ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

RENEWING THE CALL FOR A WORKING GROUP ON ARTIFICIAL INTELLIGENCE (AI) IN HIGHER EDUCATION

RESOLVED: That the Academic Senate of the California State University (ASCSU) urgently renews its call ([AS-3360-19/AA (Rev) "Call For The Establishment of a Working Group on the Impact of Artificial Intelligence (AI) on Higher Education"](#)) for the establishment of an ASCSU / CSU on-going working group on the impact of Artificial Intelligence (AI) on instruction in higher education by the end of August 2023; and be it further

RESOLVED: That the ASCSU call upon this working group to begin with the following topics:
   a. The limitations of current generative AI models and their potential to generate misinformation.
   b. Professional development opportunities for faculty to learn about generative AI and its applications to ensure they are prepared to effectively integrate it into their teaching,
   c. Education on the responsible use of generative AI in academia, including the potential consequences of academic dishonesty,
   d. Technology and resources, such as plagiarism detection software, to promote academic integrity,
   e. Identify best practices and revise policies governing academic integrity pertaining to generative AI,
   f. Where appropriate or where there are gaps, help coordinate campus-level parallel working groups,

and expand its scope to continue to adapt to this rapidly changing technology; and be it further

RESOLVED: That the ASCSU request that any recommendations concerning the use and impact of AI produced by the working group be periodically disseminated to all potentially interested parties; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU Chancellor's office (Executive, Assistant and Associate Vice Chancellors), CSU Institute for Teaching and Learning Advisory Board, CSU Directors of Academic Technology, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California State Student Association (CSSA), and the CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

RATIONALE: Artificial Intelligence (AI) is rapidly evolving and playing a significant role in various industries and aspects of society. It is essential for the future workforce to be proficient in the use and understanding of AI to prepare them for technological advancements. Colleges and universities have a responsibility to prepare students for their future careers by providing them with a well-rounded education that includes a deep understanding of AI and its impact on society. However, the increasing use of generative AI tools in academia raises concerns about academic integrity and the potential for AI-assisted cheating. Additionally, AI is expected to bring about changes to assessment practices in higher education.

In 2019, the Academic Affairs committee published a white paper titled Artificial Intelligence: And its impact on Career Preparation, Reorientation and Lifelong Learning, which clearly articulated how AI could impact many different areas of the CSU. This paper was disseminated to the ASCSU through Resolution AS-3360-19/AA, which called for the formation of a task force to consider how AI would change the professions that CSU graduates enter and what activities campuses could undertake to adapt.

The release of ChatGPT by Open AI in December 2022 has brought this conversation to the forefront of the academic community. This tool, which can generate narrative responses to an inquiry, is more comparable to a paid essay writer than it is to student work databases, such as Chegg or Coursera, because it is able to produce unique, original work. The Chronicle of Higher Education explores the various implications of this technology in it article, "AI and the Future of Undergraduate Writing" on December 13, 2022. The article highlights the need for faculty to consider the impact of ChatGPT on assignments and assessments going forward. Articles from other publications such as Forbes, the New York Times, and Inside Higher Education paint different pictures as to how this technology will impact higher education.

As stated in the Chronicle of Higher Education's March 2023 article "ChatGPT Is Everywhere: Love it or hate it, academics can't ignore the already pervasive technology", the article asks:

"Should instructors be redesigning their assignments and tests to reduce the likelihood that students will present the work of AI as their own? What guidance should students receive about this technology, given that one professor might ban AI tools and another encourage their use? Do academic integrity policies need to be rewritten? Is it OK to use AI detectors? Should new coursework on AI be added, and, if so, what form should it take?"

All of the questions above are being asked at varying levels by faculty across the entire CSU system.

As a demonstration, the enumerated items in the resolution are primarily derived from a resolution written by ChatGPT on the topic of AI in higher education. The first paragraph of the rationale was entirely written by ChatGPT. The full chat that

generated the AI version of the resolution is attached. What level of academic dishonesty would this constitute on a CSU campus? Would this resolution be flagged by the AI detection tool found in the plagiarism detection tool utilized across all 23 CSU campuses? In general, what is considered "ethical" versus "unethical" use of an AI tool? At this time, there is not common answer established across the system or academia as a whole.

However, determining how to best incorporate AI into the classroom remains undefined as well. The technology has changed so rapidly that there are no established best practices or professional development across higher education. However, some faculty have explored the use of AI tools as an instructional tool. As stated in the article:

"Those same tools can help students — and professors — brainstorm, kick-start an essay, explain a confusing idea, and smooth out awkward first drafts. Equally important, these faculty members argue, is their responsibility to prepare students for a world in which these technologies will be incorporated into everyday life, helping to produce everything from a professional email to a legal contract."

