**Generative AI Steering Committee Final Report**

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**(revised on May 6, 2024 after feedback from April 11, 202 Faculty Meeting)**

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## I. Choate Rosemary Hall's Current Stance on Use of Generative AI

Choate Rosemary Hall's values promote a dynamic balance between tradition and innovation. Because the rapid development of Generative AI provides transformational opportunities to enhance the educational experience, advance the generation of new knowledge, foster continuous learning, and support the collective pursuit of excellence, Choate Rosemary Hall endorses the discerning, informed, and ethical use of Generative AI by students, faculty, and staff.

At Choate, an ethical approach to Generative AI is rooted in the deep trust and meaningful relationships that define our community. The human connections, interactions, and authentic work that are central to the Choate Rosemary Hall experience should only ever be amplified by the use of Generative AI, never replaced by it. This approach must also include critical examination of the tool itself. Such direct interrogation of the diverse human concerns and possibilities within Generative AI will ensure that the Choate community remains aware, reflective, curious, and responsive. Finally, as we explore, experiment with, and examine this powerful new technology, we must also recognize and attend to uses of Generative AI that are not appropriate, beneficial, or desirable.

Through this dynamically balanced approach, Choate Rosemary Hall aspires to model how to embrace this evolving technology responsibly while remaining aligned with core institutional values to move into an unknown and exciting future with the insight, creativity, and skills to shape it.

## II. Process and Philosophy

Following the work initiated by various individuals and groups beginning in the 2022-2023 academic year, the Generative AI Steering Committee began its work in October of 2023 with the charge to recommend policy, guidance, and best practice based on the specific needs and concerns of this community. That said, grappling with the many questions raised by Generative AI has not been the sole domain of the Steering Committee. Groups such as the ITC, the Academic Technology Department, the Director of Faculty Development, the Andrew Mellon Library, ITS, the Academic Department Heads, the Form Deans, participants in TECtonic and the AI Playgrounds, as well as the members of the Generative AI Collaborative Group have all been working throughout the year to produce resources, professional development, curricular guidance, and professional standards to support the varied work we do every day at Choate Rosemary Hall. The primary tasks of the Steering Committee have been to provide the Choate community with guiding principles, to create a framework that organizes existing practices, and to establish the foundation upon which future decisions, policies, and approaches can be built. Our hope is that this report offers helpful guidance about how to proceed based on our understanding of what the Choate community needs, wants, and envisions for the future in response to this emerging technology.

In order to develop a clear, comprehensive, and data-backed understanding of the Choate community's needs, wants, hopes, and concerns regarding Generative AI, the Steering Committee

gathered feedback from students, staff, and faculty in a variety of ways and also engaged in various forms of research and exploration ourselves:

- Conducted surveys of the faculty and staff
- Hosted focus groups for faculty and staff
- Hosted focus groups for students
- Experimented with various AI tools
- Attended conferences dedicated to Generative AI
- Remained current and in conversation with the efforts of other groups on campus regarding Generative AI
- Examined and compared different educational institutions published approaches to Generative AI
- Collaborated with external experts brought in for professional development to ensure our work aligned with evolving wisdom and best practices
- Completed a polarity mapping and SWOT analysis to clarify and align our own understanding of the challenges and opportunities associated with this technology as it relates to the Choate community and beyond

The results from this work were varied and yet also demonstrated dominant themes. The entire Choate community held deep concerns regarding the ability to maintain standards of authenticity, knowledge acquisition, creativity and ethical behavior while also genuinely seeking ways to learn about and use this promising technology. In student feedback, our students clearly stated that they value the education they have access to at Choate and want to make sure that the integration of this technology doesn't supersede or circumvent the development of their own learning. They also expressed a real need for guidance, instruction, and help in navigating and exploring this technology. Students also hoped that their teachers could help them grapple with how best to use this technology in the moment, understand its existing limits and dangers, and consider the implications of this technological advancement as it intersects in so many areas of their life at school and beyond.

Staff and faculty concerns echoed those of students while also expanding upon the ethical implications, both immediate and long term, of embracing a technology like Generative AI. Unsurprisingly, the staff and faculty articulated hopes and concerns that span from highly practical to existential. While there was a clear spectrum of interest in accepting and using this technology in our function as a school, there was consistency regarding the desire for an explicit articulation of Choate's stance on how it would approach Generative AI and a sense of enthusiasm and urgency to delve meaningfully into the diverse ethical topics raised by Generative AI.

