



**Indiana University  
Generative Artificial Intelligence (GenAI)  
Task Force Report**

March 2024

# Table of Contents

<b>Executive Summary &amp; Recommendations</b> .....	2
Why this matters? .....	2
Our Current State and the Generative AI Task Force’s charge .....	2
Opportunities .....	4
Risks and Challenges .....	5
Recommendations .....	5
<b>Introduction</b> .....	12
<b>Generative AI Guiding Principles</b> .....	14
<b>Navigating the AI Landscape: A Comprehensive Guide to Ethical and Effective Use of Generative AI at IU</b> .....	18
<b>Policy Recommendations for Generative AI</b> .....	24
<b>Identifying and Citing Generative AI Appropriately</b> .....	28
<b>Ensuring Indiana University's Compliance with the Indiana Public Records Act (APRA) in the Age of Generative AI</b> .....	30
<b>Opportunities to Use GenAI to Advance the Mission of Indiana University</b> .....	33
<b>Appendix A: List of Consultations</b> .....	38
<b>Appendix B: 2023-2024 Task Force Members</b> .....	39
<b>Appendix C: Linked Documents</b> .....	40

# Executive Summary & Recommendations

*“At Indiana University, we’re building a better future through research, education, and service to our local and global communities. We’re launching bold new initiatives in business, healthcare, science, technology, and the arts. While others dream of the future, we’re creating it. BRING ON TOMORROW.” (<https://www.iu.edu/about/features/index.html>)*

**Tomorrow is already here.** If Indiana University is to *Bring on Tomorrow*, it must prepare its students, faculty and staff, researchers, and our local and global communities to use generative artificial intelligence (GenAI) in ethical, responsible and productive ways. Previously prominent in science fiction, Generative Artificial Intelligence, also known as generative AI or GenAI, refers to a type of artificial intelligence that is capable of creating new content. This content can include text, images, music, audio, videos, and even synthetic (artificially generated) data (Indiana University Information Technology Services, 2024), GenAI can learn from existing artifacts to generate new, realistic artifacts (at scale) that reflect the characteristics of training data without repeating it. Many GenAI tools can produce novel content such as images, video, music, speech, text, software code, and product designs.

## Why this matters?

IU must prepare its current and future students, faculty, staff, alumni, and the citizens of Indiana and beyond to use this emerging technology in ethical and constructive ways. This preparation aligns with the three pillars of the IU 2030 Strategic Plan: Student Success and Opportunity, Transformative Research and Creativity, and Service to our State and Beyond.

- **Ensuring Student Success.** Generative AI can help us better support student success, both in building more engaging learning experiences and by preparing students to use technologies that are transforming all disciplines and society at large.
- **Supporting Research and Creative Activity.** As a technology that can operate in various roles, from tool, to assistant, to digital collaborator, GenAI can help in the pursuit of transformative, innovative, world-class research, scholarship, and creative activity.
- **Serving the State and Beyond.** As GenAI is poised to play a large role in the evolution of the knowledge economy and the way individuals and communities interact with information, IU has the opportunity and obligation to lead in the economic, social, civic, and cultural development of Indiana, the nation, and the world by building on our base of excellence in research and education.

This work also aligns perfectly with the ethos of the “Bring On Tomorrow” campaign, with its focus on empowering students, faculty, staff, and alumni to “stand up against adversity, conquer obstacles, and make a lasting impact on the world around them.” **Indiana University must be a leader in Generative Artificial Intelligence** along with its national and global reputation in health, research, technology, business, and the arts and humanities.

## Our Current State and the Generative AI Task Force’s charge

Indeed, beyond IU’s expertise in artificial intelligence (such as in the work of the [Trusted AI Initiative](#), the [Ostrom Workshop’s](#) focus on AI governance, and the new [IU Indianapolis Artificial](#)

[Intelligence Consortium](#)), Indiana University has engaged in innovative work in the GenAI space. In Fall 2023, IU was among only a small handful of universities worldwide to be in a Microsoft early-access program merging its GenAI platform, [Copilot for Microsoft 365](#), with its suite of productivity tools. Scholars in Bloomington have hosted events and taught classes on the role of GenAI in [music](#) and the [visual arts](#).

