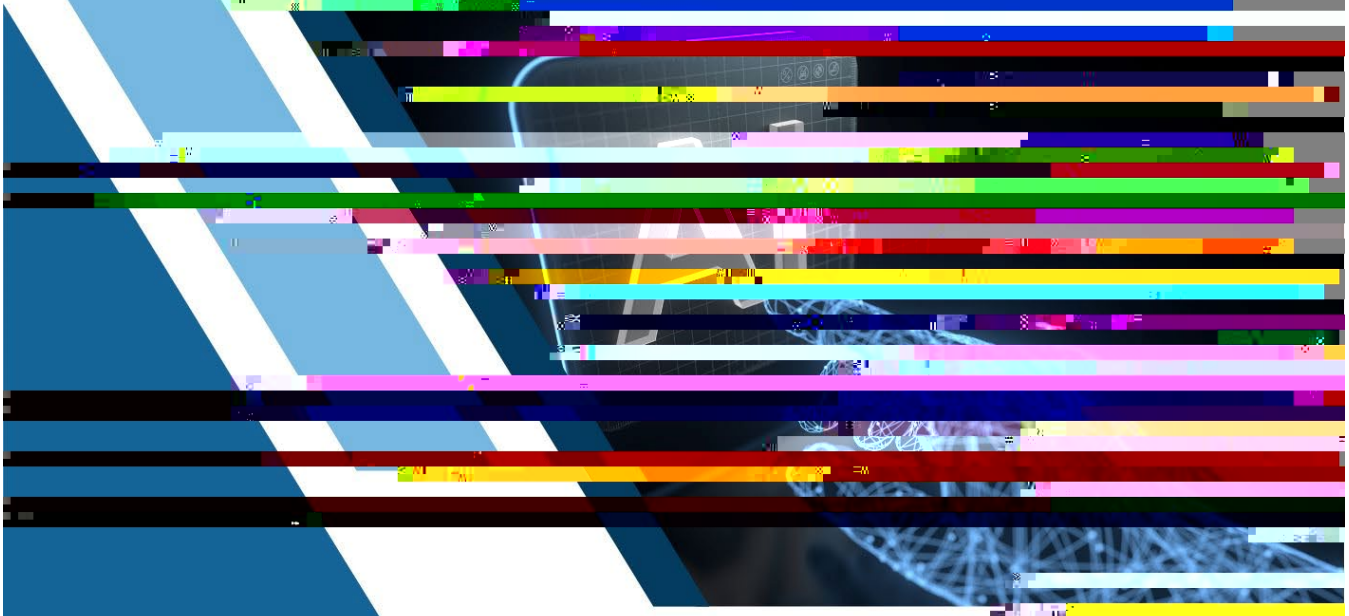
STOCKTON UNIVERSITY

FACULTY SENATE TASK FORCE ON ARTIFICIAL INTELLIGENCE

2024 REPORT



Submitted

May 3, 2024

Executive Summary

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

The members of the Faculty Senate Task Force on Artificial Intelligence (AI task force) conducted a survey

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

Research & Entrepreneurship

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

1. Introduction : Navigating AI at Stockton University

The role of artificial intelligence (AI) within higher education institutions is constantly evolving. Faculty and staff are at the forefront of this transformation, grappling with both the promises and perils of AI. In this task force report, we investigate the current challenges faced by Stockton faculty and staff, focusing on the following key areas:

- evaluating how

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

Survey Demographics

Based on a review of survey respondents' demographic information, all schools and most divisions had some representation in the survey. Specific tables showing all survey responses are in Appendix B. Tenur faculty represented 62% of faculty responses and full staff without teaching responsibilities represented 69% of staff and administrator responses. A majority of faculty respondents (39%) report working for 15 or more years at Stockton while 52% of staff/administrator respondents report working 5 - 10 years at Stockton.

Survey Findings

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

3. Subcommittee Reports

A) Academic Policy Review Subcommittee

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

Introduction

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

The subcommittee reviewed Procedure 2005 Student Academic Honesty, 4200 Acceptable Usage Standards of Computing and Communication Technology, and 5500 Campus Conduct Code and examined AI-related academic policies in 13 institutes. After reviewing the aforementioned documents, other institutes' academic policies related to AI, and the survey result related to academic policies, we narrowe the goal of our recommendations to suggest revisions to Procedure 2005 Student Academic Honesty that will account for the evolving role of Generative AI (GAI) or Artificial Intelligence (AI) within the educational sector.

