

Implementation Plan for the  
**Recommendations of the GAI Task Force**  
March 2025

## EXECUTIVE SUMMARY

In May 2024, the Task Force on GAI in Teaching and Learning, convened by the Vice Provost for Academic Affairs, delivered its final report. The primary vision of the Task Force as it completed its work focused on AI-enabled pedagogy that is student-centered and supports student academic success. The Task Force report included seven recommendations in four theme areas:

- Pedagogy and Technology Training
- Academic Policy, Curriculum and Assessment
- Compliance and Regulation
- Internal and External Engagement

To address these recommendations and several issues that the Task Force suggested for further consideration, VPAA, in collaboration with UBIT, Undergraduate Education, and University Libraries, convened four committees corresponding to the theme areas. The formal charge can be found in Appendix A.

Each committee prepared a report to address the following (group reports are available in the Appendix B):

- Identify tasks and actions based on task force recommendations and observations raised in the discussion section of the GAI Task Force report.
- Identify appropriate lead offices or standing committees for each task/action.
- Where possible, identify existing processes for accomplishing tasks/ actions.
- Identify additional stakeholders for each task/action (for example, supporting offices/processes/committees, impacted offices/processes/committees.)
- Develop milestones and a timeline for implementation of task force recommendations.

In addition, each committee was asked to develop a vision for the adoption of GAI in teaching and learning. The shared vision emphasizes a thoughtful approach to the adoption of GAI and aligns with the overall vision of AI-enabled pedagogy at UB. GAI is the future, so we must educate faculty and students on data security, privacy and ethical concerns related to the use of GAI, develop consistent policies for AI usage, and provide training for faculty in the effective use of tools. In addition, successes must be communicated broadly to internal and external stakeholders.

Coordination is critical to achieve this vision. A prerequisite for implementing these recommendations is the creation of an entity to provide oversight for and coordination of:

- Training for faculty and students in effective usage, as well as data security/privacy, accessibility and ethics.
- The development of consistent policies related to the use of GAI in teaching and learning.
- AI initiatives and events and internal and external communications about initiatives and events.
- Dedicated resources to support initiatives related to AI tool adoption.

To address the concerns raised about oversight and coordination, the groups recommend creating an oversight group, using the Teach Anywhere Collaborative as the foundation. The proposed group would include the key stakeholders of Teach Anywhere while also adding representatives from academic units, the senior communicators group, university-wide

committees that support teaching and learning (e.g., the Educational Design Collaborative (EDC), and the Faculty Senate Teaching and Learning Committee.

The full report contains an implementation plan for the recommendations of the GAI Task Force, including proposed offices and entities to take responsibility for implementing each recommendation.

**Appendix A:**  
Implementation Group  
Charge

# Recommendations from the Task Force on Generative AI in Teaching and Learning | Implementation Framework

September 2024

## Background and Overview

In May 2024, the Task Force on GAI in Teaching and Learning delivered its report to the VPAA. The report includes seven recommendations. Additionally, in the discussion section of the report several issues are suggested for consideration. In order to effectively implement the recommendations of the Task Force, VPAA in collaboration with key stakeholders is creating an implementation framework that will guide the implementation process. The purpose of the framework is to identify actions that will achieve task force recommendations, identify lead offices and standing committees that will be responsible for carrying out these actions, and establish milestones and a timeline for measuring progress toward fulfilling task force recommendations.

## Executive Committee

Amy Bisantz, Dean of Undergraduate Education  
Graham Hammill, Vice Provost for Academic Affairs, Dean of the Graduate School  
Heath Tuttle, Vice President and CIO  
Enviva Weinraub Lajoie, Vice Provost for University Libraries  
Project manager: Carol van Zile-Tamsen, CATT

## Implementation Planning Committees

For each planning committee:

- Identify tasks and actions based on task force recommendations and observations raised in the discussion section of the report.
- Identify appropriate lead offices or standing committees for each task/action.
- Where possible, identify existing processes for accomplishing tasks/ actions.
- Identify additional stakeholders for each task/action (for example, supporting offices/processes/committees, impacted offices/processes/committees.)
- Develop milestones and a timeline for implementation of task force recommendations.

The implementation plan should be guided by the commitment articulated in the Task Force Report that “it is vital that we educate our students about [the] benefits and risks [associated with GAI] and help them learn to navigate and thrive within the complexities of this new and changing information and technology landscape.”

To the greatest degree possible, implementation should be assigned to existing offices, standing committees, and processes.

## Membership of Implementation Planning Committees

### ***(1) Pedagogical and Technical Support***

Chair: Rachael Hageman-Blair, SHIP and IAIDS

Assigned Task Force Report recommendations:

- Faculty workshops on use of GAI tools (1)
- Guidance for faculty on preferred products (1)
- Small grants program (2)

- Development of GAI testbed for teaching (6)
- Training sessions on use of GAI tools (6)
- Access issues, including bias against ESL students and affordability of GAI tools (Discussion Section)
- Faculty and student training on academic integrity, data privacy, and bias (4)

## **(2) Academic Policy, Curriculum and Assessment**

Chair: John Panepinto, JAMBS

Assigned Task Force Report recommendations:

- University wide policy on safe and ethical use of GAI in teaching and learning (5)
- Integration of professional society guidelines into school and program curriculum (3)
- Augmentation of University policy with relevant discipline specific accreditation guidelines (5)
- Development of department level policy on use of GAI in curriculum (7)
- Integration of changing career landscape into considerations of departmental level policy related to GAI (7)
- Assessment of efficacy of GAI in teaching and learning (Discussion Section)
- Consideration of requiring training of faculty and students (Discussion Section)

## **(3) Compliance and Regulation**

Chair: John Beatty, Law

Assigned Task Force Report recommendations:

- Guidance for faculty on Intellectual Property issues (1)
- Guidance for faculty and students on data security and privacy issues (1)
- Guidance for faculty and students on HIPAA and Cybersecurity Mature Model Certification compliance (1)
- Educating faculty on state, national, and international regulations regarding GAI (3)

## **(4) Internal and External Engagement**

Chair: Dawn Reed, VPAA

Deliverables:

- Develop a strategy for increasing campus community awareness of GAI tools, opportunities, and challenges related to teaching and learning that is integrated into the implementation plan.
- Include a strategy for highlighting innovations and best practices in the use of GAI in teaching and learning both to internal and external constituents.
- Align strategy with university messaging on GAI in research.

