BFC Technology Policy Committee 2024-2025

Meeting 07 (4/10/2025)

Attendee: Daniel Hickey, Michele Kelmer, David Taylor, Jeremy Siek, Ashley Ahlbrand, Laura Karcher, Alexander Alexeev, Anne Leftwich, Scott Michaels - Guest: Mark Spencer

Agenda

1. Approval of Minutes from Meeting 06 [Dan]
2. VPN updates [Michele / Mark Spencer]
3. AI Policy Draft Discussion [Dan]
4. Action items before next meeting [All]
5. Questions/Comments/Concerns

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- **Meeting Start:** Daniel, Mark, Michele, and David discussed the meeting schedule, confirming the next meeting on May 8th.
- **VPN Update:** Mark Spencer provided an update on the VPN situation, explaining that the current VPN infrastructure is going end of life this year and will be replaced by Cisco. He mentioned that the new client will be installed automatically on managed machines, and the transition is expected to be completed by early June. He also mentioned that the new client experience should be better, with improved integration with Duo.
    - **VPN Infrastructure:** Mark Spencer explained that the current VPN infrastructure is reaching its end of life this year and will be replaced by Cisco. The hardware has been received, and engineers are setting up the infrastructure with in-house testing planned to begin next week.
    - **Client Installation:** Mark mentioned that the new VPN client will be installed automatically on managed machines. For personal or unmanaged devices, users will need to download the client from IU Ware once it is ready.
    - **Transition Timeline:** The transition to the new VPN is expected to begin in May and be completed by early June, with the goal of having everyone transitioned over during the summer before the fall semester starts.
- **Split Tunneling:** Mark Spencer clarified the difference between full tunneling and split tunneling, explaining that by default, the new VPN will use split tunneling, which routes only IU traffic through the VPN while other traffic goes through the user's ISP.
    - **Full vs. Split Tunneling:** Mark explained that full tunneling routes all network traffic through the VPN, while split tunneling routes only IU traffic through the VPN, with other traffic going through the user's ISP. The new VPN will use split tunneling by default.
    - **Implications:** Daniel asked about the implications of split tunneling. Mark clarified that with split tunneling, only traffic to IU IP space goes through the VPN, while other traffic uses the user's regular public IP address. This setup is more efficient and is the default for most users.
- **Group VPN and IP Space Changes:** Mark Spencer mentioned that the Group VPN is mostly used by administrative areas and system administrators, and the IP space will change to allow concurrent running of old and new VPNs. He assured that any issues with IP-based access will be addressed.

    - **Group VPN Usage:** Mark explained that the Group VPN is primarily used by administrative areas and system administrators. It is not commonly used by faculty and will have specific adjustments during the transition.
    - **IP Space Changes:** The IP space will change to allow the old and new VPNs to run concurrently during the transition. Mark assured that any issues with IP-based access, such as those related to library resources, will be addressed in collaboration with the library.
- **Transition Process:** Mark Spencer and Michele discussed the transition process, emphasizing that the new VPN client will be installed automatically on managed devices, and users will be notified about the changes. They also mentioned that the support center and documentation will be updated to assist users.
    - **Automatic Installation:** Mark and Michele emphasized that the new VPN client will be installed automatically on managed devices. Users with unmanaged or personal devices will need to download the client from IU Ware.
    - **User Notifications:** Users will be notified about the changes through direct messages and other communication channels. The support center and documentation will be updated to assist users with the transition.
    - **Support and Documentation:** Michele mentioned that the support center and knowledge base documents will be updated to provide guidance on the new VPN client. Local IT support professionals will also be informed to assist users.
- **AI Detector Policy:** Daniel and Anne discussed the proposed clarification of the existing policy on AI detectors, addressing concerns raised by Alex's colleagues. They emphasized the need for faculty to be aware of the prohibition on using third-party detectors and suggested providing alternatives for dealing with academic integrity issues.
    - **Policy Clarification:** Daniel and Anne discussed the need to clarify the existing policy on AI detectors, emphasizing that faculty are prohibited from using third-party detectors for student work. This clarification aims to ensure faculty are aware of the policy.
    - **Faculty Concerns:** Alex's colleagues raised concerns about the prohibition on using third-party detectors. Daniel and Anne acknowledged these concerns and highlighted the importance of providing faculty with alternatives for addressing academic integrity issues.
    - **Suggested Alternatives:** Daniel suggested providing faculty with alternatives to third-party detectors for dealing with academic integrity issues. These alternatives could include using approved tools and methods for detecting inappropriate reliance on generative AI in assignments and assessments.
- **AI Usage in Assignments:** Anne and Michele highlighted the importance of faculty specifying their policies on AI usage in assignments and assessments. They suggested that these discussions should happen at the department and school levels to ensure students understand the boundaries of ethical AI use in their disciplines.
    - **Policy Specification:** Anne and Michele emphasized the need for faculty to clearly specify their policies on AI usage in assignments and assessments. This clarity will help students understand what is acceptable and what is not in each course.
    - **Department-Level Discussions:** They suggested that discussions about AI usage policies should happen at the department and school levels. This approach ensures that policies are consistent within disciplines and that students receive clear guidance on ethical AI use.
    - **Ethical AI Use:** Anne and Michele stressed the importance of teaching students the boundaries of ethical AI use in their disciplines. This education will help students develop the skills they need for their future careers while adhering to ethical standards.