In faculty meetings and classrooms, and in webinars and webpages, from various units across the university, conversations and guidance have proliferated about the use of GenAI. There's intense interest in the topic. Campuses, schools, and departments have created their own groups and task forces. Campus teaching centers, FACET, and the Learning Technologies Division of UITS have created some university-wide websites, resources, and professional development opportunities for faculty in the use of GenAI.

While there is some informal sharing across the university, more cohesive, university-level guidance is limited. Is GenAI fundamentally a technology issue? Or an academic issue? A policy issue? A student affairs issue? It spans all these areas, and more, and in many ways, it is a human and organizational issue.

In that interdisciplinary and interorganizational state, **the university must equip its community with:**

- 1. the tools and technology to maximize the opportunities of GenAI,**
- 2. the knowledge and skills to navigate this emerging and rapidly changing technology through targeted training and support systems,**
- 3. underpinned by a responsive policy structure that evolves with technological and societal shifts,**
- 4. while leveraging experience and resources to use and implement this technology ethically and appropriately.**

Faculty, staff, students, and other stakeholders will need to engage in sustained professional development, learning about the appropriate use, misuse, and abuse of GenAI, so that we can all engage in the core functions of student success, transformative scholarship, and meaningful service.

The University Faculty Council of Indiana University, working in cooperation with the Office of the President, established a Generative AI Task Force [charged with collecting whatever information is necessary to support rigorous consideration of six questions](#) outlined in this report. The report is the product of 16 task force members who represent the IU faculty, staff, students, and administration across all IU campuses. Task force members met weekly between January 18, 2024, and Friday, March 22, 2024, to discuss and develop materials and recommendations for this report. Task force members also met regularly in small subcommittees focused on General Principles of GenAI, Faculty Development and Pedagogical Use, Student Use and GenAI Skills, Research and Scholarship, and University Administration and Service. The following report responds to six questions of the Generative AI Task Force charge.

Before we delve into each of the questions in detail on the pages that follow, however, we outline the opportunities and risks/concerns that GenAI poses, along with recommendations for strategies

and potential investments needed for Indiana University to mitigate these risks and maximize the opportunities.

## Opportunities

The widespread adoption of GenAI at Indiana University presents numerous opportunities to strengthen our core mission and to boldly support the IU 2030 Strategic Plan. GenAI, when used ethically and responsibly, has the potential to enhance the teaching and learning mission of the university, to promote a research culture that transforms approaches and streamlines productivity for students, faculty and staff, and to help us support communities that will be significantly impacted by the technology. Some categories where opportunities exist include:

- **Promoting Personalized and High-Impact Learning.** GenAI can help IU build adaptive learning experiences with more inclusive and equitable outcomes for students with diverse needs. These could include, for example, course materials that provide unique examples and assessments in response to students' prior work, acting like a virtual private tutor available 24/7 trained in the content and context of a course. Additionally, GenAI can streamline administrative tasks such as lesson planning, developing assignments, creating rubrics, and general course management, allowing faculty to focus on delivering high-quality instruction and fostering student success. This might include offering more experiential and applied learning opportunities to students, such as project-based learning, service-learning and civic engagement, and collaborative assignments.
- **Ensuring Equitable Outcomes.** GenAI holds the potential to empower historically underrepresented populations to access and thrive in higher education. Students who may not be proficient in standard English practices can (and indeed are) utilizing GenAI for immediate feedback, assignment preparation, tutoring, and refinement of their writing skills to produce college-level work. Similarly, students in need of accommodations can consider GenAI solutions to enhance accessibility, such as AI voice generators and speech-to-text software. Dismissing GenAI tools would disregard opportunities for equitable access to resources that can enhance equitable outcomes for all students. Instructing students on proper use of GenAI can lead to higher persistence and completion rates for all students, especially those who have historically been underserved in higher education.
- **Accelerating Scholarship and Discovery.** GenAI can act as a digital research assistant and collaborator, enhancing scholarly productivity by allowing scholars to explore new avenues of research and generate outputs more efficiently. For example, GenAI's ability to analyze and summarize large sets of data could aid in quickly summarizing and synthesizing even seemingly disparate but related research literature. It also offers new methods for data analysis and interpretation, potentially leading to innovative findings and research methodologies.
- **Increasing Efficiency of our Existing Work Processes.** GenAI and its integration with automation systems could revolutionize existing work processes across the university, thereby reducing time and costs needed for some tasks and services. For example, GenAI could play a role in scheduling, taking meeting notes, summarizing documents, authoring reports, and other routine administrative tasks.