## **Timeline**

- Final reports to Executive Committee on or before Dec. 11, 2024.

**Appendix B:**  
Subcommittee  
Implementation Plan Reports

## SUBCOMMITTEE: PEDAGOGY AND TECHNICAL SUPPORT

### Members

Rachael Hageman Blair, ship and IAD (Chair)  
Carol Van Zile-Tamsen, CATT  
Keith Curtachio, UBIT  
Terry McCormack, University Libraries  
Kristen Harte, Accessibility Resources  
Mary Henesey, Equity, Diversity and Inclusion  
Mark Parker, Department of Physiology and Biophysics

### Vision and Values

The group envisions the responsible and widespread adoption of generative AI (GAI) to enhance student learning outcomes. To achieve this, both instructors and students must receive training in GAI-enabled teaching practices and tools. This training should also address strategies for recognizing and mitigating inequities and biases in accessing AI tools and utilizing generated content.

Given the rapidly evolving nature of AI in education, instructors must ensure that any AI tools used comply with UB's security, privacy and accessibility standards. It is also essential to clearly understand the risks associated with generative AI, such as privacy concerns and intellectual property issues. Faculty should also be supported in exploring AI tools through technical assistance and financial resources, including initiatives like a small grants program.

### Pre-requisite to the Recommendations

To ensure effectiveness, a centralized information resource and coordination among key entities are essential to maintain consistency and avoid redundancies. Additionally, additional investment will be needed to expand the infrastructure necessary to support new tasks and processes required for effective implementation, and the anticipated increases in the volume of requests.

An ongoing governance structure should oversee the efforts of the key contributors identified in our recommendations: CATT, UBIT and University Libraries. This governing body will provide oversight for GAI teaching initiatives, including regular meetings with key partners from these administrative units to foster collaboration and reduce duplication of efforts. Its responsibilities will also include supporting the adoption and utilization of GAI tools, guiding the development and management of larger, multi-unit GAI initiatives, and helping secure financial, personnel, and technological resources. The committee recommends a potential approach that would repurpose UB's "Teach Anywhere" into a broader initiative, e.g., "Teaching Innovation", and include additional stakeholders as needed.

As the governing body leads the implementation of recommendations related to pedagogy and technology, it should gather ongoing feedback from the university community through surveys or focus groups. Surveys should be analyzed to guide changes in the training programs, tools surveyed, and overall adoption of generative AI in the classroom. A survey plan should be established to capture both faculty and student perspectives regularly. Furthermore, a comprehensive communication plan should be developed and implemented to inform faculty and students about available training and educational opportunities.

## Recommendations

The following recommendations are detailed:

Expansion of Infrastructure to support specialized needs of GAI in the classroom “at scale.”

1. Training - Faculty workshops on use of GAI tools.
2. Training - Provide guidance for faculty on preferred products.
3. Educate faculty and students on known inequities and biases that can arise from using GAI. Advocate for the responsible use of GAI.
4. Exploration - Development of GAI testbed for teaching.
5. Exploration – Small grants program – continued development and maintenance.

## Implementation Plan

### Recommendation 1: Training - Faculty workshops on use of GAI tools.

Faculty must be equipped with the knowledge and skills to effectively utilize generative AI (GAI) tools in their teaching. This requires clear communication with representatives from all relevant units to identify their specific training needs, including appropriate pedagogies, delivery methods, and IT resources.

Many of these recommendations align with the mission of UB’s Teach Anywhere initiative, which is well-positioned to coordinate efforts across key offices, such as CATT, UBIT, and LINKT. [See also Recommendations 2 and 3 on faculty training for preferred AI tools and understanding their limitations.]

Training should be updated regularly to reflect the latest tools and versions, ensuring faculty remain current with advancements in AI technology. Furthermore, tailored training tracks should be developed to meet the needs of faculty at varying proficiency levels, from those new to AI to those already integrating it effectively in their teaching. Training tracks should begin with 1-2 foundational courses, potentially offered through Brightspace, which provide a baseline introduction to generative AI tools.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Complete an environmental scan to identify units, departments, and individual faculty engaged in AI-enabled pedagogy.  (In progress)	Identify unit and/or department contacts and collect relevant information.	CATT UBIT LINKT Teaching Innovation Group*
	Communicate with units and departments to encourage faculty completion of AI survey.	VPAA Provost UBIT Libraries
Conduct survey to understand what faculty are currently doing and in what areas they would like more help  (in progress)	Create draft of survey based on feedback from key stakeholders	CATT UBIT LINKT Teaching Innovation Group*

		AI Task Force Members and/or relevant members of UB community
	Develop communication plan to recruit faculty.	CATT UBIT LINKT Teaching Innovation Group*
	Build and Administer Survey	CATT
	Compile data in a way that allows a review of current efforts and desired areas for training	CATT
Based on survey results, identify training topics and modalities.  (in progress)	Build out just in time resources, e.g., web pages, tip sheets, video walk-throughs, podcasts, LibGuides etc.	CATT UBIT LINKT Teaching Innovation Group*
	Develop and deliver webinars on key topics	CATT UBIT LINKT Teaching Innovation Group*
	Develop and maintain asynchronous courses.	CATT UBIT LINKT Teaching Innovation Group*
	Update all materials each semester based on changing faculty needs and trends across higher education.	CATT UBIT LINKT Teaching Innovation Group*
	Develop promotional campaign to reach faculty, deans, department chairs, and faculty-facing entities such as Faculty Senate.	CATT UBIT LINKT Teaching Innovation Group*
Develop training materials that explain issues around data security, privacy, and accessibility.		UBIT EDI
Develop training materials related to general AI Literacy  (in progress)	Build on the asynchronous course currently being developed by CATT and make sure to include data security, privacy, and accessibility.	CATT UBIT LINKT EDI AI Task Force Members Teaching Innovation Group*
	Develop promotional campaign for units, departments, faculty, and	CATT UBIT LINKT

	faculty facing entities, such as Faculty Senate.	Teaching Innovation Group*
Develop training materials for AI tools integrated into UB Learns for university-wide usage.  (in progress)	Include information about data security, privacy, and accessibility.	CATT UBIT EDI