It was this confluence of shared concerns, opportunities, interests, and needs that led the Steering Committee to compose Choate's Current Stance on the Use of Generative AI. The goal of the stance is to clearly signal Choate's position in this current moment, affirm essential elements of our

community that transcend technological developments, and articulate the core values that should inform future decisions.

The recommendations and suggestions for acceptable use policies that follow the stance in this document were all shaped and informed by the values expressed in the stance. Additionally, the recommendations draw and expand upon existing institutional structures that have guided us through other transformational moments. Models used to navigate other technological developments (e.g. iPad) as well as models developed to respond to the COVID-19 pandemic have inspired the Steering Committee's recommendations. The Steering Committee acknowledges the complex connotations and implications of blending traditional responses to emerging technology and emergency responses to a sustained global health crisis. Generative AI is a tool with incredible potential for advancement of knowledge and creativity; it also poses a substantial potential threat to humanity. The Steering Committee felt that a comprehensive and appropriate response to such a tool required the merging of models that have previously been separate in order to both answer the needs of this unique moment while also benefiting from reliable and tested systems and structures.

We do not imagine that we have answered all the questions or accounted for all the concerns. There will surely be people who are disappointed or disagree with the outcome of our work, but our hope is that the process, data, reasoning, and purpose that we have brought to this work provides a clear rationale and approach for the near future. We emphasize "near future" because as Generative AI continues to develop, as external forces shape that development, and as our community becomes more accustomed to using this tool, policies and practices will require revision in response. The Steering Committee has provided certain recommendations that we believe will support the School in responding effectively in this dynamically changing landscape, and we fully recognize that some of the recommendations included in this report will eventually become obsolete.

It is important to acknowledge that while the Current Stance on Use of Generative AI endorses the discerning, informed, and ethical use of Generative AI, the stance does not mandate the use of Generative AI. In our collection of data and feedback from the community, the Steering Committee heard clearly from people who do not wish to use this technology. The Steering Committee affirms that part of a discerning, informed, and ethical use of Generative AI includes recognizing when use of AI is not appropriate, and we further recognize that for some people and contexts, there will be few or no times when use of Generative AI feels appropriate for them. What is essential, however, is that our community develop and maintain a literacy and awareness about Generative AI, including members of our community who count themselves as conscientious objectors to this technology. The topics included in Section VI: Developing AI Literacy and Awareness, which will be the basis of a Canvas course available to faculty, were developed to provide information and resources on topics that speak to the diverse ethical topics that intersect within this evolving technology as well as the innovative ways in which it can be used.

Collective literacy and awareness is essential simply because the invention of Generative AI is a radical transformative moment in human history. Imagine if educational institutions had understood early on and with equivalent urgency the benefits and harms of human reliance on fossil fuels or plastics, and how we might have altered the way we talked about, taught about and actually used those resources over the decades if there had been comparable shared understanding, hope, and concern as there is in reaction to Generative AI. We could also draw a more recent but similar parallel to the invention, development, and seemingly endless proliferation of social media. Because the many literal and existential hopes and consequences that Generative AI poses are the actual stuff of science fiction dreams and nightmares, it is easier to anticipate the far reaching consequences more thoroughly than in many other moments of technological advancement. While this may not appear to be a benefit, it quite likely is. In the short term, this advancement in technology forces certain pedagogical and curricular work that has long been best practice, but could previously be postponed. The value of making explicit the implicit goals and learning outcomes of assessments, lessons, units, and courses predates the invention of computers entirely. The same can be said for crafting lessons and assessments that center authentic learning, discovery, creation, and meaning-making for students. Educational experiences that center student learning and growth by their very nature protect against Generative AI replacing or hindering that learning, but they may also provide opportunities for Generative AI to enhance and further that learning.

We do not need to strain our imaginations to conjure the long view; we are aware of the apocalyptic extrapolations for the future (e.g. *The Terminator, Battlestar Galactica, The Matrix, Wall-e*, etc.) as well as the utopian ones (e.g. *Star Trek*--really all franchises and films, but see *Star Trek Next Generation* for particularly uplifting examples). While those particular visions are not representative of the near future, the fact that many examples of what a future with Generative AI looks like can serve as an inspiration and catalyst to ensure that we remain an informed, responsive, curious, and innovative educational institution that encourages our whole community to face the world and its challenges in an ethical, informed and discerning fashion.