Similar calls have come from students as well. In Cal State Student Association Vice President Samaniego's written statement to the Academic Affairs Committee on AI, she states:

"Our students have stated that while ChatGPT is here our institutions and professors should be rethinking how it, and technology overall, can actually aid in helping teaching and learning. Our professors should be finding ways to leverage technology like ChatGPT to enrich student learning instead of hoping that it won't be used."

Both of the statements above reflect the potential for AI tools to be beneficial in the classroom and the likelihood these tools will be ubiquitous. The challenge for faculty looking to incorporate AI tools into the classroom is how to ensure that student learning outcomes are being met by the student, as opposed to the AI tool, and how to ensure that the assessment tools used reflect student learning.

Given widespread calls for the incorporation of AI tools into the curriculum, it is imperative that faculty have a clear understanding of its characteristics and limitations. For example, if ChatGPT is asked for real data (for example, real GDP from the Federal Reserve), it will provide what appears to be the date requested but, on close inspection, is completely fictional. Another example is an academic journal; the references look real but, again are fabrications. As ChatGPT will (under close questioning) admit, it is "a large language model with no direct access to the internet"; but when asked specifically if the fake journal references are real or fictional, it will respond that they are real. Were faculty to incorporate ChatGPT into their curricula without a clear understanding of its limitations, students' learning may be compromised.

In addition, another key consideration in adapting generative AI tools is to ensure anyone using them for educational purposes understands the bias and equity concerns that they introduce. Although the use of search engines such as Google have become ubiquitous, what has not been addressed are the biases that have been built into the algorithms. Safiya Umoja Noble's "Algorithms of Oppression" brings to the forefront racism and sexism inherent in the way the search engines are constructed. Generative AI will also have biases reflecting those of their developers, often from dominant racial and gender groups, resulting in similar deleterious impacts on People of Color and other marginalized groups. Generative AI may be built with the goal of invasive and controlling data collection practices designed to maximize their profits, a practice currently applied by big tech companies. (Zuboff, 2022, "The Age of Surveillance Capitalism"). The changes in the relationships between humans and technology have also impacted our ability to focus and pay attention and may continue to worsen with the use of generative AI. (Hari, 2022, "Stolen Focus"). If these tools are to be used in academia, these issues must be understood by both faculty and students if they are to be used in the classroom.

As these tools develop and become commercialized, it is likely that the tools will afford different levels of access based on the cost. If these tools are to be used in the classroom, it is imperative that instruction be based on a common level of access. In addition, campuses must ensure that all students are given equal access to that common level. This will involve thoughtful consultation and planning amongst all of the campus constituencies.

This resolution calls upon the CSU to consider how best to leverage this technology, understanding that AI will inevitably change the nature of education independent of any action the system takes. Efforts are being carried out to varying degrees across the campuses and this progress is being tracked by the Office of Academic Technology. However, given the magnitude of the impact of AI and the rapid pace at which it is changing, it is urgent that the proposed working group coordinate the response across all campuses. It would reduce the redundancy of efforts by individual campuses. In addition, the work from this group, if well communicated, would give the faculty the knowledge and confidence in their understanding of AI tools to best determine how it should be used in their learning environments.

Approved – May 19-20, 2023

ATTACHMENT: CHATGPT WRITTEN RESOLUTIONS

Write a resolution about incorporating AI into the college classroom

Resolution to Incorporate AI into the College Classroom

WHEREAS, artificial intelligence (AI) has rapidly evolved and become a critical aspect of modern society, and is expected to play an even greater role in the future,

WHEREAS, incorporating AI into the college curriculum provides students with the skills and knowledge necessary to succeed in an increasingly AI-driven world,

WHEREAS, the use of AI in the classroom can enhance student learning by providing personalized education and allowing for real-time data analysis,

BE IT RESOLVED, that [College Name] commits to incorporating AI into its curriculum by offering AI-focused courses, incorporating AI technologies in existing courses, and providing professional development opportunities for faculty to incorporate AI into their teaching,

BE IT FURTHER RESOLVED, that [College Name] will create partnerships with industry leaders and organizations to provide students with real-world experience in AI and related fields,

BE IT FINALLY RESOLVED, that [College Name] will continuously assess and evaluate the impact of AI on student learning and success, and make necessary modifications to ensure that our AI curriculum remains at the forefront of education and prepares students for future success.