\*Teaching Innovation Group (see prereqs to the recommendation)

## Recommendation 2: Training - Provide guidance for faculty on preferred products.

Faculty should receive training on the software review process to develop a clear understanding of key aspects such as data classification, data security and privacy, and accessibility requirements. This training should also include information about the licensing cost funding process, emphasizing that no central fund is available for individual departments or faculty to purchase instructional tools. Clear communication on these topics is essential to ensure faculty are informed and prepared to navigate the process effectively.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Identify UB enterprise-wide tools.	Distribute questionnaire to UBIT, CATT, LINKT, and Academic units to collect information on currently available tools.	CATT UBIT LINKT Teaching Innovation Group*
Use data from faculty survey mentioned in Recommendation 1 to compile commonly used tools.		CATT UBIT LINKT Teaching Innovation Group*
Develop communication plan related to the process for purchasing AI tools.		Business Services UBIT CATT (for UB Learns integrations) Teaching Innovation Group*
Leverage existing Software Review Group and procedure for evaluating AI tools for data security, privacy, and accessibility.	Adapt protocol for approval of GAI tools for use in the classroom. Protocol should require a detailed use case.	UBIT Procurement – trials EDI
	Expand infrastructure to support volume of requests	UBIT VPAA Provost
	Create communication plan and channels to impact the relevant faculty	Senior communicators in UBIT/CATT/LINKT Teaching Innovation Group*

	Regularly communicate with test-bed instructors, small grants programs and faculty at large, to educate them on the approval process.	AI tools procurement advisory board?
	Communicate tools that we have. Emphasize that software costs are not covered. Educate on “user agreements and demos”.	UBIT Teaching Innovation Group* Office of General Counsel?
Create a group for “clearing” GAI demo software	Protocol - faculty will need to specify usage and use case	UBIT EDI
Maintain a blacklist of AI software that compromises security, privacy, and/or accessibility	Create a reporting mechanism that can be used by relevant offices.	UBIT UB Libraries CATT EDI
	Create a reporting mechanism that can be used by faculty.	
Train Distributed IT nodes on policies and procedures to be a front-line resource.	Add information to established UBIT information channels, add to monthly meetings.	UBIT
Regular communications to faculty re: the AI tools that are integrated with UB Learns for university-wide usage.		CATT
Communicate with faculty on all tools that Librarians are exploring and demoing for teaching and learning (and research)	The Innovative Pedagogy and Creative Spaces Librarian and liaison librarian will need to coordinate with Faculty (and Teach Anywhere)	LINKT and RCO (Research, Collections and Outreach)
Communicate with campus that all AI tools used must be accessible to everyone, including persons with disabilities.	Advise against using inaccessible AI tools. Advise that the software review process includes an evaluation of product accessibility.	UBIT EDI CATT LINKT Teaching Innovation Group*
Communicate any automated update to faculty concerning AI enhancements into UB owned educational software and platforms that could potentially impact teaching and research For example, <a href="#">Primo Research Assistant</a>	Share information through governance group (Teach Anywhere) for uniform communication to faculty and for the purposes of vetting any AI updates.	UBIT EDI CATT LINKT Teaching Innovation Group*

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\*Teaching Innovation Group (see prereqs to the recommendation)

**Recommendation 3: Educate faculty and students on known inequities and biases that can arise from using GAI. Advocate for the responsible use of GAI.**

As the university integrates AI into academic settings, the campus community must understand the potential for biased and ableist language in AI-generated content. AI language models are trained on vast datasets, which may not always reflect an equitable representation of all abilities, cultures, and languages. Ensuring inclusive and representative AI-generated content requires intentional effort.

The university must provide both initial and ongoing training to support faculty, staff, and students in identifying and promoting equitable AI practices. This training should focus on the impact of language used with AI tools and include strategies for recognizing and addressing ableist, biased, racist, or unintentionally insensitive language that may affect the diverse demographics represented on campus.

Additionally, to ensure full participation by students with disabilities and those whose primary language is not English, faculty must be trained on best practices for incorporating AI into classroom activities across all formats—whether online, in-person, or hybrid. This approach will help create an inclusive and supportive learning environment for all students.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Include information about inequities and bias in all GAI training for faculty and staff.	Identify populations where inequities or bias may impact and how it will impact them. Populations to include: students with disabilities (vision, hearing, cognitive, motor), students for whom English is a second language, low-income students.	Accessibility Resources EDI Office of Academic Integrity Graduate School Undergraduate School
	Develop guidance on how faculty, staff and students can recognize instances of bias and ableist language in AI output.	
	Develop guidance on how to provide flexibility when using AI for in-class assignments and assessments, as these can have a disproportionate impact on students with disabilities.	

