

Generative AI Steering Committee Charge

Fall-Winter 2023-2024

Central Questions:

- How and where does Gen AI serve our learning goals, outcomes, and aspirations?
 - Center student learning and examine the ways in which AI can provide tailored support to individual students based on their unique learning profiles.
 - Assess how Gen AI can complement, not replace, the invaluable student-teacher dynamic and perhaps even grant more time, capacity, and creativity for both students and teachers to foster and engage in this essential dynamic.
 - Consider distinct departmental context/needs.
 - Prioritize opportunities for ethical reasoning, discernment, and decision-making.
 - Align with our institutional short-term and long-term goals.
 - Define explicit skills related to Gen AI (for students and adults).
 - Explore opportunities to create greater access and equity.
- What resources are needed to pursue this work in the next two-three years? What tools? What training does our community need? How much time? How much support?
- How can policy language and practical guidance serve our work?
- What are the guiding questions that will help us navigate a changing landscape responsibly and ethically?

Needs/Explicit Outcomes

- Engage with internal constituents to understand needs, collect expertise, build trust, practice transparency, and invite collaboration.
- Engage with external resources to understand and embed best practices into recommendations.
- Develop a method or curriculum for faculty to remain current and informed regarding the changing landscape, evolving capabilities, and emerging concerns of generative AI.
- Reiterate Choate Rosemary Hall's commitment to maintaining balance between technological advancements and preserving crucial human engagement in creativity, learning, and community by articulating clear ethical guidelines that emphasize the importance of human autonomy in teaching, learning, administrative processes, caretaking and leadership to ensure that AI technologies complement and enhance human efforts rather than superseding or replacing them.
- Create a set of recommendations that can be adapted as AI technologies and their implications evolve: (VISION and GUIDING PRINCIPLES):
 - Construct a robust ethical framework for Gen AI use, rooted in our core school values of compassion, integrity, and respect. This framework should guide all decision-making related to Gen AI.
 - Adopt policy language about Gen AI use and misuse; offer clear expectations for adults and students.
 - Articulate guidelines, guardrails, and resources (at departmental level) for pedagogy, assessment, and student use
 - Outline clear expectations about what is required (consistency) and what is invited (opportunity) for adults and students (guide for the use of AI at Choate).
 - Define and prioritize resources (time and financial) needed.
 - Create and share a timeline indicating check points when the committee will share progress with the above listed consultants/contributors/thought partners and receive feedback from

those groups in order to assist the committee in its continuous assessment of its own progress and to ensure that the work remains aligned with the School's principles while navigating the rapidly evolving landscape of AI.

- Establish an FAQ/Database about policy, common uses, and best practices.
- Pose the next set of questions to explore/explicit principles to carry forward.