Various researchers, thinkers, and writers have influenced the ideas presented in this document, but this assertion from Fei Fei Li, who among other achievements, is a professor of computer science and at Stanford and the Co-Director of the Stanford Institute of Human-Centered AI also at Stanford, is particularly helpful in framing the overall approach to the Steering Committee's work:

> The future of AI would depend on institutions far beyond science, including education, activism and, of course, government…I believe our civilization stands on the cusp of a technological revolution with the power to reshape life as we know it. To ignore the millennia of human struggle that serves as our society's foundation, however--to merely 'disrupt,' with the blitheness that has accompanied so much of this century's innovation--would be an intolerable mistake. The revolution must build on that foundation, faithfully. It must respect the collective dignity of the global community. And it must always remember its origins: the restless imagination of an otherwise unremarkable species of

hominid, so mystified by its own nature that it now seeks to re-create it in silicon. This revolution must, therefore, be unequivocally human-centered. (*The Worlds I See)*

## III. Recommendations for School Leadership's Immediate Review

Immediate Recommendations from the Committee

1. Curate, update, and maintain a collection of Generative AI tools that are particularly useful and exciting for teaching, learning, and professional tasks, and publish this collection in a centralized location. Within this collection, the School should indicate which tools have been officially approved for use: In order to help faculty explore the range of different Generative AI tools that can enhance teaching and learning and also assist in professional tasks, the Steering Committee recommends that a curated collection of Generative AI tools and resources be published in a centralized place on the portal with brief descriptions of what the tool is and how it can best be used. Additionally, this collection should indicate any tools that have been approved for official use by Choate. Both the collection of tools in general, as well as the specific list of tools approved specifically by Choate, should be updated as needed.

    UPDATE: The Generative AI Collaboration Group (a group of administrative faculty and staff members working on policies regarding professional use of Generative AI at Choate) worked in conjunction with the Steering Committee, the Director of Academic Technology, and the ITC to create the Generative AI Portal. The Generative AI Portal has current policies, best practices, introductory materials, and a curated collection of tools--including Choate approved tools. The Generative AI Portal went live on March 27, 2024. The Steering committee strongly recommends that faculty consult the Generative AI Portal regularly for support and inspiration regarding Generative AI use. Members of the Generative AI Policy group (referred to in a recommendation later in this document) should be responsible for ensuring that the content on the Generative AI portal remains current, relevant and useful moving forward.

2. Continue to review, assess and identify specific Gen AI Platforms that best meet the learning, teaching, and work goals for the community and purchase access as necessary: To ensure that students, staff, and faculty have access to tools that most effectively enhance their learning and work experiences and also align with our institutional goals, continue to seek out and identify Generative AI platforms that students, faculty, and staff are encouraged to use and cover subscription costs as appropriate.

Currently, all staff and faculty have access to ChatGPT 4 through Microsoft Co-Pilot as a part of our basic licensing agreement. Co-Pilot also provides data protection that is not offered through the individual subscriptions on ChatGPT 4, which makes Co-Pilot the safer Generative AI tool when working with sensitive or internal information.

Microsoft has not yet included Co-Pilot access for student populations, but there is a plan for student access to be added to educational agreements like ours sometime this spring. In the meantime, the suite of tools on Magic School operate off of several LLM's (including Chat GPT 3.5 and 4, Claude, Gemini, and others) and provide similar functionality. Magic School also has a number of safeguards to protect younger users from encountering inappropriate content, provides significant security measures, and does not include user input for training. Magic School offers an effective set of tools that all students have access to via Magic Student, so teachers can confidently rely on Magic School when they would like to incorporate Generative AI into a lesson or assignment for their students. Faculty interested in incorporating Magic School and Magic Student into their coursework can find more detailed information about the platforms in the resources shared in Faculty Notes.

While there will likely always be a gap between what tools the School is able to provide at any given moment and what tools are available for purchase to individuals with available funds, the hope is that between Magic School and the eventual access to Co-Pilot for our students, that the School will be able to provide the whole Choate community with powerfully helpful Generative AI tools that include significant safety measures.