Continue to develop research and teaching guides that address the shortcomings of AI especially around the concerns bias, inequities, EDI.	Utilize UB LibGuides (or library guides ); and consult with Librarians and the Libraries AI advisory group.	Libraries: <a href="#">Artificial Intelligence (AI) Research Tools</a>
Hold focus groups for students with disabilities, low-income students, diverse populations, first-generation students.	Have student identify barriers and biases that they have encountered while using AI for academic work.	Student Support Services Cora P. Maloney College Collegiate Science and Technology Program (CSTEP) Creating Undergraduate Learning Through Unity, Resources and Equity (CULTURE) Accessibility Resources

**Recommendation 4: Exploration - Development of GAI testbed for teaching.**

To support the effective use of AI-enabled pedagogy, the university should establish an AI sandbox where faculty can explore various AI tools and consult with experts to identify the most suitable options for achieving their teaching goals. This testbed must be regularly updated to ensure access to the latest tools and technologies. Additionally, staff supporting the sandbox should participate in ongoing professional development to stay current on best practices and advancements in the effective use of AI tools in education.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Allocate funds to establish the testbed, ensure that tools are current, and support ongoing professional development of instructional support staff.  (in progress on a small scale)		Provost, VPAA, VPCIO, University Libraries
Connect faculty to AI tools and testbed	Survey the needs and familiarity of the department.	CATT – Explore AI (Can use survey identified as an action step in recommendation 1 as well as outreach to departments).
	Visit departments.	CATT – Explore AI
	Compile and share information about data security and privacy and accessibility.	UBIT EDI
	Demonstrate tools and resources	CATT—Explore AI

Update supported AI tools and testbed based on changing needs of the community	Use the small grants program and faculty to feedback to provide relevant tools.	CATT – Regular Survey and Explore AI feedback
Provide support for integration of tools into Brightspace  (in progress)	Create demonstrations on use of AI tools in (or with) Brightspace.	CATT
	Create a short-course or workshop to assist instructors with integration before the launch of new semesters.	CATT (supplemented with support from Associate Deans for more school-specific support)
Provide a physical space for experiential AI in the classroom.	Needs assessment is required for space, staff and technology this may result from: Survey work (stated above) Current experiences working with faculty	CATT—visits to units and departments LINKT: Innovative Pedagogy Studio (in development)  UBIT – Classroom Technology
Establish on-prem AI model as option for safe testing and use with sensitive data	Investigate options available to suit the various needs as well as the cost, resources and support options available.	UBIT

**Recommendation 5: Exploration - Small grants program – continued development and maintenance.**

Many faculty lack access to funding for research on the effectiveness of their teaching approaches. This program will offer seed funding to help them initiate such projects, with the opportunity to apply for additional scale-up funds in the following year. These projects can serve as pilot studies for larger external grant applications. Additionally, external funding opportunities related to AI-enabled pedagogy will be shared widely to encourage further exploration and innovation.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Request annual funding from Provost for seed grants  (in progress)	Use ARPP to propose ongoing funding	VPAA & CATT
	Request additional funds available to past recipients for expanding/scaling project	VPAA & CATT
Expand communication and promotional campaign for program		CATT

(in progress)		
Expand AI Community of Practice from only seed grant recipients to other interested faculty		CATT
(in progress)		
Create an annual showcase for completed projects		CATT
(in progress)		
Provide pre-proposal support to interested faculty.	Promote the seed grants program in early spring for submission the following fall and include an interest form that allows faculty to indicate their level of knowledge with AI and any information they have about their projects.	CATT
(in progress)	Invite interested faculty to attend the spring showcase event.	CATT
	Develop a webinar to provide information about the goals of the program, share previous successful projects, and address questions.	CATT

## **SUBCOMMITTEE: ACADEMIC POLICY, CURRICULUM AND ASSESSMENT**

### **Vision and Values**

In the rapidly evolving landscape of AI in education, it is imperative that UB stay pro-active in the development of policy that sets boundaries on the ethical use of AI in education, yet remains flexible enough to allow for innovation and for constraints imposed by professional ethics and accreditation bodies. Incorporating generative artificial intelligence (GAI) approaches in curriculum and assessment will require a facilitated approach that equips units, departments and individual faculty with an understanding of the appropriate and effective ways to innovate that is consistent with discipline values and acknowledges changing applications in the career space while supporting our students in upholding existing UB policies.

### **Recommendations**

1. University-wide policy on safe and ethical use of GAI in teaching and learning
2. Integration of professional association guidelines and discipline-specific accreditation guidelines into policy and curriculum.
3. Development of department-level standards on the use of GAI in curriculum that incorporates changing career landscapes.
4. Assessment of the efficacy of GAI in teaching and learning.
5. Consideration of requiring training of faculty, staff and students.

### **Key Collaborators and Stakeholders**

Achieving effective and innovative applications of GAI in our educational spaces will require both top-down and bottom-up approaches.

Existing campus-wide offices, including VPAA, the Office of Academic Integrity, the Office of SUNY General Counsel, CATT and the Faculty Senate will be critical for setting broad, ethical boundaries on the use of GAI on campus. CATT will play a fundamental role in facilitating the development/revision of learning objectives at the department/program level, with perhaps a train-the-trainer model to enhance the rate at which units can promote curricular revisions. Input from career services can help programs/departments to contextualize their curricular revisions to meet existing and anticipated workforce needs.

In the units, academic deans will be needed to facilitate communication on policy, to act as a conduit for programmatic/departmental policy setting and working with unit curriculum committees to assure curricular approaches include a robust assessment plan.

Faculty are the ultimate collaborator/stakeholder. Education and engagement of faculty will be critical to any implementation of GAI innovation in curriculum and assessment. Breaking barriers to understanding and helping faculty envision safe and appropriate applications of GAI in courses is fundamental to innovative GAI use in our educational spaces.

Finally, students are key stakeholders, as their understanding of and adherence to the boundaries of GAI use will both protect their standing at UB, and ensure that they are prepared for their professional futures.