- **Industry Perspectives on AI:** Jeremy shared insights on how different industries are approaching AI usage, with some companies encouraging AI-first approaches for productivity, while others, particularly in creative fields, are against AI usage. This highlights the need for faculty to make informed decisions about AI usage in their courses.
    - **AI-First Approaches:** Jeremy explained that some companies, especially in the computing field, are encouraging AI-first approaches to enhance productivity. Employees are asked to use AI tools first and only resort to other methods if AI does not provide a satisfactory solution.
    - **Creative Fields:** In contrast, Jeremy noted that some companies in creative fields, such as book illustration, are against AI usage. These companies emphasize the importance of human creativity and may require proof that AI was not used in the creative process.
- **Guidance for Faculty:** Anne and Michele discussed the need for providing faculty with guidance and resources to help them make informed decisions about AI usage in their courses. They suggested creating a task force or subcommittee to develop these resources and facilitate discussions at the department and school levels.
    - **Need for Guidance:** Anne and Michele highlighted the need for providing faculty with guidance and resources to help them make informed decisions about AI usage in their courses. This support is crucial for faculty to navigate the complexities of AI integration in education.
    - **Task Force Proposal:** They suggested creating a task force or subcommittee to develop resources and facilitate discussions about AI usage at the department and school levels. This task force would help ensure that faculty receive the support they need.
    - **Resource Development:** The proposed task force would be responsible for developing resources, such as best practices and guidelines, to assist faculty in making informed decisions about AI usage in their courses. These resources would be tailored to the needs of different disciplines.
- **Levels of AI Usage:** Daniel proposed adopting a levels of AI usage scale to help faculty specify the extent to which AI can be used in their courses. He suggested that faculty elaborate on what each level means in their specific context and provide clear guidelines for students.
- **Next Steps:** Daniel and the committee agreed to continue discussing the AI detector policy and related guidance in the next meeting. They also planned to involve the Chair of Academic Affairs in these discussions to ensure a comprehensive approach.

Follow-up tasks:

- **AI Detector Policy:** Meet with the Chair of Academic Affairs to discuss forming a task force for AI detector policy and guidance. (Daniel)
- **VPN Transition Communication:** Ensure that all users who have used the VPN in the last 90 days receive a direct message about the upcoming VPN changes. (Michele, Mark)
- **VPN Transition Support:** Update the knowledge base documents and ensure the support center is well-versed in the new VPN changes to assist users. (Mark)
- **AI Usage Levels:** Formalize and recommend the adoption of the AI usage levels table for system-wide use, including elaboration for specific classes. (Daniel)
- **Joint Meeting Proposal:** Propose a joint meeting with the Academic Affairs committee to discuss AI policy and guidance. (Daniel)
- **Faculty Guidance on AI:** Develop scaffolded questions and guidance for faculty on how to implement AI usage levels in their courses. (Anne, Michele)