

## BFC Technology Policy Committee 2024-2025

### Meeting 03 (11/14/2024)

Attendee: Michael Collins, Daniel Hickey, Michele Kelmer, Anne Leftwich, Laura Karcher, Elisabeth Harris, David Taylor, Scott Michaels, Alexander Alexeev, Jeremy Siek, Maggie Gilchrist, Adam Maks

#### Agenda

1. Approval of Minutes from Meeting 02 [Mike]
2. Report from the AI subcommittee [Dan]
3. AI Courses for Faculty and Students
  - a. Faculty course [Maggie Gilcrest]
  - b. Student course [Adam Maks]
4. Briefing on presentation to the BFC [Dan]
5. Action items before next meeting [All]
6. Questions/Comments/Concerns

#### Meeting notes:

- **Approval of Meeting Minutes:** Michael and Daniel led the approval of the previous meeting's minutes, with Laura seconding the motion. The minutes were approved without opposition.
- **AI Subcommittee Report:** Daniel reported on the AI subcommittee's productive meeting, highlighting the development of a detector policy statement and the need for data security training. Michele and Maggie contributed to the discussion, emphasizing the importance of clear guidelines for faculty regarding AI use in academic integrity cases.
  - **Detector Policy:** The subcommittee agreed to work towards a more specific detector policy statement. Currently, instructors are unsure whether to use AI detectors for academic integrity cases due to fear of sanctions. The new policy aims to clarify this issue.
  - **Data Security Training:** The subcommittee discussed the need for AI compliance training, similar to existing compliance courses. They are considering whether to integrate AI compliance into existing data security training or create a separate AI compliance training module for faculty.
  - **Course Content:** Maggie and Adam were asked to consider distilling the essence of their courses to create a one-hour compliance content module for faculty. This module would focus on essential AI knowledge and practices.
- **Faculty AI Course:** Maggie discussed the development of a faculty-focused AI course, which includes modules on AI basics, prompt engineering, data security, and assignment design. The course aims to help faculty integrate AI into their teaching practices and is designed to be credentialed in the future.
  - **Course Structure:** Maggie explained that the faculty-focused AI course consists of four modules, with plans to expand to six. The modules cover AI basics, prompt engineering, data security, and assignment design. Each module includes

an overview, sample prompts, and assignments for faculty to work on with their local teaching center.

- **Module Details:** Module 1 covers AI basics and defining terms. Module 2 focuses on AI literacy and prompt engineering, including the use of Microsoft Copilot. Module 3 addresses academic integrity and how to handle AI-related issues in student work. Module 4 discusses designing assignments with AI in mind.
- **Future Modules:** Future modules will include developing a course using AI and AI ethics. The course is designed to be credentialed, but credentialing requires grading, which is a current challenge.
- **Course Availability:** Four modules are currently available, and Maggie provided a self-enroll link for faculty to access the course. The course aims to help faculty integrate AI into their teaching practices effectively.
- **Student AI Course:** Adam presented the student-focused AI course, which includes modules on prompt engineering, studying and learning, and information literacy. The course is designed to be integrated into existing classes, with assignments and content pages that faculty can customize to fit their needs.
  - **Module Details:** The course includes foundational modules and task-oriented modules. The first module on prompt engineering is available, with others on studying and learning, ethics, and information literacy in development. Each module includes content pages, assignments, and an instructor guide.
  - **Customization:** Faculty can import modules into their courses and customize the content and assignments to fit their needs. The course aims to provide a starting point for integrating AI literacy into various disciplines.
  - **Future Plans:** Adam mentioned plans to create a self-paced course for students, recognizing that not all faculty will incorporate the modules into their classes. The goal is to build AI literacy through relevant educational experiences across the curriculum.
- **Data Security Concerns:** Anne and Michele addressed concerns about data security and the use of Microsoft Copilot, clarifying that critical data should not be uploaded to AI tools and that university data should be stored in approved Microsoft storage accounts.
  - **Copilot Usage:** Anne and Michele clarified that Microsoft Copilot is approved for use with university internal data but not for critical or restricted data. They emphasized that university data should be stored in approved Microsoft storage accounts.
  - **Data Storage:** Anne explained that data stored in OneDrive is indexed for search functionality but not used to train AI models. She also mentioned that Copilot for 365, a paid version, is approved for critical data.
  - **Privacy Concerns:** Anne and Michele addressed privacy concerns, explaining that users can control access to their data and that Microsoft cannot view user data unless specifically granted access. They also discussed the importance of storing university data in approved accounts.
  - **PII and FERPA:** Daniel inquired about the handling of personally identifiable information (PII) and FERPA data. Michele provided a link to the university's data

management guide, which outlines the handling of critical data, including PII and student data.

- **Meeting with BFC:** Daniel provided an update on the recent BFC meeting, where Aaron Neal presented on the conversion to iu.edu email addresses. The presentation addressed concerns about email forwarding and the impact on faculty.
- **Canvas Logout Issue:** Michael raised a concern from a colleague about issues with logging out of Canvas. Michele suggested that the colleague consult with local IT support to address the problem.
- **Spring Meeting Schedule:** Daniel and Michael discussed the need to survey committee members to determine the best meeting time for the spring semester, considering potential changes in teaching schedules.

Follow-up tasks:

- **Faculty AI Course:** Share information about the faculty AI course and the self-enroll link with relevant faculty members. (All)
- **Student AI Course:** Distribute information about the student AI course and the self-enroll link to relevant units and faculty members. (All)
- **Canvas Logout Issue:** Follow up with the Kelly School help desk to address the issue of not being able to log out of Canvas. (Michael)
- **Classroom Computer Issues:** Connect with Alexander to troubleshoot and resolve the issue of OneDrive hanging on classroom computers. (Elizabeth)
- **Spring Meeting Schedule:** Conduct a survey to determine the best meeting time for the spring semester for the committee members. (Michael, Daniel)