### **Implementation plan**

**Recommendation 1: University-wide policy on safe and ethical use of GAI in teaching and learning.**

Existing campus policies mainly cover student use of GAI, and are dependent on language that faculty include in their syllabi. We feel that there needs to be both a learner-centric policy and a faculty-centric policy that defines “safe and ethical use” with regard to the risk of academic integrity violations, risks to academic rigor, risks to intellectual property, and impacts on responsible conduct of research.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Update Student Academic Integrity Policy	Policy Revisions	Office of Academic Integrity (OAI), Faculty Senate, Graduate School Executive Committee
	Communication Plan	Vice Provost for Academic Affairs (VPAA), Advisors, Academic Deans, Chairs and Program Directors (Existing policy dissemination channels).
Update Improper Distribution of Course Materials Policy for faculty to prevent proprietary course materials from being submitted in third-party LLM-based applications. Change policy to “opt-out”.	Policy Revisions	OAI, Faculty Senate/Graduate School Executive Committee, SUNY Counsel
	Communication Plan	VPAA, Academic Deans, Faculty Affairs, Vice President for Research and Economic Development (VPRED)

**Recommendation 2: Integration of professional society guidelines and discipline-specific accreditation guidelines into policy and curriculum.**

Rationale: Discipline-specific recommendations for GAI ethical use and citation will likely be forthcoming from relevant regional, state and national associations and government agencies, and will continue to evolve with the technology. The subcommittee felt that there were two areas (ethical use, and citation) that are distinct in scope. First, citing use of GAI in publication will likely be advised by professional societies (e.g., American Psychological Association for APA style). Second, professional guidelines for ethical use will inform discipline-specific boundaries (e.g., use of patient healthcare data vs. use of publicly available data). Thus, it is imperative that units, departments and programs be proactive in incorporating GAI guidelines in their policies and curricula.

Action Step	Sub-steps (if needed)	Office(s) Responsible
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Disseminate updated standard citation guidelines for GAI use in publication.	Collect updated citation guidelines from professional associations.	University Libraries in collaboration with VPRED (RCR)
	Development of resource and dissemination.	University Libraries in collaboration with VPRED (RCR), Research Deans
Incorporate evolving GAI professional and accreditation standards into department/program policy and curriculum.	Identify and document new professional and accreditation standards.	Program Leadership, Units
	Incorporate new professional or accreditation standards into program/unit guidelines	Program Leadership, Unit Leadership, Unit Faculty Governance in communication with the Office of Curriculum, Assessment and Teaching Transformation (CATT)
	Incorporate new professional or accreditation standards into program curriculum	Program Leadership, Unit Curriculum Committees, CATT, VPAA in communication with CATT

**Recommendation 3: Development of department-level standards on the use of GAI in curriculum that incorporates changing career landscapes.**

Campus-wide policy will provide minimum standards as well as a policy framework to guide specific policy development at the unit, program or department level that acknowledges evolving ethics, technical standards and skills needed for students to remain competitive in the workforce. Therefore, it is imperative that units, programs and departments augment the existing campus-wide policy framework based on the evolving landscape of GAI use in their requisite fields. In addition, departments should reflect on their collective ethos regarding use in the classroom both by student and instructor (apart from those imposed by external influence (see Recommendation 2 above). The sub-committee felt that this would be best accomplished if programs were provided with a guide for policy development that would be facilitated by a trained individual in the units.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Develop a guide for departments and programs to develop standards specific for their field(s) and career spaces.	Develop and beta test guide on specific programs across campus.	CATT and Career Services
	Refine guide based on beta test feedback	CATT and Career Services
	Train unit representatives to facilitate the development of standards using the guide.	CATT

Deploy guide in facilitated sessions with trained individuals in units.		Unit Academic Deans, Unit Representatives, Program Leadership, Department Leadership.
Finalize Department- or Program-level standards.	Standards approved by departmental faculty and disseminated to faculty, staff and students.	Department Faculty, Department or Program Leadership. Faculty governance.

**Recommendation 4: Assessment of the efficacy of GAI in teaching and learning.**

Assessment of the efficacy of GAI use in teaching in learning will involve traditional assessment of learning (as determined by the course instructor), as well as assessing student and faculty experience. In addition, development of validated approaches to incorporate GAI technology in teaching and learning will facilitate the adoption by faculty who may be hesitant.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Leverage existing course evaluation system.	Identify meaningful questions (1 or 2) to be added to the universal course evaluation to assess student experience with GAI in their courses.	UBCE Working Group Subcommittee on Course Evaluation Questions, Faculty Senate
Encourage units to add discipline-specific or course-specific questions to the course evaluation to assess GAI in their domains.		CATT, Academic Deans, Program Directors, Course Instructors
Assess faculty experience with GAI in the classroom. Two distinct surveys: One for adopters to catalog empirically validated uses, one for those hesitant to identify barriers.	Create survey for adopters to identify creative yet empirically validated (assessed) uses to catalog.	CATT, OIA
	Create survey for hesitant faculty to identify barriers to adoption.	CATT, OIA
Generate resource of empirically validated strategies to incorporate GAI in teaching and learning.	Curate results from survey.	
	Incorporate as a resource on CATT website, disseminate through Academic Deans	CATT, Academic Deans.

**Recommendation 5: Consideration of requiring training of faculty, staff and students.**

The subcommittee felt that it was important that students, faculty and staff receive instruction on the ethical use of GAI on campus. However, the subcommittee did not feel that a separate

mandatory training should be developed. Rather, the university should leverage existing platforms to disseminate training information.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Incorporate GAI ethics and use in the UB Curriculum		UB Curriculum Sub-Committees and Steering Committee
Incorporate GAI ethics and use in TA/GA training and onboarding.		CATT
Incorporate GAI ethics and use in New Faculty Orientation		Faculty Affairs/CATT
Create a learning community focused on GAI ethics and use as a New Faculty Academy offering.		Faculty Affairs/CATT
Incorporate GAI academic integrity policy in the "Academic Integrity at UB" Brightspace Course for new students	Revise existing course with new policy content.	OAI
	Reinstate registration hold if the Academic Integrity Course is not completed	Registrar/VPAA/HUB/OAI
Develop faculty course on the Academic Integrity Policy with communication plan.		OAI/CATT
Develop a course for academic advisors/support staff on the Academic Integrity Policy with a communication plan.		OAI/CATT

## **SUBCOMMITTEE: COMPLIANCE AND REGULATION**

### **Vision and Values**

Our approach was caution. While the regulatory landscape is still evolving, there have already been incidents on campus where existing regulations or policies were violated by the use of AI.

Our recommendations fell into two categories: regulations grouped by issuing authority; and regulations by type of data regulated. We started by identifying as many possible issues as we could for each group and then regrouping them under appropriate offices.

This is a difficult exercise because of the lack of policy both at the University and at all levels of government. Many of these areas will eventually be the subject of University policy, and part of the promulgation of policy involves education. We have generally tried to identify areas where education or guidance should be available before policies are in place if possible.