That said, in order to support exploration and experimentation with evolving Generative AI tools, the School should create a path through which faculty and staff can request subscription support for lesser-known but promising Generative AI tools that may be well suited for particular tasks, projects, and needs. The Steering Committee will defer to the Generative AI Policy Group to determine the precise steps of this process, but we would suggest building on existing models. For faculty, we recommend the path should be a request to the Director of Academic Technology and the Director of Curricular Initiatives to request financial support for a faculty member to explore a new tool, similar to how faculty requested access to ChatGPT Plus this year. If the faculty member determined that a particular tool was essential for their students to use in a course, then the cost of the tool would fall to the students similar to the way the cost of books does. Students who receive a book stipend as part of their financial aid package would have the cost of the tool covered. If the tool started to be used by more than one teacher or was deemed a potentially valuable resource for all students and teaching faculty, then the Director of Academic Technology and the Director of Curricular Initiatives could approach the Generative AI Policy group regarding funds and an institutional subscription. This approach is modeled on how the School has approached evaluating and purchasing apps for the iPad.

For roles within the institution that do not focus on teaching and learning, a path for exploration and adoption of new platforms as deemed appropriate should also exist. The Steering Committee suggests that the path might simply be to go through direct supervisors for initial financial support to explore a new tool. If the tool appears potentially valuable for a whole department or multiple departments, then the relevant supervisors could approach the Generative AI Policy Group about subscriptions. Ultimately, regardless of the specific path(s) the School determines make the most sense, the process for making such requests should be articulated and published on the Generative AI Portal.

UPDATE: The "Additional Tools Recommendations" under "Other Beginner Tools and Resources" section on the Generative AI Portal lists a variety of tools that are recommended for use. The tools are labeled according to their best or most common use (e.g. "professional tasks" or "teaching and learning). Some of the recommended tools listed there are ones the School already has licensing agreements with (e.g. Co-Pilot, Magic School) and others are free or subscription resources. This recommendation is offering guidance about how to continue to curate the existing collection of tools and how to create paths for staff and faculty to safely explore and incorporate new tools as needed with appropriate support from the School.

