the ethical uses of AI. We also respectfully recommend that Student Life update their website to redefine plagiarism to include language to dissuade students from using AI-generated material, particularly when the work is not their own. We also respectfully recommend that Student Life offer restorative trainings for students that are recommended to their office by faculty upon violations of the standards of conduct.

6. Full dissemination of the workgroup's guide (attached in the Appendix) should be provided to all faculty to encourage best practices with AI.