### **Recommendations**

1. Guidance for faculty on Intellectual Property issues.
2. Guidance for faculty and students on data security and privacy issues.
3. Guidance for faculty and students on HIPAA and Cybersecurity Mature Model Certification compliance.
4. Educating faculty on state, national and international regulations regarding GAI.

### **Key Collaborators and Stakeholders**

VP Research and Economic Development

Office of the Vice President and CIO

Office of Curriculum, Assessment and Teaching Transformation (CATT)

Policy Office

HR Organizational Development and Effectiveness

University Libraries (including LINKT)

General Counsel's Office

Provost's Office

### **Implementation plan**

#### **Recommendation 1: Guidance for faculty on Intellectual Property issues (1).**

The four main issues we identified around intellectual property are faculty copyrights, student copyrights, copyright issues with Gen AI tools themselves, and plagiarism. The student copyright issue is also implicated in the use of Turnitin, so it is likely that no implementation is needed to address this. Faculty should be educated on the implications of their course materials being fed into Gen AI tools, whether it be by their own hand or by their students. There are two issues relating to Gen AI tools themselves. The first is copyright in the outputs. Faculty members need to understand the terms of use of the tools they are using and need to know what rights they have to publish outputs from Gen AI tools. The second is the possible implications of Gen AI tool companies using copyrighted training materials that they have not

licensed. That has yet to be addressed by the courts or Copyright Office. Finally, there is the issue of plagiarism, which should be under the purview of another group, so we have not addressed that.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Create and offer a workshop on faculty copyright and Gen AI tools.		CATT Research and Economic Development
Create and deploy a guide to copyright in Gen AI tool outputs for faculty.		University Libraries

### Recommendation 2: Guidance for faculty and students on data security and privacy issues (1).

We identified three main categories of data under data security: Category 1 data, Category 2 data, and research data which is neither Category 1 nor Category 2 data but is also not public data. There is already training on Category 1 and Category 2 data available. Although Gen AI tools are not mentioned explicitly in this training, there is already a guidance document available on the UBIT website:

<https://www.buffalo.edu/ubit/policies/guidance-documents/generative-ai.html>. Between that document, the posted policies on data security (<https://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/data-risk-classification.html>), and the currently available training, some guidance is already available.

Nevertheless, the current training should eventually be updated to include information on Gen AI tools. Additionally, all faculty and staff handling Category 1 or sensitive should be required to take this revised training when it is available.

It is maybe outside of the scope of our group to suggest that an AI guidance website be set up that gathers up links to documents that will be created under this implementation and ones like the above that are already available so that faculty can easily find them in one place. We are, however, making this suggestion.

Other research data is implicated in recommendation 4, below.

The main issue we identified under privacy is data protected under FERPA, some of which falls under Category 2. But it is worth addressing separately because there have already been issues with faculty members using ChatGPT for grading. Apart from the ethical issues involved, there are privacy issues inherent in feeding student essays containing personal data into Gen AI tools. This is a problem worth addressing as soon as possible, possibly as a part of another workshop or educational update.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Update current Cat 1 and Cat 2 data security training (Handling Data Safely).		Information Security Office Organizational Training and Development
Create and offer a workshop or other update on the privacy implications of		CATT Office of the Chief Information Officer

feeding student work into Gen AI tools.		
Set up a Gen AI information website that gathers links to policies, guidance documents, and available training materials.	Gather information from various offices on existing policies, guidance documents, training materials and other relevant materials.	UBIT CATT Human Resources Provost's Office Research and Development Office University Libraries
	Set up website and channel for soliciting and accepting updates.	UBIT

**Recommendation 3: Guidance for faculty and students on HIPAA and Cybersecurity Mature Model Certification compliance (1).**

HIPAA and CMMC compliance are a subset of recommendations 2 and 4 in that they are specific regulations already in place and HIPAA data is Category 1. Although they do not specifically regulate use of Gen AI tools, most Gen AI tools use the materials fed into them for training. Therefore, feeding this data into Gen AI tools is a breach of privacy and security protocols. Until any needed trainings can be updated, it is appropriate to publish and publicize a more explicit and expansive guidance document than the one that is currently available and linked above in recommendation 2.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Publish news bulletin or guidance document on use of Gen AI tools and privacy.		Office of the Chief Information Officer

**Recommendation 4: Educating faculty on state, national, and international regulations regarding GAI (3).**

The landscape of data privacy laws is ever evolving, with new domestic and international regulations governing the protection as use of data constantly being developed and/or refined. As many of these laws protect the data of a person/data subject by virtue of their nationality/country of residency, regardless of where the collection or processing of the data is occurring, these laws may apply to the actions undertaken by faculty and staff when they process the data of students, faculty, staff, research subjects, and other parties. In addition to restricting the processing of personal data, some of these laws restrict the use of automated decision-making processes concerning data subjects and their personal information. As Gen AI tools are developed and implemented at UB, it will be imperative that faculty and staff understand what they are permitted to do under applicable data privacy laws and/or what precautions need to be observed in order to ensure we remain compliant with our legal obligations as begin to utilize Gen AI tools.

It is recommended that we validate what information is being processed using Gen AI tools and what data privacy laws may apply to such processing. It is also recommended that environmental scan be continually conducted to ensure we comply with new and amended data

privacy laws. Once we understand what laws apply it is recommended that we prepare trainings on compliance with the applicable laws and what processing can be conducted using Gen AI tools.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Conduct continuous environmental scan of new and updated Gen AI regulations.	Coordinate environmental scan with appropriate offices.	Provost's Office
	Conduct environmental scan.	Provost's Office Research and Development Office Information Security Office Office of General Counsel

## **SUBCOMMITTEE: INTERNAL AND EXTERNAL ENGAGEMENT**

### **Members**

Dawn Reed, Academic Affairs (chair)

Patrick Broadwater, Jacobs School of Medicine and Biomedical Sciences

Gina Cali-Misterkiewicz, College of Arts and Sciences

Jeremy Cooper, Curriculum, Assessment and Teaching Transformation

Grace Gerass, University Communications

Kathleen Heyworth, Research and Economic Development

Kristopher Miller, University Libraries

Marcene Robinson, School of Engineering and Applied Sciences

Diana Tuorto, UB Information Technology

Amber Winters, Graduate School of Education

### **Vision and Values**

UB's approach to incorporating generative AI (GAI) into teaching and learning should be student-centered, focused on creating opportunities for collaboration and integration across academic units while leveraging the expertise in administrative units to guide instructional innovation, academic integrity and other support services. AI for teaching and learning should leverage the other pillars of AI at UB – Research and Operations. While each of these three pillars have distinct characteristics, they should live harmoniously within one overall brand of AI at UB.