- **Cultivating GenAI Innovation in Our Communities.** We can leverage GenAI to help us better serve the state and beyond. For example, we might help businesses learn to leverage this technology to improve their processes or build personalized learning experiences targeted toward key economic growth areas. GenAI will transform all parts of society and the economy, not just higher education, and there are many opportunities for Indiana University to be a leader in this space.

Of course, at IU, **students are at the center of everything we do.** That is what makes these opportunities all that more essential to emphasize, because GenAI has and will continue to become a core part of the lives our students and alumni lead beyond our gates. In other words, beyond the opportunities listed here is an imperative: **we must leverage GenAI, integrating it into our work and into our curricula, to prepare students for tomorrow.**

## Risks and Challenges

Of course, GenAI presents several risks and challenges that need to be addressed, with attempts made to mitigate and minimize them. Understanding and preparing for these potential pitfalls is crucial to harnessing GenAI's benefits responsibly. Among those risks are the following:

- **Potential for Misuse and Ethical Concerns.** The advanced capabilities of GenAI to produce realistic outputs can lead to its application in creating deceptive content, such as deepfakes, or facilitating academic dishonesty. For instance, GenAI technology has been used to generate essays or research papers that are not the original work of students or researchers, and in fact, can contain misinformation, also known as hallucinations.
- **Accuracy and Reliability of AI Systems.** GenAI, while advanced, can produce outputs that are inaccurate or unreliable. The data used to train GenAI systems contains biases, which can be perpetuated or amplified by the algorithms, leading to unfair and discriminatory outcomes. This poses risks in academic and research contexts where fairness, precision, validity, and reliability are crucial. For instance, unchecked AI-generated analysis might lead to unjust or incorrect conclusions, affecting the integrity of scholarly work or misinforming students.
- **Privacy and Data Security Risks.** The data fed into GenAI models, including sensitive personal information, raises privacy concerns. For example, using detailed student data to train a personalized learning AI could risk exposing confidential information if those AI systems are not securely managed.
- **Impact on Employment and Social Inequalities.** Beyond automating tasks and potentially displacing certain jobs, GenAI's influence extends to exacerbating social inequalities, particularly through the digital divide and disparities in digital literacy.

That said, these risks can be managed, mitigated, and minimized, and the opportunities maximized through some level of **university-wide strategy and investment.**

## Recommendations

GenAI presents substantial opportunities and challenges, many of which exist in a context characterized by a rapidly dynamic pace of change at a scale difficult for individuals or individual units to tackle alone. To realize the opportunities and maximize them, as well as to manage and to

mitigate risks, the Generative AI Task Force recommends the university consider the following strategic actions. We have broken these suggestions into two groups: near-term recommendations and those that will take longer-term action (and investment).

