FAS-SEAS Senate Meeting
October 26, 2023 – 3:30 PM to 5:45 PM
Dow Hall 100, 370 Temple Street, and Zoom

APPROVED

Present Senators:
Marijeta Bozovic, Oswaldo Chinchilla, Michael Fischer, Alessandro Gomez, John Hall, Valerie Horsley, Maria Kaliambou, Greta La Fleur, Maria Piñango, Rose Rita Riccitelli (staff), Constance Sherak, Kathryn Slanski, Mark Solomon, Dara Strolovitch, Rebecca Toseland, Meg Urry, Paul Van Tassel, Jing Yan, Mimi Yiengpruksawan

Absent Senators:
Andrea Aldrich, Gerald Jaynes, Mordichai Levi-Eichel, Jason Stanley, Julia Titus

Guests:
Alexandrov, Sybil, Alhassid, Yorum, Aziz, Muhammad, Balokovic, Mislav, Barron Tim, Baynes, Ross, F., Bennett, Beth, Bolton, Edward, Brock, Jeffrey, Brudvig, Gary, Chang, Joseph, Cooke, Edward, Coulibaly, Lacina, Nagy, Elka Kristo, Fotos, Michael, Gilbert, Wendy, Gladney, Larry, Glenn, Jim, Goren, Shiri, Havlickova, Miki, Hawkins, William, Heeger, Karsten, Hochstrasser, Mark, Homans, Margaret, Jain, Harry, Kaufman, Ronit, Khurshudov, Andrei, Kraus, Chris, Kreuzer, Gundula, Levene, Nancy, Mooseker, Mark, Naing, Sid, Nájera, Luna, Pinzka, Lauren, Pogge, Thomas, Posada, Julian, Spangler, Stephanie, Thomasson, Camille, Vasseur, David, Wilford, Heather, Win, Yin, Yan, Elsa

Open Session (4:00-5:30) Agenda:

1. *Generative AI Guidance for Teaching and Learning.* (4:00-4:50pm)
Jennifer Frederick (Executive Director of the Poorvu Center for Teaching and Learning and Associate Provost for Academic Initiatives) to discuss generative AI in the context of teaching and learning at Yale. The discussion will include:

    o General observations about generative AI in education at Yale as of early fall 2023

    o Top recommendations and a useful framework for thinking about generative AI use policies in your courses.

    o Mitigating the risks – what faculty should know.

    o Broader campus action and planning framework – an early preview.

    o Q&A

2. *Diversity Committee Report on Romantic and Sexual Relationships Between Faculty and Graduate Students.* (4:50-5:30pm)
Senators **Oswaldo Chinchilla** and **Maria Piñango**, to present a report of the Diversity Committee concerning a proposed policy change concerning romantic and sexual relationships between faculty and graduate students.

Minutes from the open session of the meeting:

FAS-SEAS Senate Chair **Meg Urry** called the open portion of the FAS-SEAS Senate meeting to order at 4:00 PM, welcomed everyone, and reminded attendees of the Presidential Search Committee's listening sessions and encouraged all to attend at least one session.

Poorvu Center presentation: Ms. Urry introduced **Jennifer Frederick**, Executive Director of the Poorvu Center for Teaching and Learning and Executive Director of Academic Initiatives, to discuss AI (artificial intelligence) in the context of teaching and learning at Yale and its implications for the present and future. **Ms. Frederick** said she will approach the topic from two viewpoints – as director of the Poorvu Center for Teaching and Learning, which works with faculty and students, and in her role in a small group in the Provost's office that is working on an action and planning framework for the broader campus.

Ms. Frederick said that the Poorvu's Center's approach to AI is guided by Yale's Mission:

> *Yale is committed to improving the world today and for future generations through outstanding research and scholarship, education, preservation, and practice. Yale educates aspiring leaders worldwide who serve all sectors of society. We carry out this mission through the free exchange of ideas in an ethical, interdependent, and diverse community of faculty, staff, students, and alumni.*

Ms. Frederick said that we do this by organizing initiatives around research, education, preservation, and practice. She noted that students are ahead of faculty in the use of AI, and want to use it responsibly to enhance their learning. We are hearing that they want to uphold academic integrity in using AI, however they need guidance in knowing what the boundaries are. Instructors need to set boundaries and have clarity and transparency. The Poorvu Center's Student Advisory Board is asking instructors to tell students what they are allowed to do when using AI. One student noted that if our instructors don't tell us how to use AI, we're going to be at a disadvantage when we go out into the world. We find among faculty a very wide spectrum of engagement - from enthusiastically incorporating AI into their teaching to not using it at all. We are collecting examples to give faculty a sense of what their peers are doing and what they can learn from them in trying to incorporate AI in their own teaching. There is no right or wrong answer to using AI in teaching, however not addressing it and not talking to students about it is the wrong approach in her view.