### **Key Collaborators and Stakeholders**

Key stakeholder offices/groups for implementation:

- Academic Affairs – Academic Integrity; Curriculum, Assessment and Teaching Transformation; The Graduate School; Marketing, Communications and Digital Engagement; and Undergraduate Education
- UB Information Technology / Office of the VPCIO
- University Libraries
- University Communications
- Senior Communicators – academic and administrative units
- Instructional Designers – academic units

Key campus stakeholder offices for awareness and support:

- Academic unit leadership – Deans, Associate Deans, Chairs, etc.
- Faculty Affairs
- Research and Economic Development
- Student Life
- Finance and Administration – Human Resources

## Implementation plan

### Recommendations

To guide our recommendations, we created a framework for our implementation strategies:

- Aligning and Maximizing University and Unit Communications Strategies.
- Cultivating an AI-Enhanced Mindset in Teaching and Learning through Strategic Communications.
- Showcasing AI Innovation in Teaching and Learning through Strategic Communications.
- Empowering Stakeholders with an AI Resource Hub.

**Recommendation 1: Align and maximize university and unit communications strategies.**

To effectively align and maximize communication strategies at both the university and unit levels, we need to first create a comprehensive inventory of the communication channels and resources available.

In the short term, unit senior communicators, along with staff from University Communications, should work together to share and elevate content related to GAI in teaching and learning and determine the best ways in which to integrate with current messaging in support of UB’s work with AI in research. Various tactical recommendations can be implemented to assist with this effort.

In the long term, it is important to establish a governance structure for GAI in teaching and learning, defining specific responsibilities for individuals who will coordinate collaboration, prioritize initiatives, and enhance the visibility of GAI-related content.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Optimize communication channels and assets within unit organizations to share and elevate resources, stories, news and events for appropriate audiences.	Determine current list of inventory and assets.	VPAA and UC in consult with senior communicators.
	Review inventory of communication channels and assets available both at the university level (UC) and at the unit level (academic and administrative) and determine gaps.	VPAA and UC in consult with senior communicators.
	Develop a process for sharing content with unit communicators and for unit communicators to report back on how content was shared and any measurable outcomes.	
Develop boilerplate language and talking points about GAI in teaching and learning at UB that can be included in articles and shared with senior communicators. Develop a consistent brand approach and determine the need for additional brand toolbox items related to GAI messaging.	Messaging should be cohesive and should connect GAI in teaching and learning with ongoing AI research initiatives.	UC in consult with VPR and senior communicators.
Review and expand the list of faculty experts available to engage in media requests		UC in consult with senior communicators.

regarding GAI in teaching and learning.		
Develop initial guidelines for communications coordination. This can be developed holistically and broken out by audiences.	<p>Communication to internal constituents by audience (faculty, staff, students).</p> <p>Communication to external constituents by audiences (prospective faculty, staff and students; alumni/donors; elected officials; higher ed institutions/faculty)</p> <p>Develop a decision matrix for elevating stories to local and national media, social media, video, etc.</p>	UC in consult with senior communicators.
Develop tags for events (UB Calendar), news briefs, articles and photos to be used consistently across the university to assist in identifying and populating various feeds.	<b>This project was completed in November 2024. Education and implementation throughout senior communicator offices should take place in spring 2025.</b>	UC.
Determine the need for a communications lead to coordinate AI-related communications and/or a GAI communications committee.		Executive sponsors in consultation with committees.
Develop standard language and/or codes for sponsored projects to assist in compiling complete lists of AI-related projects. Investigate how internally-funded programs are tracked.		VPAA, VPRED, VPFA.
Develop communications plans to support initiatives from other subcommittees.	Determine budgets and staffing resources needed.	Dependent on initiative.

**Recommendation 2: Cultivate an AI-enhanced mindset in teaching and learning through strategic communications.**

To create an AI-enhanced mindset in teaching and learning through strategic communications, we must speak to more than just the technical skills and tools associated with AI, but also the mindset and collaborative practices that empower educators to integrate GAI into their teaching effectively. By highlighting the holistic development of skills, collaboration, ethical considerations, and innovations, as well as a focus on student success, we can foster a vibrant learning environment that embraces the potential for GAI in teaching and learning.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Coordinate survey administration and result sharing related to use of GAI in teaching and learning. (include recent survey done by VPRED)	Coordinate and share survey results amongst units.  Be mindful of survey fatigue throughout the university and coordinate with other survey administrators regarding optimizing timing and content of other surveys.	CATT, UBIT, VPRED, VPUL and OIA.
	Determine framework for questions on future surveys.	
	Develop a plan for sharing survey results with faculty and staff.	
Develop a website focused on AI @ UB. This would include content for both internal and external audiences (stories, events, videos, news releases, blog posts, podcasts, etc.). This would also include a place for sharing task force reports and providing updates on initiatives. This would also include the AI Resource Hub (described in final recommendation).	Determine <u>coordination</u> with Empire AI and other funded entities' <u>web</u> presence.  Determine stewardship model.	UC, VPAA, VPRED, UBIT, VPUL.
Develop a plan for presenting at new faculty orientation about GAI in teaching and learning – inclusive of highlights, current initiatives and resources.	Develop presentation(s) and associated handout materials.	CATT, UBIT, VPUL, Faculty Affairs.