## Near-Term Recommendations

- **Establish GenAI Ethical Use Guidelines.** Formulate and disseminate clear guidelines for the ethical use of GenAI tools by faculty, staff, students, and administrators, highlighting the importance of academic integrity, data privacy, transparency, and security. They should be based on the principles and guidelines outlined in this report.
- **Explore the Efficacy, Procurement, and Use of AI Detection Software.** This should include the exploration of its limitations, including producing false positives, false negatives, bias, and lack of transparency. If IU chooses to adopt or develop an enterprise-level tool, it should prioritize providing comprehensive training and guidance to faculty and students on responsible and ethical usage. Additionally, it is crucial to recognize that the results of GenAI detection tools cannot serve as the sole evidence of academic dishonesty; other contextual information must be considered as well.
- **Develop or Procure Appropriate Enterprise-level AI Tools Available to All Users.** Currently, no language-based (e.g., ChatGPT-type) GenAI tool is available enterprise-wide to IU students. (An image-based tool, Adobe Firefly, is available to all users. Microsoft Copilot is available to faculty and staff, not students.) IU should prioritize the development or procurement of a general ChatGPT-type tool available with data protection for all users.
- **Develop or Procure Tools for Fine-tuning Models with Minimal Technical Barriers.** Create an intuitive platform that allows users to easily fine-tune GenAI models with minimal technical barriers. This would allow users to adapt tools for specific academic and administrative needs using various levels of university data, fostering innovation and personalized use cases throughout the university.
- **Expand GenAI Training and Education to Enhance GenAI Competence.** Develop and offer a diverse range of GenAI training programs for the university community. Essential training on data security and ethical use might be mandated for all users to safeguard university data. Additional training should focus on GenAI literacy, ‘prompt engineering,’ and practical applications. Encouraged but perhaps not required, these sessions would aim to equip the IU community with the skills to achieve the opportunities outlined in this report.
- **Support Faculty in Assessment Innovation.** Offer professional development programs to help faculty craft assessments that go beyond AI capabilities, focusing on critical thinking, creativity, and complex problem-solving. Support the shift towards project-based learning, peer assessments, and tasks that challenge students to apply knowledge in novel ways, ensuring assessments are meaningful and resistant to completion by AI.
- **Comprehensively Review All University Policies and Practices Impacted by GenAI.** Initiate a detailed examination of current university policies to ensure they align with the ethical use and innovative potential of GenAI. This report includes a variety of specific policies and practices that will need to be reviewed because of GenAI, including data management, security, privacy, academic and scholarly misconduct, promotion and tenure, copyright, and more. Other policies and practices may need to be reviewed.

## Longer-Term Recommendations

To realize the opportunities and maximize them, as well as to manage and to mitigate risks, the Generative AI Task Force recommends the university consider the following strategic actions regarding GenAI:

### 1. *Establish a Dedicated GenAI Office*

To effectively navigate the complexities of generative artificial intelligence (GenAI), the Generative AI Task Force proposes the establishment of a specialized office at Indiana University. This office would focus on GenAI's application within the university's mission, distinct from broader AI research initiatives. It would unite technological insight with an interdisciplinary understanding of academic, organizational, and student success needs. This entity would ensure IU's policies remain innovative and ethically aligned with GenAI advancements, while also leading in the ethical adoption of technology. By coordinating with University Information Technology Services (UITS) and other units, this office would support the development of necessary infrastructure and professional development, promoting a unified, informed approach to leveraging GenAI across the university.

#### • **Key Characteristics of the GenAI Office**

- **Interdisciplinary Approach.** The office would bring together experts from technology, broad academic disciplinary areas, and various administrative units across the university, fostering a collaborative environment.
- **Leadership and Oversight.** The GenAI Office would:
  - Monitor emerging GenAI technologies to ensure IU's policies and practices remain innovative.
  - Spearhead university-wide leadership in the ethical adoption of GenAI technologies.
  - Minimize risks and harness GenAI's potential to enhance student success, research excellence, and community engagement.
  - Recommend the baseline level of GenAI understanding that all faculty, staff and students should have in the use of GenAI.
- **Coordination and Collaboration.** By integrating technology with academic priorities, the office would serve as a central hub:
  - Interfacing with University Information Technology Services (UITS) and other stakeholders.
  - Developing the infrastructure and professional development programs needed for successful GenAI implementation.
  - Work with Teaching Centers and IU HR to engage in necessary and effective training to ensure a baseline of GenAI among faculty and staff.