Ms. Frederick talked about Generative AI at Yale:
- Observations
- Engagement
- Events and Workshops
- Integration

She noted that instructors need to:
- Talk to their students
- Try it
- Proceed with caution

Ms. Frederick advises faculty to familiarize themselves with areas where students are already using AI so they can set guidelines for what is acceptable in their particular course and what is

not acceptable. The Poorvu Center provides one-on-one consultation with faculty; provides links to good information and articles on how peers are using AI; convenes faculty to talk with each other and try things out with the Center, pairing with departments and schools to facilitate discipline-specific conversations that hopefully will lead to discipline-specific guidance; facilitate general rules that can pertain to all disciplines. **Ms. Frederick** said that there are good examples of faculty integrating AI into their courses, and she feels there are challenges in what and how we want students to learn that get us back to the basic questions of what are we teaching and why. And, we need to add the question of what ways might AI intersect with this learning process and could be productively integrated into this process to enhance this process or not. Also, we need to balance the need to prepare students to go out into a world where AI is present and rapidly growing, with the risks it carries - privacy, data security, safety, and copyright issues, and she noted that AI tools are drawing from information sources that are public, which means that these sources can be bias, incorrect, not representative of human cultures and languages that make up the world, and can be very skewed. **Ms. Frederick** said Yale is exploring enterprise licenses with companies so everyone on campus can use them, which is important that everyone has the opportunity to use the same resources. One of the biggest challenges is thinking about how we're revising courses to give students a foundation and exposure to the integration of AI in their chosen field. She feels it is still too early to make radical changes, but not too early to begin thinking about where the thinking happens in a particular discipline, how to train students to do that kind of thinking, and what is out there in the world like AI and other tools that may influence students, and be prepared for whatever comes. She said that we know technology changes, and one of the first panels we had for faculty reminded us how radically challenging it was to write down our ideas. These things haven't happened and it helps us pedologically to think of what we are trying to teach our students and what do they need to know, and to ask if we are giving them opportunities to practice, engage, and get feedback, and we should be thinking about how to integrate AI into our teaching. In general, **Ms. Frederick** believes that no student wants to cheat, however when being overwhelmed and not realizing how hard it is to have competing priorities, they end up making poor decisions, which has nothing to do with AI or any of the other tools used, and it's more about choices, lifestyles, being in balance, culture, and environment. If we are going to invest energy and time in helping students, it should be in these places and not trying to ban AI or detect AI. She noted that there is no tool available that can detect AI reliably, however there is a lot that we can do to review our teaching and how we're adapting to this new environment.

Since OpenAI released ChatGPT in November 2022, the availability of Generative AI tools that produce text, image, or code has expanded to include Microsoft's' Bing AI, Google's Bard, and Open AI's powerful GPT-4. The power of these tools to answer complex questions and generate coherent text continues to improve, and they've recently been integrated with widely used Google Docs and Microsoft Office. This has led to questions about how students are using these tools and how faculty can respond to best support their students' learning. In consultation with instructors and technology experts at Yale and beyond, the Poorvu Center offers guidance on exploring how Generative AI works and suggestions on how to adapt current teaching. We also offer advice for teaching fellows and a list of recommended reading. Additional resources with examples for incorporating AI into teaching from Yale instructors and resources from Poorvu

Center events on teaching in the age of AI are also available. To instructors: share your thoughts and ideas with us. Send questions or examples of how you are integrating these tools in your lessons, or adjusting in light of them.

The Poorvu Center offers panels, workshops, and consultations. Email askpoorvucenter@yale.edu

In the teaching framework from the 2023 Cornell Report, it noted: No AI-Focus on developing a skill; OK AI-Acceptable to use with attribution; GO-AI-try it with intention to learn.