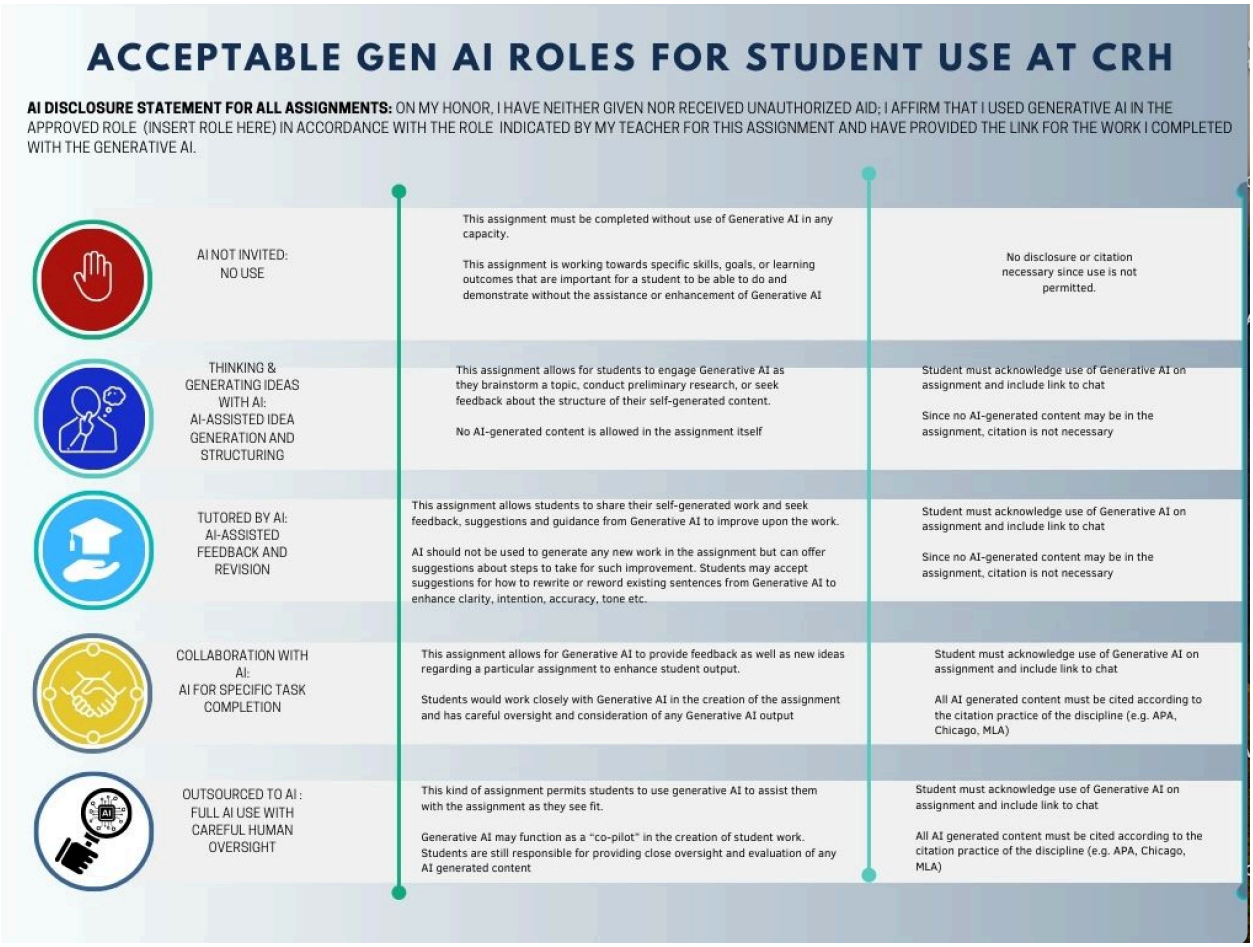
3. Provide faculty with professional development grants to increase their Generative AI Awareness and Literacy before the start of the 2024-2025 Academic Year: Faculty should anticipate that they will devote 10 hours this summer to increasing their AI awareness and literacy and reflecting upon how their primary work tasks might be enhanced by this developing awareness and literacy. There may be multiple paths towards completing this professional development requirement, but one path will be a Canvas course created by the Steering Committee that a faculty member could complete at their own pace. Other approved venues for meeting the Generative AI Literacy and Awareness PD expectation might be identified and shared later in the spring term, but participation in the upcoming session of TECtonic would certainly be another way to meet the requirement. For faculty who already have strong Generative AI literacy and awareness thanks to work done throughout the year (e.g. by participating in TECtonic 2023 or the AI Playgrounds, or being an early adopter of Generative AI), the Steering Committee recommends that such faculty propose a class or program of study that suits their current needs and level of understanding, and receive approval from Dean of Faculty's office to pursue the proposed option. Teaching faculty should also plan that a portion of the 10 hours of professional development time be devoted to updating assignments and syllabi regarding use of Generative AI in accordance with recommendation number 3. The Steering Committee envisions that the grants for this summer would be similar to the grants provided in the summer of 2018 to support faculty in anticipation of the daily schedule change for the 2018-2019 academic year.

4. Develop an ongoing, incremental, and robust professional development plan regarding Generative AI at the departmental and full faculty level: While the summer professional development recommended by the Steering Committee is an important initial step for the faculty, Generative AI will continue to develop and become more sophisticated, which will have direct effects on the work we do as educators. The professional development opportunities offered throughout the 2023-2024 academic year have been helpful, effective and diverse methods to introduce faculty to this technology. In order to advance and maintain a sufficient level of competency in the use of AI in teaching and learning, the School should continue to offer professional development related to AI. Sufficient time and space must be dedicated to this professional development, and it should occur within different contexts to best meet the varied needs of the faculty. The Steering Committee recommends that professional development be planned within departments with specific focus on the relevance of AI within a given discipline as well as in a full-faculty context. Learning about Generative AI should not occur to the exclusion of other important professional development opportunities, but the transformational and rapid development will demand a commitment to ongoing learning and examination from the entire faculty.