#### • **Benefits of a Dedicated GenAI Office.**

- **Unified University Response.** This strategic investment in leadership and oversight would unify IU's response to GenAI, ensuring technological adoption enhances the university's mission and strategic objectives.



- **Transparency and Ethical Use.** The office would foster an environment of transparency, ethical use, and interdisciplinary collaboration.

## 2. *Establish Dedicated Funding for GenAI Infrastructure, Support, and Professional Development*

A crucial step forward for IU in its GenAI leadership is the establishment of dedicated funding aimed at the development and deployment of GenAI services and the professional development and support to ensure users can effectively use such services. Such strategic investment is essential to build and maintain the advanced technological framework required for GenAI applications, provide ongoing support for faculty, staff, and students, and offer comprehensive professional development opportunities.

### ● **Key Characteristics of a Dedicated Funding Initiative**

- **Development of GenAI Services.** A dedicated IT team should be established to create applications to enable users to leverage Large Language Models (LLMs) and train with their own training data with minimal technical barriers. IU should also explore using on-premises LLMs using open-source models.
- **Infrastructure Expansion and Support.** Investments should be directed towards expanding IT infrastructure to facilitate secure access to GenAI tools and platforms, alongside providing comprehensive support for these technologies. This may encompass evaluating and bolstering IU's high-performance computing (HPC) infrastructure.
- **University-Wide GenAI Utilization and Education.** This initiative would focus on elevating the community's proficiency in AI services and beyond, ensuring a broad understanding and effective utilization of these tools across all academic and administrative units.
- **Professional Development/Training and AI Literacy.** Funding should be dedicated to developing targeted training programs aimed at boosting AI literacy, with a focus on technical and analytical skills, for the benefit of all constituencies, including encouraging faculty to integrate digital literacy/AI literacy into curricula.

### ● **Benefits of Dedicated Funding for GenAI.**

- **Innovative Leadership.** Through this strategic investment, IU reaffirms its leadership in technological innovation, providing the necessary tools and resources to foster a culture of exploration and advancement in GenAI-driven solutions and to be a leader among its university peers.
- **Enhanced Educational and Research Capabilities.** The dedicated funding will ensure that the IU community has access to cutting-edge and secure GenAI tools, realizing the opportunities discussed in this report.
- **Ethical and Secure Utilization:** With a focus on professional development and infrastructure support, the initiative emphasizes the ethical and secure use of GenAI technologies, ensuring that IU remains a model for responsible AI integration in higher education.

### 3. *Establish a Dedicated University-Wide GenAI Website*

With the scope of the challenges that GenAI presents, especially given how rapidly the technology changes, the university may consider developing a centralized website to serve as a vital tool for disseminating knowledge, sharing best practices, and highlighting the university's achievements in the realm of GenAI. It will not only enhance awareness and understanding of GenAI across the IU community but also foster a culture of ethical use and innovation.

- **Key Characteristics of a GenAI Website**

- **Centralized Information Hub.** The website will aggregate and provide easy access to a wide range of resources related to GenAI, making it a one-stop shop for anyone at IU looking to explore the potential of this technology.
- **Opportunities and Challenges.** By highlighting the unique opportunities and challenges presented by GenAI, the website will foster a balanced understanding of how these technologies can be leveraged to advance IU's mission while navigating associated risks.
- **Ethical Principles and Best Practices.** A dedicated section on ethical guidelines and best practices will ensure that the IU community is well-equipped to use GenAI responsibly, emphasizing the importance of integrity, fairness, and privacy.
- **Training and Professional Development.** The site will feature an up-to-date directory of available training sessions, workshops, and professional development programs designed to enhance GenAI skills across all levels of expertise.
- **Success Stories and Case Studies.** Highlighting real-world examples of how GenAI has been successfully implemented across various departments and disciplines at IU will inspire and guide future projects. This section of the site could include IU-user-submitted GenAI prompts, which could inspire innovation and deepen understanding of GenAI's potential.
- **Resource Directory.** A comprehensive listing of resources, including tools, platforms, and support services, will be readily available for students, faculty, and staff, tailored to meet the diverse needs of the university community.