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

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

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

Key Recommendations:

a. Revision of Academic Dishonesty Definitions: Amend existing policies to explicitly include or exclude AI-generated content within the definitions of academic honesty, plagiarism, and proper citation practices. This involves clarifying the status of GAI as a legitimate source of knowledge and how its use can be integrated or cited in academic work.
b. Faculty Responsibility and Discretion: A student's use of GAI or AI itself should not be considered academic dishonesty. Procedure 3005 should empower faculty members to define and communicate the conditions under which AI-generated content is permissible. This includes determining when and how GAI can be used in specific assignments or academic activities. We

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

1. APC should consider modifying this paragraph to include how faculty members define additional criteria regarding AI-generated content. Under these guidelines, instructors should be responsible for defining when and how GAI is acceptable or not in each of their courses.
2. CTLD has already provided statements that instructors can use or modify to use in their courses. Specifically, the statements offer instructors policies that prohibit the use of GAI; that encourage limited or situation-specific use of GAI, and that fully integrate the use of GAI.
3. APC, CTLD, and Stockton Library could also provide comprehensive guidelines for the tools and boundaries of this use. For example, Drexel University provides such a guideline: https://drexel.edu/~/media/Files/provost/policies/RPC3-Appendix-A.ashx?la=en&hash=37F26FA97F11B3F17257A5A0F5409158.

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

1. This definition might be revised to account for GAI or AI. For instance, the reference to "language, ideas or thoughts of another person" may not account for human-generated content. This does not

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

B) Teaching Subcommittee Report

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

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

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

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

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

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

AI Implementation in Teaching at Other Institutions

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

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

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

Recommendations

1) Pedagogical use of AI tools requires appropriate institutional policies, financial support, professional development, and guidance.
    a. Establish a Generative AI Advisory Committee to monitor the development of generative AI technology and offer guidance to the Stockton community on the use of generative AI applications. More specific recommendations about policy and institutional guidance are found in other sections of this report.
    b. Implement a well-defined academic integrity policy. Refer to the Academic Policy Review subcommittee section of this report for additional information.
    c. It is not recommended to use the results from existing AI detection tools as evidence of academic integrity violations until robust and stable AI detection tools are available.
    d. Allocation of resources, funding, and adaptable workload adjustments are needed to support the adoption and implementation of AI tools in teaching and learning.
    e. Regularly update the CLTD website to offer a curated selection of online tools, materials, and resources designed to assist Stockton faculty with teaching. It is crucial to keep these resources current to stay informed about the latest developments in GAI.
2) Offer ongoing and varied AI training for faculty and staff.
    a. Provide technical support for faculty members seeking to incorporate AI tools into their teaching methods
    b. More specific recommendations related to training are found in the Training & Professional Development subcommittee section of this report.
3) Allocate resources, funding, and adaptable workload adjustments to support the adoption and implementation of AI tools in teaching and learning.
4) Teaching Actions
    a. Increase awareness of currently available AI tools for teaching, learning, and discipline specific uses(s)

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

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

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

AI Training & Professional Development Key Findings:
Note: Relevant survey data is reported below for faculty and staff (staff data includes administrators).

Awareness & Preparedness
While some faculty and staff/administration members are well-informed about GAI, others lack awareness

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

AI Competency/Literacy

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

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

The chart below indicates staff survey responses to select training opportunities they would attend if offere
at Stockton.

Results from the survey indicate faculty preference for the format of AI training is online webinars (synchronous or live), followed by online webinars (asynchronous-on-demand), face-to-face/live training, reading quick guides/tips, informal sessions/conversations, learning community (meet regularly with others), and ongoing mentoring. Staff preference for the format of AI training is face-to-face/live training, followed by online webinars (synchronous or live), online webinars (asynchronous-on-demand), reading quick guides/tips, informal sessions/conversations, learning community (meet regularly with others), and ongoing mentoring. In addition to training offered at Stockton, 75% of faculty and 70% of staff survey respondents indicated the use of external resources to learn about AI (refer to charts below).

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

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

Faculty/Pedagogical Use

Generative AI can significantly enrich teaching and learning experiences, offering innovative methods for

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

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

Staff Use

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

The top five training opportunities identified by staff and administration survey respondents include AI powered tools for work/productivity, ethics and legal issues with AI use, introduction to generative AI, detecting use of AI, and AI tools for writing.