Campus-wide support and School Based initiatives:
Investment from Center as a catalyst>Distributed pilots and experiments>Campus convening and learning>Clarity for future investments>

Common Principles can unite AI efforts at Yale:

Example Guiding Principle	Example Implication
Yale's approach to AI should: Put people first!	
Leverage the university's unique strengths	• Prioritize solutions that engage all disciplines and schools • As the research university most committed to teaching, advance both with AI • Work toward an integrated university plan

Ad0pvance institutional DEIB values	• Proactively address DEIB and bias in AI by considering topics such as representation, equity, training approach, research opportunities
Emphasize action, learning, and community engagement	• Encourage experimentation around Yale with a willingness to make small investments, learn, and pivot • Convene community and disseminate learnings and use cases
Utilize existing governance structures where possible	• Rather than form multiple new committees, ask standing committees to understand implications of AI for their areas
Appropriately mitigate risks of AI	• Update policies to assure appropriate use of AI • Balance need to learn and experiment with security

Exploring ways to learn about AI in Education

Khan Academy's AI for Education course. I've sampled from many of the lessons, and rate it highly for diverse representation and making a case for inclusive approaches to AI.
https://www.khanacademy.org/college-careers-more/ai-for-education

Brown's teaching center and library collaborated to create a Canvas module on "Writing and Citing Critically: An AI Guide for Informed Students," designed for instructors to incorporate into a course. We have full permission to use it with attribution.

The University of Maryland's free Canvas-based course on AI and Information Literacy, which is more general and emphasizes how to think about accuracy and citations.
https://umd.instructure.com/courses/1354089

Auburn University's teaching center offers a Teaching with AI course, available for licensing by non-Auburn institutions.
https://biggio.auburn.edu/programs/professional-development-programs/teaching-with-ai-auburn

Could we create a Yale MOOC or mini-MOOC that draws on the experts in our community, recognizing the time and effort required to do this well. Could follow recent model for almost live-streaming it to the world.

Ms. Frederick said that Yale is exploring its response to AI, and there are some parts that are discipline-specific – an example is that Architecture is addressing generative AI very differently than Divinity, and there are many other disciplines that will address AI much differently than others. However, there are also common themes such as safety, compliance, the educational mission are all common themes across all disciplines. We are considering these areas and where they can be best handled, such as the Provost's Office, IT. We need guiding principles to help us navigate through the questions that arise, and we are using Yale's mission to guide us into developing these principles that will support Yale's mission. One principle we're using is "people first" and not thinking about the technology as much as we are thinking about people first. Also, leveraging Yale's unique strengths – of course there is a role for computer science, SEAS, and machine learning, however our humanists, philosophers, and our Divinity School Faculty present a rich set of disciplines with many voices that have very relevant and important things to say. **Ms. Frederick** said that in meeting with people from tech companies, the question often came up of what our students need to be prepared for this world, and the most common answer was ethics. We also need to think about the diversity of voices, about equity and accessibility, thinking about promoting and integrating AI in a way that it improves and not exacerbate inequalities that already exist. She stressed that the most important way to answer questions about AI is action and community engagement and involving everyone in the process. We should use structures that are already in place at Yale to address situations that arise, and it's really important that we try to mitigate the risks of AI.

Q&A:
Q: Paul Van Tassel – how is/will Yale support specific AI software, or the use of AI that is available?

A: Ms. Frederick – we don't yet have the capability to offer specific software to our Yale community. However, we are currently working on obtaining licenses for various programs that are available and make them available for Yale people to use without having to go through specific steps to get into the programs.

Valerie Horsley mentioned that she is the chair of the Committee on Majors, and that committee has been charged with asking departments to talk about how AI will be used to inform curriculum and majors, and we have a survey that will be sent to faculty and we will share the results with the Poorvu Center.

Marijeta Bozovic talked about challenges she has seen using ChatGPT in writing and the problems it creates when students are asked to write an original piece.

Alessandro Gomez said his perspective is from an engineering discipline, and there are several things that AI is useful for – including polishing a paper after it's written. However, he noted, that the fundamental part of engineering is to teach our students how to think, and that part is troublesome now, and he fears it will get worse in the future when AI gets better. **Ms. Frederick** said ChatGPT can be helpful if a student does not know how to form an equation and that it will provide it - not the answer, but the steps to use to solve the equation. This is a benefit of a smarter AI, however it's difficult to determine how a student is using the tool – to get the answer or to find out how to get the answer. **Michael Fischer** pointed out that if Yale contracts a Silicon Valley company for its AI, you can be sure that the company will use Yale as a PR tool to promote their product. And, he feels it is a bit premature to take that step right now. He also thinks ChatGPT can be an important tool in teaching critical thinking. **Ms. Frederick** feels her role at present is to introduce AI, note its challenges and opportunities, and not to recommend it. **Ms. Horsely** gave an example of how she used ChatGPT in writing a grant on a topic that she was not that familiar with. When she asked about the field, ChatGPT gave wrong information on the topic. What she did find useful was in coding for genomic analysis, which she does not a have expertise in. And, it was able to teach her how to do the analysis that she needed at the time. **Mark Solomon** said he finds it useful for "polishing" text that needs some work, and said that it needs to be accepted because it cannot be stopped. He said we do a disservice to students if we don't teach them to wisely use ChatGPT. He noted that in five years, routine writing and coding will be done with this tool, however he also noted that good writing cannot be done with this tool. **Ms. Frederick** noted that we have had four "hands on" sessions, and plan to offer more. **Oswaldo Chinchilla** said it was interesting to hear that ethics is a key to teach students how to use AI correctly. When he served on the Executive Committee, it was noted that there is no specific way to train incoming students on how to handle plagiarism – the tradition kind of how to cite sources. He asked if there will be training for students on what is right and what is not in terms of AI. **Ms. Frederick** said that currently there is no training that students receive -the information is available if one chooses to seek it out, however it is not offered as a standard practice. She said that right now it is up to the instructors to provide this information on what is and what is not acceptable in a particular course. **Ms. Urry** said if nothing else, we need to tell our students what is allowed. **Jing Yan** asked if there is anything we should not be doing when using ChatGPT in class. **Ms. Frederick** noted that ChatGBT is only one of many (hundreds) of AI tools, and Chat GPT is the most used at this point. She said we need to think carefully of what we share and don't share, and what your students share and don't share. Provost **Scott Strobel** sent out a memo cautioning to be careful not to put in medium and high-