- **Benefits of a GenAI Website**

- **Enhanced Accessibility and Engagement.** Centralizing resources and information simplifies the process of learning about and engaging with GenAI, making these technologies more accessible and encouraging active participation from the IU community.
- **Informed and Ethical Use.** The website could play a critical role in educating the IU community about GenAI, promoting informed, ethical usage and fostering a culture of innovation and excellence.
- **Encouraged Collaboration and Innovation.** By highlighting success stories and providing a platform for sharing use cases and prompts, the website encourages collaboration and innovation within and across departments.

#### 4. *Fostering a Culture of Interdisciplinarity and Collaboration*

GenAI transcends mere technological innovation to touch upon broader organizational and human dimensions. To navigate this landscape effectively, an interdisciplinary culture is essential. This entails creating ecosystems where technology, human insight, and organizational dynamics interweave to unlock new possibilities.

- **Key Characteristics of a Culture of Interdisciplinarity and Collaboration**

- **Interdisciplinary Teams and Collaboration.** IU may want to foster cross-functional teams of faculty, staff, and students from different disciplines to explore GenAI's potential. These groups could work on developing GenAI applications that respond to various academic and administrative needs, promoting a rich exchange of ideas.
- **Strategic Partnerships and Resource Sharing.** Finding ways for IU enterprise-wide to leverage the expertise of units like the Luddy School of Informatics, Computing, and Engineering will help advance our adoption of GenAI.
- **Promotion of Faculty/Staff Fellowship Programs.** IU may consider investing in cross-disciplinary fellowship programs to buy out time for faculty and staff to across disciplines to serve as GenAI advocates, promoting the interdisciplinary building of use cases and spearheading the search for innovative solutions and new technological integrations with GenAI. These ambassadors could play a crucial role in inspiring and facilitating GenAI projects, acting as a bridge between diverse university sectors and the central GenAI initiatives.
- **Community of Practice for Continuous Learning.** Establishing a GenAI Community of Practice (CoP) to serve as a dynamic forum for ongoing learning, sharing, and problem-solving among GenAI users across IU. This CoP could enable members to exchange insights, challenges, and successes related to GenAI, fostering a culture of continuous improvement and collective expertise in the field. Through regular meetings, workshops, and an online platform, the community could support the professional growth of its members and the evolution of GenAI applications within the university.

- **Benefits of Interdisciplinarity and Collaboration:**

- **Enhanced Innovation and Comprehensive Problem-Solving.** The collaboration of interdisciplinary teams ensures a wellspring of innovation. This setup fosters creative solutions that are informed by a diversity of perspectives.
- **University-Wide GenAI Literacy and Ethical Engagement.** Knowledge and ethical use of GenAI are promoted throughout IU, preparing the community for responsible and effective engagement with AI technologies.
- **Responsive and Agile GenAI Adoption.** An agile, collaborative approach helps the university remain at the forefront of technological innovation in higher education.

#### 5. *Plan for Scalability, for Continuous Improvement, and for the Future*

GenAI will continue to impact higher education and society in ways yet unknown, and as such IU must develop plans that allow its implementation of the technology to scale but

also adapt as necessary. By focusing on scalability, a plan could allow for the rapid growth and integration of GenAI technologies, while well-designed continuous improvement processes would ensure these initiatives remain effective and aligned with the university's mission and ethical standards.