5. Teaching faculty should make the implicit explicit in all assignments by articulating the goal and purpose of the assignment and then indicate the level of acceptable use of Generative AI for each assignment: Use of Generative AI will and should change between courses and even within a single course based on the purpose, goal, and learning outcome of a given assignment. This kind of varied and nuanced use of Generative AI requires that teachers be explicit both about the purpose of a given assignment and the precise ways in which Generative AI is or is not appropriate to use given that purpose. The goal here is two-fold: First, clarity with students about acceptable use of Generative AI for each assignment to help them navigate the fact that different assignments and classes will have different expectations. Second, to help students recognize the kind of learning tasks that should not involve Generative AI to ensure that their own learning is not circumvented. Ideally, this approach will ensure that students have the opportunity to learn to do various tasks without Generative AI, and also develop the ability to recognize the ways in which Generative AI can enhance and further their learning in other tasks. To achieve this clarity about making the implicit explicit, the Steering Committee recommends the use of an Acceptable Level of AI Use Chart by all departments and teachers. The color/number reference indicates the degree to which Gen AI may be used as well as the type of acknowledgement of use and citation expectation. Departments would be most welcome to adapt the chart created by the Steering Committee to better meet their discipline's needs, but the Steering Committee strongly encourages all departments to use a version of this chart to ensure consistency in the communication expectations to students. At a minimum, teachers should indicate the given level of acceptable use on every assessment. While the Steering Committee encourages any faculty who feel able to begin using the Level of AI Use Chart this spring, we recommend that this become a standard practice beginning in the 2024-2024 academic year. As

mentioned earlier, incorporating this practice into assignment design could be a part of the 10 hours of Generative AI professional development over the summer.

(please note: a separate PDF of this chart has been provided for easier readability. Additionally, the chart was updated after receiving feedback from faculty during the 4.11.24 meeting, The chart below is the updated version.)




6. <u>The Academic Department Heads should collaborate on effective responses to addressing student errors and mistakes in the use of Generative AI and then work with and support individual department members when responding to student use error with this technology:</u> While Choate should continue to uphold the stance that Generative AI should only ever be used in the service of learning and never in the place of it, the ubiquity of the tool, its seamless integration into software regularly used by Choate students, the understandable errors and mistakes that occur when students are learning and using a new tool, and the institutional stance that encourages experimentation, are all reasons that the Academic

Department Heads should collaborate to determine effective ways of responding to understandable student error and supporting teachers as they respond to student error as well. This is not to diminish in any way the value of authentic learning and academic integrity or to undermine the point that students must be held responsible for use of unauthorized aid. Instead, the intention is to reduce the potential high stakes associated with this technology and to bring our responses to usage mistakes into alignment with our current stance that encourages use and is rooted in trusting relationships. In service of this collaboration, the Academic Department Heads should agree upon best practices in responding to errors and also unauthorized aid in general so there is consistency in response as well as a sense of emerging and evolving trends.

7. Begin a curricular review process that examines and articulates the intended skills, goals, and outcomes of Choate's academic courses: As indicated throughout this report, Generative AI intersects with many areas of school life and beyond. Within the context of teaching and learning specifically, however, the use of Generative AI raises many questions about access, assessment, authenticity, bias and discrimination, equity, generation of new knowledge, knowledge acquisition, and learning outcomes. While the proper and ethical use of Generative AI in a school setting must include grappling with these questions, these are not questions that originate with the invention of Generative AI. A reflective, inquiry-based, pedagogical and curricular review is necessary to ensure that the Choate curriculum aligns with the stated goals of our strategic plan and integrates the outcomes of other recent initiatives such as the Diversity Inventory and Pedagogy Audit. The rapid evolution of Generative AI and the questions that demand to be answered regarding teaching and learning in the face of that evolution simply serve as a catalyst for this essential process.

Immediate Concerns and Recommendations beyond the Committee's Purview

*In the course of the Steering Committee's work, a number of issues, needs, and observations arose that are beyond the purview of the Committee. Feedback from students, staff, and faculty as well as the ongoing research the group has done itself informed the suggestions and approaches listed below, but the Committee fully recognizes that additional feedback and considerations may be necessary to determine the precise immediate next steps for the School. The following is a list of suggestions and approaches for School leadership to consider, revise, and implement as appropriate.*

1. Create a central location for all Generative AI policies, practices, and information to be published for Staff and Faculty: Given the rapid evolution of Generative AI, a single place where information can be shared and regularly updated for all employees is essential. The hope is that a space on the portal would exist where policies and best practices could be found and that new and updated resources would also be shared regularly. Having a single location where all Generative AI related information and resources can be found will help all employees have the most current information and will also guard against multiple or

conflicting Generative AI resources circulating in different areas. This centralized location would also be where the curated collection of Generative AI tools mentioned earlier in this document would be housed. Members of the Generative AI Policy Group (defined in recommendation 2 of this section) would be charged with ensuring the information in this part of the portal is current and would consult with and solicit input from relevant constituencies regularly.

