Faculty Alliance Thought Leaders Forum: A Brave New World: Looking into the Future of AI in Higher Education

Thursday March 28
11am - 3pm

Systems Office for Information Technology: Artificial Intelligence, data security, and private.
Ben Shier (Chief Information Technology Officer for UA) & Bill Anker OIT's (Director for Strategic Initiatives)

Targeting and Personalization.

Nathan Feemster, with Retchenda George-Bettisworth (UAF)
"Priming Conversations on Ethical Use of Generative Artificial Intelligence in an Online Program"

Abstract: Given the limited availability of few student-facing resources on AI use, the presenters will share the design and implementation of an online Canvas module that helps instructors start a conversation about AI usage in their course, a module currently being piloted in the UAF Social Work Program hub on Canvas LMS. Professor George-Bettisworth will review the impacts of the module on student AI use, and review some of the origins of the project. Together, the presenters will cover the next steps for developing the material into an Open Educational Resource (OER) for the broader University of Alaska System.

use AI as a partner in the research process. The presenter will review specific ways that generative AI can assist in the research process, from gathering/organizing sources to analyzing data. Next, the presenter will provide examples of how AI can assist in the writing process. We will also discuss concerns and caveats to AI in the world of research.

| 2:00 - 2:50 pm | Playing Hide and Seek–Revealing the Processes that Create Information and Knowledge
Arghya Kusum (Argo) Das (UAF)
"AI for Research and Education: Where We Are Heading and How We Should Respond?" | Growing an AI Ecosystem at UAA
Kenrick Mock, Helena Wisniewski, Masoumeh Heidari, Frank Witmer, and Vinod Vasudevan (UAA)
"Growing the AI Ecosystem at UAA: Research, Curriculum, & Student Projects" |

Abstract: The presenter will discuss how AI is challenging our existing standards for proof and truth in both research and education, and how we should respond to these challenges. AI significantly impacts research by enabling faster and more accurate data analysis, automating repetitive tasks, and aiding in hypothesis generation and prediction. However, AI also raises concerns about bias and error propagation, emphasizing the need for human oversight and critical thinking in the research process.

Abstract: Presented by faculty from the College of Business & Public Policy and College of Engineering. An overview of the Alaska Data Science & AI Lab (ADSAIL) will be presented together with how AI is being integrated into the curriculum8T227an1F-3(dhe)-3(r)-228(wit)-3(h)-2287d)-3(eT

	Erik Carlson (UAA) "AI Models and AI Products: Layers of Bias" Abstract: Knowing the difference between an AI model and an AI product is a critical building block when aspiring to AI literacy. An AI product uses one or more AI models but is further constrained by additional Reinforcement Learning from Human Feedback (RLHF), system prompts, and other methods to produce a desired product. This session will help the attendees identify models vs. products, understand the different ways in which bias enters into these models, and suggest more and less appropriate uses for the two different levels of AI refinement.	
Wrap-up 2:50-3:00 pm		

Friday March 29 10am - 2pm	Track A	Track B
10:00 to 10:50	Generative Artificial Intelligence: Inquiry and Assessment Nathan Feemster (UAF) "Making Project Based Learning Scalable with Generative Artificial Intelligence Tools" Abstract: Generative artificial intelligence (GAI) tools based on large language models can address both expertise and scope, reducing the pressure to standardize your assessments. Attendees can connect with AI enabled project-based learning in this quick	A Disciplinary Perspective on AI Tori McDermott, with Amy May, Donica Nash, Nike Jacob (UAF) "Impact of AI on academic performance: A Communication Perspective" Abstract: Panelists will address 1) The ethics of AI use for completing coursework; 2) The impact of bias in AI output and teaching students critical literacy; 3) Ways to integrate AI into the classroom to support academic performance; 4) The connection between AI alarmism

session where we cover using an open-ended creative brief and Chat GPT 3.5 to complete an assessment. The session will conclude with a discussion on how grading can work in this new paradigm.

