

AI Strategy: Policy Recommendations

AI support was used to group, summarize, and theme recommendations from each working group.

Introduction

This document contains core policy recommendations, unresolved policy questions, and suggested resources and support as identified by each of the three AI Strategy Working Groups.

- **Page 1:** High-level overview of each working group's recommendations
- **Page 2:** List of common themes and policy priorities for all working groups
- **Pages 3-6:** Detailed list of specific recommendations for each working group

1. Administration and Operations Working Group

This group proposes structural and governance-related policies focused on:

- **AI tool vetting and approval**
- **Maintaining an inventory of AI tools in use**
- **Usage guidelines**
- **Compliance with global data regulations**
- **Escalation to human oversight when risks are present**

2. Research Working Group

Recommendations focus on ethical, transparent, and discipline-appropriate use of generative AI in research:

- **Tracking AI usage in research workflows**
- **Adhering to disciplinary standards**
- **Avoiding misrepresentation of AI-generated content**
- **Raises open questions around:**
 - Use of non-approved or third-party AI tools
 - Use of cloud-based AI resources
 - Policies for student research involving AI

3. Teaching and Learning Working Group

This group proposes detailed policy mechanisms to guide both faculty and students:

- **Faculty requirements for disclosing AI use and setting syllabus expectations**
- **Student guidance on appropriate AI use and citation**
- **Data privacy safeguards and approved tool lists**
- **Raises open questions around resource and support structures for implementation, including training and technical help**

Common Themes and Policy Priorities for All Groups

1. Transparency in AI Use

Across all groups, users are expected to clearly disclose when and how AI tools are used.

2. Ethical Use and Academic Integrity

AI should be used ethically and should not compromise institutional values or academic standards.

3. Human Oversight and Judgment

AI should augment—not replace—human decision-making, especially in sensitive contexts.

4. Data Privacy and Compliance

All AI use must comply with institutional, local, state, national, and international data privacy regulations.

5. Need for Institutional Oversight and Governance

AI tools and practices must be reviewed and managed at an institutional level.

6. Support, Education, and Training

Faculty, students, and researchers need structured resources to use AI responsibly.

7. Differentiation by Context and Discipline

AI use policies should respond to specific disciplinary norms and learning objectives under the umbrella of institutional oversight.

Specific policy recommendations for each working group follow on the next pages.

Admin/Operations: Core Policy Recommendations

1. AI Tool Approval Process

To ensure consistency, security, and ethical alignment, the institution should implement a standardized and transparent AI Tool Approval Process. This process will evaluate and authorize the use of artificial intelligence tools across departments, focusing on their compliance with data security standards, institutional policies, ethical norms, and operational compatibility. By formalizing this approval framework, the institution can better manage risk, promote responsible innovation, and support thoughtful integration of AI into its academic and administrative functions.

2. AI Tool Inventory & Functionality Review Process

A recurring, institution-wide review process should be established to track and assess all AI tools currently in use. This AI Tool Inventory & Functionality Review Process will examine the purpose, functionality, usage patterns, and data handling practices of each tool to ensure alignment with institutional goals, policies, and compliance standards.

3. Guidelines on the Use of AI Tools

The institution should adopt clear, formal guidelines governing the appropriate use of AI tools. These guidelines will specify the contexts, processes, and operational environments in which AI tools may be authorized, emphasizing transparency, accountability, and compliance with organizational and legal standards. AI tools must support—not replace—human judgment, particularly in sensitive or high-risk scenarios such as student evaluations, hiring, and personal data handling. By defining boundaries for responsible AI use, the institution can enhance efficiency while preserving trust, ethical standards, and data security.

4. Global Data Regulation and AI Tool Compliance Policy

The institution must ensure that all AI tools involving data adhere not only to local regulations but also to applicable international data protection laws. This Global Data Regulation and AI Tool Compliance Policy mandates that employees and partners using AI tools respect cross-border legal requirements such as the General Data Protection Regulation (GDPR), HIPAA, and other jurisdiction-specific privacy standards. Given the global nature of many AI tools, failure to comply with these regulations can result in legal exposure, reputational harm, and erosion of stakeholder trust.

5. AI Escalation to Human Oversight

To ensure ethical and responsible use of AI, the institution should require that any situation involving an AI tool that raises ethical concerns, legal implications, potential harm, or exceeds the tool's capabilities be escalated to qualified human oversight. This policy reinforces that AI is a decision-support tool—not a replacement for human judgment—particularly in high-stakes environments like health care, hiring, academic evaluation, or customer service. By establishing clear escalation protocols, the institution protects against errors and bias, and maintains operational and ethical integrity.

Research: Core Policy Recommendations

1. **Track AI Usage**

Researchers must document how generative AI tools were used during any phase of the research process (e.g., literature reviews, data analysis, code writing, manuscript preparation). This information may be required by collaborators, journals, or funders and should be disclosed in sections like methods or acknowledgments.