> UPDATE: The Generative AI Collaboration Group (a group of administrative faculty and staff members working on policies regarding professional use of Generative AI at Choate) worked in conjunction with the Steering Committee, the Director of Academic Technology, and the ITC to create the Generative AI Portal. The Generative AI Portal has current policies, best practices, introductory materials and a curated collection of tools. The Generative AI Portal went live on March, 27. The Steering committee strongly recommends that faculty consult the Generative AI Portal regularly for support and inspiration regarding Generative AI use.

2. Establish a Generative AI Policy Group: Given the fact that Generative AI intersects with nearly every element of school life, the School should create a standing group that would regularly convene to review new developments in Gen AI technology, legislation, access, use and ethical concerns. The group might function as a kind of hybrid of the iPad Steering Committee and the Covid-19 Task Force in the sense that it would bring together leaders in different areas of school together regularly to determine best practices and explore innovative uses of the technology, while also coordinating efforts in response to a powerful and evolving technology that serves as both an incredible opportunity and potential threat to various parts of our institution. This group would likely need to meet frequently and should have representatives from different areas of school life. The list below provides an example of the supervisors and school leaders that might be best positioned to serve on such a group.

> Head of School
> Head of Student and Academic Life
> Chief Financial Officer
> Chief Communications Officer
> Director of IT
> A Representative from the Generative AI Collaboration Group
> Dean of Students Office
> Director of Academic Technology
> Director of Studies
> Director of Curricular Initiatives

The group would likely need to meet regularly to review best practices, emerging needs of and potential threats to the institution (e.g. subscriptions management, data security

practices, access to platforms etc), evolving developments in the technology, developments in regulatory efforts from legislative and judicial branches that might affect access, best use, etc. The group would remain in existence and collaborate across areas of school life until a point at which the use of Generative AI and its developments are no longer so new, unknown, and unregulated that a unique group is necessary to track it.

3. In consultation with relevant parties such as school counsel and tech security experts, articulate specific institutional policies regarding meeting copyright and confidentiality institutional standards when using Generative AI tools: Create and publish policies for all employees indicating how to productively use Generative AI while guarding confidential information and abiding by relevant copyright and fair use laws. These policies will also likely need to include clear definitions of what is considered confidential information in this context, tools that are approved by the institution as generally more safe and protected, as well as effective workarounds for using Generative AI in work tasks that include genuinely confidential information. These policies should be published on the Generative AI portal and updated regularly by the Generative AI Policy Group as needed.

   UPDATE: The policies currently published on the Generative AI Portal are preliminary versions of the recommended policies described above. The section, "Ownership of Outputs," addresses current guidelines regarding citation and copyright adherence; "Privacy and Confidentiality" addresses maintaining confidentiality when using Generative AI tools not formally approved by Choate; "Tools Formally Approved by Choate" indicates the Generative AI tools that provide end-to-end encryption, which provides data protection. These preliminary policies came from the Generative AI Collaborative Group to provide a basic framework for all employees using Generative AI for professional tasks while the School seeks additional guidance from legal and technical security experts.

4. Explore options for developing our own internal Generative AI tools to meet the specific needs of the Choate community. Drawing on the existing expertise and enthusiasm regarding Generative AI within our staff and faculty, consider using open source Generative AI tools and/or existing licensed AI tools to design and implement specific Generative AI tools that meet the unique needs of the Choate community.

5. Develop an ongoing, incremental, and robust professional development plan regarding use of Gen AI for staff: In order to maintain a high level of competency in the use of AI for professional tasks, we must encourage staff to commit to ongoing professional development related to AI. Importantly, the School must allocate sufficient time, space, and funding for this additional expectation. Prioritizing Generative AI training as a necessary investment rather than an additional task demonstrates Choate's commitment to this technology as a tool to further advance professional roles.