Dan LaSota, with Nathan Feemster, UAF Center for Teaching and Learning
"A Year of AI Pedagogical Inquiry and Support from CTL"

"findings of responsibility [for academic misconduct] will not be solely based on AI detection software at this time." This presentation will press the issue still further, suggesting that LLM use does not, in and of itself, constitute academic misconduct. It will offer a host of use cases which ought to be embraced by faculty and permitted for students.

learning approaches used by students in the class.

Corrie Whitmore (UAA)
"Utilizing AI Tools in the Classroom to Deepen Student Learning"
Abstract: The presenter will discuss how she invites (and requires) students to use Artificial Intelligence tools in her classroom, while also teaching them about the potential negative consequences of its creation and misuse. This presentation will include brief descriptions of 1) how AI tools can be employed in the creation of teaching materials; 2) in class activities and assignments that require students to interact with ChatGPT; 3) ethical guidance offered to students about how and when to use AI tools; and 4) key assumptions underpinning current AI tools (including coded biases) and how their impact can be reduced.

12:00 to 12:50	Competing Values in the Creation of Knowledge: AI and Open Educational Resources Jennifer Moss (UAF) and D'Arcy Hutchings (UAA) "AI and Open Educational Resources: Opportunities and Pitfalls" Abstract: AI can help facilitate the creation of dynamic, interactive OER that can adapt in real time to the feedback from learners, creating a more engaging and effective learning experience. AI tools have the potential to make teaching content more open and collaborative with diverse contributions from a wide variety of perspectives. This session will provide insights into how AI technologies are shaping the landscape of open educational resources from innovation in the co-creation of knowledge to critical issues related to accessibility, bias, and the ethical use of AI-generated	Designing and Determining Future Possibilities–Weaving Theory and Practice Andrew Harnish (UAA) "A.I. and Writing Studies: Current Trends and Future Possibilities: Abstract: This presentation will offer an overview of the state of A.I. in the field of Writing Studies, a broad field that encompasses research and teaching in rhetoric, mispindgn in than 12:ei9(in)-2Cier7(pas)-an9(wh)-3(ties)-8((U)1Mat

	content. Faculty Alliance Panel: Knowing What We Know, How Should We Act? An Exploration of Policies for the Future Abstract: Faculty leaders will reflect on next steps for University of Alaska faculty and take questions and suggestions to take back to their Faculty Senates and the Faculty Alliance from participants.	"Reading, Writing, and Theorizing with AI: Possibilities and Limitations" Abstract: Chris Coffman will begin by discussing classroom experiments with ChatGPT in a graduate-level course that introduces students to varied critical approaches to reading literature and related forms of cultural production. Manuel Melendez—who learned English as a second language and participated in the graduate course—will discuss ways AI generative writing might not prove very useful when encountering vernacular or culture-specific writing and will argue that, ideally, AI tools will cement English for those who've learned it after another language as another lexicon, another translation of themselves across all contexts, and not the further conquest of their subjectivity or identity.
12:50 - 1:00	Wrap up and preparation for Keynote	
1:00 - 2:00 Keynote	Dr. Tricia Bertram-Gallant: Creating Integrous Classrooms in the GenAI Era Tricia Bertram Gallant, Ph.D. is the Director of the Academic Integrity Office and Triton Testing Center at the University of California San Diego (UCSD), Board Emeritus of the International Center for Academic Integrity, and former lecturer for both UCSD and the University of San Diego. Tricia has authored, co-authored, or edited numerous articles, blogs, guides, book chapters/sections, and books on academic integrity, artificial intelligence, and ethical decision-making. Most recently, Tricia authored Crafting Your GenAI & AI Policy: A Guide for Instructors. which has been shared widely within and beyond UCSD as a helpful tool for faculty struggling with the impact of artificial intelligence on teaching, learning and assessment. Her most recent publications include Cheating Academic Integrity: Lessons from 30 Years of Research (Jossey-Bass, 2022) and a special issue of the Journal of	

College and Character (February, 2022). Her earlier books such as Creating the Ethical Academy: A Systems Approach to Understanding Misconduct & Empowering Change in Higher Education (Routledge, 2011),