- **Key Characteristics of a Strategic GenAI Plan**
  - **Future-Oriented Vision.** Develop a forward-looking strategy that anticipates increased demand for GenAI resources and anticipating future developments in the field.
  - **Expect Continuous Innovation.** Plan for and anticipate advancements in GenAI that are inclusive but not limited to improved natural language capabilities, advancements in multimodal capabilities, photorealistic visuals, enhanced context understanding, and the emergence of explainable AI (XAI).
  - **Evaluation and Feedback Mechanisms.** Implement robust mechanisms to regularly assess the impact and effectiveness of GenAI initiatives.
  - **Best Practices Updates.** Commit to the regular review of best practices surrounding GenAI use. This ensures that the university's GenAI activities remain responsible and beneficial, aligned to ethical foundations.
  - **Enhance AI-Human Work Augmentation.** Prepare the organization for enhanced human-AI collaboration and developing strategic organizational readiness capabilities to support task and process transformation.
  - **Prepare the Workforce.** Invest in developing transferable AI skills or competencies in the workforce to facilitate continual upskilling as tools evolve.
- **Benefits of Creating a Strategic GenAI Plan**
  - **Enhanced Adaptability and Responsiveness.** By anticipating changes and challenges in the GenAI landscape, IU can remain agile, quickly adapting our strategies and resources to leverage new opportunities and address emerging risks.
  - **Continuous Enhancement of GenAI Initiatives.** Regular evaluation and feedback allow for the iterative improvement of GenAI projects and programs, including aligning with the latest advancements in the field and the evolving needs of the IU community.

## Introduction

Generative Artificial Intelligence, also known as generative AI or GenAI, refers to a type of artificial intelligence that is capable of creating new content. This content can include text, images, music, audio, videos, and even synthetic (artificially generated) data (Indiana University Information Technology Services, 2024). GenAI can learn from existing artifacts to generate new, realistic artifacts (at scale) that reflect the characteristics of training data without repeating it. Many generative AI tools can produce novel content such as images, video, music, speech, text, software code, and product designs. Like many technologies that have emerged throughout history, GenAI has enormous potential to aid worthwhile human endeavors if used constructively and ethically. But recent advances in GenAI technology have also raised legitimate concerns about how to forestall potential misuse of these tools.

While Indiana University encourages members of the university community to explore generative AI technology, experiment with it, and contemplate applications for it that will help to advance the institution's teaching, research, and service missions, the university also recognizes the need to establish thoughtfully crafted policies and practices governing the acceptable and ethical use of these tools.

To address the need, the University Faculty Council and the Office of the Indiana University President established the Generative AI Task Force to assess the use of generative Artificial Intelligence by faculty, staff, and students at the university. The Task Force was given the task of collecting the relevant information to comprehensively address a set of key questions about GenAI at IU and provide recommendations for policies and actions to effectively incorporate, direct, and employ GenAI across the university.

This report shows our response to the given charge. The report is the result of the collaborative efforts of the task force's members, who represent a diverse range of perspectives and expertise from across Indiana University (see Appendix B for membership and task force structure). And in the spirit of one of our recommendations, the need for transparency in the use of GenAI, we acknowledge that GenAI was used in preparing this final report. Specifically, GenAI was used to summarize meeting minutes and notes from task force and subcommittee meetings and to synthesize information gathered when responding to specific questions in the charge.

## The Charge and Questions

The University Faculty Council of Indiana University, working in cooperation with the Office of the President, therefore resolves to establish a Generative AI Task Force charged with collecting whatever information is necessary to support rigorous consideration of the following questions:

- **Q1:** *What general principles should govern the crafting of policy and guidance related to generative AI as the technology continues to evolve?*
- **Q2:** *What guidance should faculty, staff, administrators, and students receive regarding the acceptable use of generative AI in the context of IU-related activities and work?*