## IV. Generative AI Acceptable Use Policy to be Added to Student Handbook

1. Students may never use Generative AI for any tasks or purposes that are in violation of other existing policies at Choate Rosemary Hall. For instance, students are prohibited from using Generative AI to impersonate, harass or otherwise misrepresent another person.
2. Students may only use Generative AI in their class work (defined as anything assigned by their teachers) when given direct permission by their teacher. Students can expect that their teachers will provide specific guidance about acceptable use of Generative AI on each assignment using the "Acceptable Generative AI Roles for Student Use Chart." If a student is unsure about the permitted use of Generative AI on a given assignment, the student should seek direct clarification from the teacher.
3. Students are strongly encouraged to carefully review, question, and confirm feedback, information or suggestions offered by Generative AI to ensure accuracy of information. Students should also review any work produced by Generative AI for potential bias.
4. Students are discouraged from sharing confidential information about themselves or another person into Generative AI platforms.
5. In all circumstances in which a student has used Generative AI in the creation of work as part of the learning process, the student should acknowledge use of Generative AI and cite according to the "Acceptable Generative AI Roles for Student Use Chart." Please see the citation guidelines created by the library for specific guidance about correct citation practices for different academic disciplines.
6. In work that is not classwork, but is still work done under the auspices of Choate (e.g. writing for a school publication, submitting a speech in a school competition, etc.), the student should first seek permission regarding the use of Generative AI from the faculty advisor involved with the work. If permission is granted, then the student should cite the use of Generative AI according to "Acceptable Generative AI Roles for Student Use Chart," and following the guidelines created by the library.
7. For work that is not classwork or work done under the auspices of Choate (e.g. email correspondences), the school does not expect students to cite use of Generative AI, but students are still responsible for the accuracy and quality of any content they share as their own.

## V. Generative AI Acceptable Use Policy to be Added to Faculty and Staff Handbook

1. Faculty and staff are encouraged to use Generative AI in ways that are consistent with "Choate's Current Stance on the use of Generative AI." As always, employees are responsible for the quality, accuracy and consistency of the work they generate, and so any work done using Generative AI should be reviewed to ensure that the work product meets departmental or institutional standards, contains accurate information, and does not promote or contain biased information.

2. Faculty and staff are expected to abide by the best practices and policies published on Generative AI Portal. The information on the Generative AI Portal is updated regularly based on the most current developments of Generative AI. The Generative AI Portal provides relevant best practices and policies, as well as opportunities to explore and experiment with different Generative AI tools and topics.
3. General citation expectations for the use of Generative AI for staff and faculty can be found on the Generative AI Portal. While not required, teaching faculty are encouraged to cite use of Generative AI in any materials they create for class to model the practice of citation for their students, who are expected to cite all use of the tool in their work as learners.

**VI. Developing AI Literacy and Awareness**

*The following are topics that will be covered in the Canvas course currently being developed as one of the ways faculty can meet the recommended professional development over the summer. The idea is that faculty could determine their own path through this material and study the topics that are of greatest interest and relevance to them. There is no expectation that faculty complete all the topics. While members of the Steering Committee are currently developing the curriculum for the topics listed below, faculty are most welcomed to suggest additional potential topics for the Canvas course. Additionally, if faculty have resources or tools they think would enhance the Canvas course, the Steering Committee would accept suggestions with enthusiasm and gratitude.*

<u>Literacy Topics: Using the Tool in Teaching and Learning</u>

1. Understanding Gen AI and How It Works
2. Curriculum Design and Customization
3. Assignment and Assessment Design
4. Digital Literacy and Critical Assessment of Information
5. Personalized Learning and AI as a Tutor
6. Differentiated Learning and AI Increasing Accessibility
7. Brainstorming, Revision and Editing
8. Feedback and Assessment

<u>Literacy Topics: Using the Tool in Professional Tasks</u>

1. Content Creation
2. Administrative Tasks
3. Brainstorming
4. Writing tasks
5. Revision and Editing

<u>Ethical Topics: Examining the Tool Itself</u>

1. Bias, Inequality and Discrimination
2. Environmental Impact

3. Advances in Scientific Research
4. Privacy, Security and Misinformation
5. Authenticity, Autonomy and Agency
6. Intellectual Property Rights
7. Transparency, Sources and Accuracy
8. Regulation and Governance
9. Market-Driven Development
10. Access and Equity
11. Concentration of Power and Resources
12. Existential Threat