

Discussion Framework: Recommended GAI Issues for Ongoing Faculty Conversations

The AI Working Group (AIWG) has developed these discussion framework topics and recommended GAI issues to align with the guiding principles and address areas of program-level opportunity and concern for all instructors. The topics are neither required nor exhaustive and are intended to support productive conversations among colleagues.

- I. Academic integrity and learning: Students need clear guidance in every class regarding the permitted use of GAI technology, its role, if any, in their learning and skills development, and they need clear communication about the consequences of inappropriate use of GAI technologies. Department or program discussions will provide an opportunity for instructors to share a range of perspectives and scenarios for the permission or prohibition of GAI in the pursuit of course or program outcomes.
 - A. Program discussions should strive, where possible and relevant, for consensus on approaches to GAI uses in multiple-section courses, especially those that serve as prerequisites to other courses.
 - B. A critical discussion topic includes how GAI may affect typical disciplinary assessments and demonstrations of learning, and if that projected impact requires the development of additional or alternative measures for making learning visible.
 - C. How do students show the expected learning in various assignments that are typical in the curriculum?
 - D. Faculty should review guidelines from school/College honor codes and judicial frameworks (per university-wide recommendations above, these groups may set new expectations for GAI-related academic misconduct)
 - E. Resources
 1. [CAT short course on Making Learning Visible](#)
 2. [CAT GAI Resources \(home page\)](#)
 3. [CAT tools for developing GAI use policies](#)
 4. [CAT syllabus statement examples](#) (WFU)
- II. Equity and access: University expectations state that when GAI is taught or used in assignments, instructors have a responsibility to ensure that students will have equitable access to tools and resources, including options for disability accommodations. Department or program conversations addressing recommended GAI tools and accessibility options further these equity and access goals. Agreement on using the same tools across courses in the curriculum, where possible, also improves

equitable access, especially if multiple courses in the same program require the use of fee-based GAI platforms.

- A. What GAI tools are students using in your program? Are there ways to improve access for all students?

III. Using GAI as a learning tool and an appropriate professional skill: GAI may not be an appropriate learning or skills development tool in all courses, but program instructors should be aware of GAI use across their shared curricula. As students are already using GAI across all disciplines, the AIWG strongly recommends that departments include instruction in GAI use and best practices somewhere in their curriculum.

- A. Discussion should support an understanding among instructors of the range of GAI use across the program's curricula. Where is GAI taught and used in the curriculum? In which courses are students using GAI to learn course material? In which courses are students specifically not using GAI? In which courses is GAI itself a subject of the course material? What GAI experiences might students bring to courses at different points in the curriculum?
- B. Identify ways GAI is best used or not used to enhance learning in this field/discipline.
- C. Identify the skills and approaches necessary to use GAI successfully in relevant fields, disciplines, or professions. How are your fields and professions using GAI that students should learn about?
- D. Where will students learn about any recommended disciplinary or professional practices for using GAI resources?
- E. Are there standards for verifying and citing results obtained by GAI that should be taught in your curriculum?
- F. Long term, what is the role of GAI in your curriculum? Is GAI a part of the program's learning outcomes now or in the future?
- G. How can or should the program coordinate GAI learning across courses to address both reinforcement of skills and issues of duplication?

IV. Faculty use of GAI as a resource for teaching, research, scholarship, creative activity, and administrative work: All faculty should be aware of the increasing number of ways faculty may choose to use GAI to enhance all aspects of their work, along with the opportunities and the risks that GAI technologies provide relative to teaching, research, scholarship, creative activities, and administrative tasks. Ongoing discussions in the program should include peer and other professional association guidance on the appropriate use of GAI technologies in these areas, especially as they might impact the evaluation of activities in line with tenure and promotion criteria.

- A. Identify and discuss the ways faculty might use GAI in teaching support work (outside the classroom, such as preparing syllabi, designing assignments, grading, writing letters of recommendation, etc.) and administrative tasks. Understanding that faculty are using GAI in many areas and that these tools are increasingly embedded in our day-to-day software (Google suite, Canvas, etc.), conversations focused on best practices and risks, data security, and privacy will help faculty make informed choices. In line with the Statement of Principles, commitment to meaningful and person-centered faculty-student engagement should guide these applications of GAI technology.
1. What are the ethical considerations guiding these uses of GAI technology?
 2. Where can GAI provide benefits to faculty work without compromising engagement with students and their learning?
 3. What are the expectations for disclosure of GAI usage in these contexts?
 4. Are there any areas of GAI use that the department considers inappropriate?
- B. In performing administrative and operational work for the university, faculty should consult the university's Administrative Use GAI Guidelines, especially for considerations of information and data security and privacy, university licenses and contracts, and processes for purchasing GAI tools.
- C. Programs should discuss emerging professional standards in their fields for GAI in research, publishing, citation, and intellectual and creative authorship.