Adopted this [insert date].

Write a resolution addressing academic integrity issues due to use of AI at the university level

Resolution Addressing Academic Integrity Issues Due to the Use of AI at the University Level

WHEREAS, the use of artificial intelligence (AI) has become widespread in the academic setting, providing new tools for students and faculty,

WHEREAS, with the increased use of AI, there is a growing concern that some students may be using AI to engage in academic misconduct, such as cheating on exams, plagiarizing coursework, or falsifying data,

WHEREAS, it is the responsibility of the university to maintain the highest standards of academic integrity,

BE IT RESOLVED, that [University Name] establishes a policy on academic integrity that clearly defines and prohibits the use of AI to engage in academic misconduct, and provides guidance on appropriate use of AI in the academic setting,

BE IT FURTHER RESOLVED, that [University Name] will provide training and resources to students, faculty, and staff to promote responsible and ethical use of AI in the academic setting,

BE IT FINALLY RESOLVED, that [University Name] will continuously monitor and enforce the policy on academic integrity to ensure that students who engage in academic misconduct are held accountable and that academic integrity is maintained.

Adopted this [insert date].

Combine the last two resolutions you created into a single resolution.

Resolution on the Integration of AI and Maintenance of Academic Integrity at the University Level

WHEREAS, artificial intelligence (AI) has rapidly evolved and become a critical aspect of modern society, and is expected to play an even greater role in the future,

WHEREAS, incorporating AI into the university curriculum provides students with the skills and knowledge necessary to succeed in an increasingly AI-driven world,

WHEREAS, the use of AI in the classroom can enhance student learning by providing personalized education and allowing for real-time data analysis,

WHEREAS, with the increased use of AI, there is a growing concern that some students may be using AI to engage in academic misconduct, such as cheating on exams, plagiarizing coursework, or falsifying data,

WHEREAS, it is the responsibility of the university to maintain the highest standards of academic integrity,

BE IT RESOLVED, that [University Name] commits to incorporating AI into its curriculum by offering AI-focused courses, incorporating AI technologies in existing courses, and providing professional development opportunities for faculty to incorporate AI into their teaching,

BE IT FURTHER RESOLVED, that [University Name] will create partnerships with industry leaders and organizations to provide students with real-world experience in AI and related fields,

BE IT FURTHER RESOLVED, that [University Name] establishes a policy on academic integrity that clearly defines and prohibits the use of AI to engage in academic misconduct, and provides guidance on appropriate use of AI in the academic setting,

BE IT FURTHER RESOLVED, that [University Name] will provide training and resources to students, faculty, and staff to promote responsible and ethical use of AI in the academic setting,

BE IT FINALLY RESOLVED, that [University Name] will continuously assess and evaluate the impact of AI on student learning and success, monitor and enforce the policy on academic integrity, and make necessary modifications to ensure that our AI curriculum

remains at the forefront of education and prepares students for future success while maintaining the highest standards of academic integrity.

Adopted this [insert date].

Can you rewrite the resolutions in the format of resolved clauses and a rationale statement, while removing the whereas statements?

Resolution on the Integration of AI and Maintenance of Academic Integrity at the University Level

Resolved Clauses:

[University Name] commits to incorporating AI into its curriculum by offering AI-focused courses, incorporating AI technologies in existing courses, and providing professional development opportunities for faculty to incorporate AI into their teaching.

[University Name] will create partnerships with industry leaders and organizations to provide students with real-world experience in AI and related fields.

[University Name] establishes a policy on academic integrity that clearly defines and prohibits the use of AI to engage in academic misconduct, and provides guidance on appropriate use of AI in the academic setting.

[University Name] will provide training and resources to students, faculty, and staff to promote responsible and ethical use of AI in the academic setting.

[University Name] will continuously assess and evaluate the impact of AI on student learning and success, monitor and enforce the policy on academic integrity, and make necessary modifications to ensure that our AI curriculum remains at the forefront of education and prepares students for future success while maintaining the highest standards of academic integrity.

Rationale Statement: The integration of AI into the university curriculum is crucial for preparing students for success in an increasingly AI-driven world. The use of AI in the classroom can enhance student learning and provide personalized education, but also poses a risk to academic integrity. It is therefore essential for the university to maintain the highest standards of academic integrity while incorporating AI into its curriculum. This resolution outlines the steps that [University Name] will take to ensure responsible and ethical use of AI in the academic setting while continuously evaluating its impact and making necessary modifications.