risk data, personal information on students, grades – things that are normally protected information. In person faculty member said he works with international students and feels that these technologies interact with our students, some second language folks, in unique ways. He noted that it takes up to six years for these students to learn enough to be able to write, and he thinks that AI tools will add to this instead of help. **Ms. Bozovic** pointed out that there are pitfalls if a student uses editing and grammar tools, including when submitting a job application that is impeccable and then interviewing and have difficulty expressing with the same clarity used on the application.

Ms. Urry thanked **Ms. Frederick** for her presentation and noted that if one has further questions, **Ms. Frederick** can be reached at the Poorvu Center.

Diversity Committee Report: Ms. Urry introduced the next topic of discussion – the Diversity Committee's report on *Romantic and Sexual Relationships Between Faculty and Graduate Students.* **Mr. Chinchilla** noted that in working on this report, members of the Diversity Committee understands that Yale has a clear policy for romantic relationship between faculty and undergraduate students, however there is no singular policy for graduate students who we think are vulnerable. Currently the policy for graduate students is that includes teaching, advising, or directly supervising a student. The committee thinks this too narrow and puts in jeopardy the position of power between teachers and students, and puts in jeopardy other students and the broader climate of the department or program. The Diversity Committee recommends that the university forbid these relationships, while considering that in a small community such as New Haven, there are not many dating opportunities for the diversity of people who make up the Yale community. These recommendations were first submitted to the FAS-SEAS Senate in May 2023, where we received input and incorporated suggestions from that discussion to the report that we present here today. We do understand that the suggestions in the report need to be discussed by Yale's General Council, and that we do not have all the answers. Copies of the report were distributed to the in-person attendees, and the current version was shared on screen with Zoom participants. The report can be found here. **Maria Piñango** reviewed the recommendations section of the report, and noted that the report will be sent to the Graduate School to use as it considers the report and its recommendations. She pointed to four recommendations : 1, 8, 9, and 10, noting that these are specific to who these recommendations are addressing. The rest relate to procedures to implement whatever policies are decided on. **Ms. Horsely** thanked the committee for issuing this important report, and asked how we can ensure that the Graduate School moves on it. **Ms. Urry** noted that we cannot ensure that the Graduate School moves on it. Hopefully the report will speak for itself and get attention. **Mr. Gomez** is worried about the role that the chair would take, and he would be more comfortable if there was an intermediary person to initially go to (such as an ombudsperson). **Ms. Urry** said the main part of the policy is that it (the relationship) would be made known to the university in a public way so there is a record. **Mr. Solomon** noted that the Senate is not writing the policy but getting the issues that are present high on the agenda of the people who are responsible for writing the policy, and we're after the bigger picture which is banning relationships with faculty with power and graduate students. **Ms. Bozovic** said this is a good example of an exercise where we can discuss various situations that have or will arise, and

allow the people in charge to craft a policy that will help. **Mr. Fischer** agrees with the introduction of the report which talks about relationships that exist and that impact others. However, he questions other parts of the report. **Ms. Horsleyy** noted that this report is not a policy, and feels it's good to recommend ideas to make a foundation to establishing a policy. She feels that the recommendations are valuable tools that can protect students against any adverse incidents related to faculty/student relationships. She asked if we could have a vote so that she can transmit the report to the administration. **Ms. Horsley** made a motion to approve this report. A vote was taken and the report was approved. And with that, **Ms. Urry** adjourned the meeting at 5:30 PM.