<p>Develop a marcom and engagement strategy for educating faculty, staff and students regarding the use of GAI tools related to teaching and learning, including what is available, how-to's, ethics and bias in use of tools and academic integrity related to use.</p> <p>**These strategies should complement each other, but there will be different approaches for each audience**</p>	<p>Determine and create content – case studies of current use, faculty videos with tips, videos about proper use, emails, presentations, etc.</p> <p>Create a social media strategy to support for students to support ethics and academic integrity related to the use of tools.</p>	<p>VPAA, CATT, UBIT, VPUL, VP SL.</p>
	<p>Determine best-fit distribution channels and coordination with academic and administrative units.</p>	<p>Above in consult with UC and senior communicators.</p>
	<p>Determine which content should be elevated to university channels.</p>	<p>Above <u>in</u> consult with UC.</p>
<p>Develop a faculty and staff customer group and ambassador program</p>	<p>Leverage faculty currently using AI in teaching and learning to provide content for the above strategies, mentor other faculty and provide insight to leadership on needs, future trends, etc. to support the increased use of GAI in teaching and learning.</p>	<p>CATT, UBIT, VPUL.</p>
<p>Develop a toolkit for faculty and staff to support their sharing of content on social media and with their industry organizations.</p>	<p>Create sample posts, best practices, tutorials, etc. for platforms like LinkedIn.</p>	<p>UC in consult with senior communicators.</p>
	<p>Determine if something similar is needed to encourage and support faculty showcasing their use of GAI in teaching and learning with external audiences (industry</p>	<p>CATT, UBIT, UC, Faculty Affairs.</p>

	organizations, peer groups, journals, etc.)	
<p>Develop a strategy to tell the story of practical use of AI in all industries and how we are committed to preparing our students for future careers. (AI in the discipline).</p> <p>This can be coupled with a plan for engagement with business/industry experts to define the need of student competencies in AI for future employment.</p>	<p>Coordination with the success teams/offices who support students (academic and faculty advisors, Career Design Center and other career services offices, CEW, etc.)</p> <p>This could include: the development of content to share with success teams to support their conversations with students; the creation and/or promotion of workshops, presentations and other “AI in the workforce” content.</p>	<p>VPAA, VPSL, Academic Unit Offices.</p> <p>Opportunity for engagement with business partners, alumni and donors.</p>

### Recommendation 3: Showcasing AI Innovation in Teaching and Learning through Strategic Communications.

Highlighting the innovative work at UB in the teaching and learning landscape helps foster an AI-enhanced mindset throughout the university and allows us to position our faculty and staff as thought leaders in the industry. By showcasing our inspiring stories, we can attract future students, faculty, and staff and engage our alumni and donors, who are essential to our success and growth.

Action Step	Sub-steps (if needed)	Office(s) Responsible
Develop an inventory of offices hosting events and workshops related to AI @ UB. Through this identification process, determine the opportunities for inclusion of presentations and content related to GAI in teaching and learning and/or the opportunity to create additional workshops, speaker series and events at a similar time.  Examples: AI Week; AID Days, AI Forums, etc.	Create a subcommittee of individuals responsible for the planning and marketing of the events happening at similar times to coordinate, streamline and optimize marketing and communications in support of attendance and media coverage.	Various units, UC, Conferences & Special Events.
	Determine the need for additional workshops, presentations and speakers to fill the gaps.	CATT, UBIT, VPUL.
Develop an external media and public relations campaign related to AI @ UB inclusive of GAI in teaching and learning.	This plan should include both earned and paid media.	UC, VPAA, OTPs in consult with senior communicators.
Develop a social media campaign related to AI @ UB inclusive of GAI in teaching and learning.	This plan could include both owned social and paid social media.	UC, VPAA, VPRED and senior communicators.
Develop a plan for utilizing stories of GAI in teaching and learning in the recruitment of future students.	Determine and produce the content and formats needed.	VPAA, VPPEM, grad enrollment managers, senior communicators.
	Develop a toolkit for use by enrollment managers to include templates for	

	handouts, presentations, social media posts, etc.	
Coordinate with Office of the President for work with Community and Government Relations to highlight GAI in teaching and learning stories with our elected officials and community partners.	Determine and produce the types of content needed.	VPAA, OTP, senior communicators.
Coordinate with University Advancement to share highlights of GAI in teaching and learning stories with our alumni, donors and foundations and corporate partners, and determine opportunities for philanthropic support of GAI in teaching and learning initiatives.	Determine and produce the types of content needed.  Determine philanthropic opportunities and create a cultivation strategy.	University Advancement, OTPs, other units.

#### Recommendation 4: Empower stakeholders with an AI Resource Hub.

By creating an AI Resource Hub, we can empower our internal stakeholders with information, guidance, and resources needed to integrate GAI in their teaching and learning successfully. By leveraging the Hub externally, we make our efforts publicly available to support our “AI for the social good” framework.

Action Step	Sub-steps (if needed)	Office(s) Responsible
<p>Develop a centralized digital resource hub with tools, guides, tutorials, templates, case studies, webinars, open courses, sandbox, key terms, approved AI software, bias statement, links to school-based resources, FAQ, etc.</p> <p>The Hub would contain original content and also act as a launching pad to refer and connect constituents to relative content with the university’ digital ecosystem.</p>	<p>Develop a phased strategy for building the resource hub infrastructure and ongoing ownership and stewardship.</p> <p>Throughout the process review peer institutions for best practices.</p>	VPAA, CATT, UBIT, VPUL, academic units.
<p>Develop a consistent approach for citing use of AI in various verticals.</p> <p>This could live as a resource in the Hub or be linked to.</p>	<p>Develop a strategy for promoting to faculty, students and staff.</p>	VPUL in consult with other offices.
<p>Develop a marcom strategy to promote Hub (free and accessible) to external constituents.</p>		VPAA, CATT, UBIT, VPUL.
<p>Determine the long-term opportunity to partner with AI companies and organizations to provide content for the HUB</p>		CATT, UBIT, VPUL.