Organizing workshops and informational sessions to equip staff with the knowledge needed for both practical and ethical application of AI technologies in work tasks is needed at Stockton. Currently, the CTLD has invited staff to participate in AI Discovery Labs and other introductory AI courses. The Office of Human Resources offers mandatory employee training and may, with appropriate resources, expand and offer sta professional development training including the use of AI tools in collaboration with Information Technology Services, CTLD, the Richard E. Bjork Library, and other appropriate departments. As faculty training is addressed by the CTLD, a similar center for staff training and professional development should considered.

Research Use

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

assistance AI tool in the future. The chart below shows current and anticipated

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

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

A. Training/Professional Development Programs: Faculty, staff, administrators, (and students) require ongoing training and professional development opportunities to enhance awareness and competence in using GAI and other AI tools in appropriate and impactful ways. Incorporation of ethics, safety, privacy, and other security considerations must occur in these programs.
    a. Faculty and staff require significant opportunities for training and professional development to understand the potential effective uses of AI tools in their respective roles, aiming towards inclusivity, responsible use, and collaboration and avoid ineffective or harmful use of AI tools.
    b. The Center for Teaching and Learning Design (CTLD) offers faculty professional development opportunities and training, syllabus statements on GAI use, and GAI webpage resources. Adding responsibilities for additional AI training and resource development may require additional resources (staff and funding). The CTLD will collaborate with other centers and divisions.
        i. Staff would benefit from regular, ongoing AI training opportunities. This will require finding an appropriate office/unit to be provided with resources and skilled personnel supporting staff career and professional development (perhaps Human Resources in collaboration with other offices such as the CTLD).
    c. The Richard E. Bjork Library will develop a digital knowledge and resource hub that houses a collection of research support resources designated for faculty, staff, and students to utilize when researching with or about AI (may require additional resources).
B. Resource Allocation: Allocate resources (staff, funding, and time) for faculty and staff/administrator development related to AI use at Stockton.
    a. Appropriately allocate resources for employee training efforts.
        i. Consider creating regular, ongoing opportunities for staff training on par with faculty training opportunities.
        ii. Consider strategies to create time and space for employees to participate in professional development opportunities
    b. Facilitate interdisciplinary collaborations between AI researchers, faculty, staff, and students to increase benefits of AI use.
    c. Offer resources and training for faculty to support student use of AI. The development of resources and additional training may be a collaborative effort with Information Technology

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

Note: A study by Xiao & Yi (2021), describes the need to prepare students to use AI responsibly, effectively, and ethically for an AI driven workplace. Although beyond the charge of this committee, students must receive training on AI tools for academic, personal, and professional purposes (Walter, 202 Such training must promote equity and ensure that all students, regardless of background, may access an benefit from AI resources. Based on a recent review of the Stockton University website, there ar no AI training resources available for students. It is recommended that investigations and actions related t student AI needs occur soon.

D) Campus Operations, Safety, and Privacy Subcommittee

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

Introduction

Through robust discussions and review of Task Force survey data, the subcommittee compiled a list of

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

2. Cybersecurity and IT risks:

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

Recommendations:
Cybersecurity Measures

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

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

Data Governance and Privacy

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

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

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

Training and Awareness

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

Proactive Risk Management

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

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

Leveraging Expertise

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

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

4. Recommendations

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

Strategic Planning & Policy

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

Teaching & Curriculum Development

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

Training and Professional Development

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

Research & Entrepreneurship

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

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

References

Al-Zahrani, A. M. (2023). The impact of generative AI tools on researchers and research: Implications for academia in higher education. Innovations in Education and Teaching International, 1–15. https://doi.org/10.1080/14703297.2023.2271445

Borenstein, J., & Howard, A. (2021). Emerging challenges in AI and the need for AI ethics education. AI and Ethics, 1(1), 61–65. https://doi.org/10.1007/s43681-020-00027-7

Chan, C. K. Y., & Colloton, T. (2024). Generative AI in higher education: The chatGPT effect. Taylor & Francis. https://doi.org/10.4324/9781003459026

Out of 158 responses, the majority (54%) of faculty and staff/administrative participants disagree a neutral or

Introduction to generative AI	57/63%	34/61%	91/62%
Ethics and legal issues with AI use	53/59%	37/66%	90/62%
AI-powered tools for teaching	75/83%	16/29%	91/62%
AI-powered tools for work/productivity	52/58%	42/75%	94/64%

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

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

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

A total of 114 responses. 71 are faculty and 43 are staff. Internet resources emerged as the most favored

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

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

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

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

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

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

81 responses were received to the above two questions, which can be categorized horizontally, they

Student Learning Outcome Concerns

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

AI Detection Tool Requests and concerns

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

Training Suggestions

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

Resource and Support Need

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

Mixed perceptions

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

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