2. **Adhere to Disciplinary Norms**

The use of AI should follow the conventions of the researcher's academic discipline. Some fields may permit AI-assisted writing or analysis, while others may restrict it or prohibit its use in scholarly contributions.

3. **Avoid Misrepresentation**

Using AI-generated content without clear attribution is considered a potential breach of academic integrity, especially if presented as original intellectual work.

Unresolved Policy Considerations

1. **Use of Non-OIT-Approved or Third-Party AI Tools**

Many research AI tools are highly specialized and are being used without being approved by OIT. It is unclear what the implications are for new intellectual property development, if these tools require case-by-case approval, and if approval is needed if they're used during early stages of research like proposal development.

2. **Use of External Cloud-Based AI Resources**

Faculty often use cloud-based platforms (e.g., AWS ML in Education, Google Colab) for computation and research. It is unclear if such use is materially different from other academic cloud services like Overleaf or GitHub—and if it is different, how it should be governed.

3. **(Under)Graduate Student Research and AI**

There is a need for clear policies on AI use in undergraduate and graduate research activities—including topic generation and thesis/dissertation writing. There is a lack of consistent AI training across departments that creates challenges for preparing students for research in AI-integrated environments. Policies that define acceptable AI-assisted research practices for undergraduate and graduate students are needed.

Teaching/Learning: Core Policy Recommendations

1. Faculty Guidelines for AI Use in Teaching

Faculty members are expected to clearly define how AI may be used in their courses. These guidelines are intended to ensure transparency, maintain academic standards, and support informed decision-making about AI use in teaching.

- **1.1 Required Syllabus Statement on AI Use**

Every course syllabus must include a statement about AI usage expectations. This requirement is consistent with the university's broader syllabus policy, which ensures students receive clear and consistent information about course expectations. It should also account for the possibility that some students may choose not to use AI for classwork, potentially requiring alternative assignments.

- **1.2 Faculty Disclosure Requirements**

Instructors are expected to disclose when they have used AI in a substantial way—for example, to generate teaching materials, design assessments, or provide feedback on student work. This promotes transparency without overburdening faculty and aligns with expectations around academic responsibility.

- **1.3 Sample Syllabus Statements (Multiple Options)**

Faculty can choose from four types of model syllabus statements depending on their course goals:

- **Option 1: AI Prohibited**
- **Option 2: Limited AI Use**
- **Option 3: Integrated AI Use**
- **Option 4: Experimental AI Use**

2. Student Guidelines for AI Use in Learning

Students need clear guidance on when and how AI tools can be used in their academic work. These guidelines are designed to promote ethical behavior, prevent misunderstandings, and support student learning.

- **2.1 Clear Expectations Framework**

If a course syllabus doesn't provide specific rules about AI, a university-wide default policy will apply.

- **2.2 Citation and Acknowledgment Guidelines**

Students must cite AI tools if they use them in a substantial way, such as to generate content or solve problems. Minimal uses—like correcting spelling—typically don't require disclosure.

- **2.3 Academic Integrity Connection**

Improper or undisclosed use of AI may be treated as academic misconduct under the university's academic integrity policy.

3. Data Privacy and Security

AI tools must be used in ways that protect sensitive information and comply with university privacy and technology policies.

- **3.1 Protected Data Guidelines**

Faculty, staff, and students should never input confidential university data—such as student records, health information, financial data, or personally identifiable information—into public AI tools. These protections are consistent with existing privacy and acceptable use policies.

- **3.2 Approved AI Tools**

The university will maintain a list of AI tools that have been reviewed and approved for use. These tools meet the institution's standards for privacy and security. Anyone needing access to specialized AI platforms must follow a request and approval process, especially for tools requiring campus-wide licenses.

- **3.3 Experimental Tool Guidelines**

Faculty and staff who wish to experiment with AI tools that haven't yet been officially approved may do so under specific conditions. These include limiting use to non-sensitive data, conducting a risk assessment, and informing students that the tool is experimental. Documentation of how the tool is used will also be required.

4. Suggested Resources and Support

The university will offer centralized support to help faculty and students use AI effectively and ethically.

- **4.1 “Getting Started with AI” Resource Center**

A central resource hub will provide introductory materials, best practices, ethical guidance, and training opportunities to support AI use in teaching and learning.

- **4.2 AI Learning Community**

A structured community of practice will allow faculty to learn from each other, mentor peers, and share examples of effective AI integration. Participation may count toward service obligations under university workload policies.

4.3 Technical Support

Faculty will have access to specialized help in selecting, implementing, and using university-approved AI tools. This includes assistance with course design, assignment development, and

integrating AI into teaching practices. The Office of Information Technology, in collaboration with the Center for Faculty Development and the Office of Digital Education, could provide specialized consultation services to assist faculty with AI implementation in teaching and research contexts.