- **Q3:** *What formal policies, if any, may need to be altered or newly adopted to ensure that generative AI is used in connection with IU-related activities and work in a constructive, ethical manner?*
- **Q4:** *When and how should artifacts produced using generative AI, in connection with IU-related activities and work, be clearly identified, and how should such AI-generated artifacts be cited?*
- **Q5:** *To what extent are artifacts produced using generative AI, or the fact that generative AI has been used to produce artifacts, subject to the terms of Public Records Act, and what policies and practices might be required to ensure that Indiana University remains in compliance that act along these lines?*
- **Q6:** *What opportunities exist to use generative AI in constructive and ethical ways to advance the teaching, research, and service missions of the institution? How might generative AI be used to improve the conditions of work at Indiana University?*

# Generative AI Guiding Principles

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***Question # 1: What general principles should govern the crafting of policy and guidance related to generative AI as the technology continues to evolve?***

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As Indiana University navigates the transformative opportunities and challenges presented by generative AI, it is paramount that we ground our approach in a robust ethical framework. The following core principles and ethical considerations have been identified to guide IU's responsible integration of generative AI technologies in a manner that upholds our institutional values and commitments as articulated in the [IU 2030 strategic plan and core values statement](#).

These principles serve as a moral compass, ensuring that our adoption of generative AI prioritizes the well-being of individuals, communities, and society. By adhering to these ethical guideposts, IU can harness the immense potential of generative AI while mitigating risks, promoting equity and justice, and maintaining accountability to all stakeholders. **The principles outlined encompass strengthening community structures, respecting personal autonomy, evaluating risks and rewards, establishing restorative remedies, and keeping accountability as a central focus.**

This comprehensive ethical foundation will steer IU's journey with generative AI, fostering innovation while preserving the dignity, freedoms, and rights of every member of IU.

## 1. Nurture Community Structures

This principle speaks to the context of all the other principles: begin with the process of meeting IU communities, and those external communities who are influenced by IU, where they are regarding their current generative AI usage. Then build their capacity to engage with GenAI through sustained digital literacy development, taking into account each community's norms. Commitment to developing group autonomy in the era of GenAI is essential to the vitality of community identities, allowing them to be expressed in new contexts using new methodologies.

The root of IU's potential to meet the transformative opportunities demanded by generative AI is our existing communities of practice. Within our institutional sphere of influence, the central limiting factor to our effectiveness in adapting generative AI integrations to our mission is the extent to which we empower our communities to develop specializations, while simultaneously providing platforms for interdisciplinary silo-busting that are populated by measures linked to job performance and organizational health. If we do not soberly address the demands on human capacity and context posed by generative AI by investing in our strengths, our attempts to adapt will fail, and our institutional goals will be severely diminished.

- This is the ***Principle of Relational Autonomy***.

## 2. Respect Every Person

As generative AI becomes increasingly prevalent, it has profound implications for individual well-being and personal freedoms that must be carefully considered from the perspective of respect for persons. On one hand, generative AI expands creative freedom and opportunities for self-expression and goal achievement, naturally complementing the dignity and liberty of each person to pursue their own life path. This argues for ensuring wide accessibility to generative AI, including accommodations for those with diminished autonomy.

However, generative AI also poses new risks that can impair personal decision-making through outputting misinformation and enabling manipulation and disinformation by bad actors. The ease of use makes it ripe for abuse to erode freedoms. Concerns around intellectual property violations, racial biases, and data privacy in the training of these models further threaten individual liberties.

To truly respect the dignity of persons, IU must pursue a balanced approach. We should celebrate the creative empowerment that generative AI enables, while also implementing policies and practices to prevent misuse, protect decision-making autonomy, uphold diversity in achievements, and safeguard against infringements on privacy and other personal freedoms. Developing new competencies in responsible AI use and accommodative processes will be key to ensuring generative AI expands rather than diminishes the ability of each person to direct their own life path with dignity.

- This is the ***Principle of Respect for Persons***.

## 3. Evaluate Risks and Rewards

Within the generative AI conversation, our intellectual capacity is challenged by the fact that powerful narratives ask us to choose among conflicting postures of aspirational optimism, nihilistic cynicism, and anxiety-based denial. This rhetorical high jacking happens because generative AI inherently cuts across disciplines, resisting established ways of settling on common meaning. Therefore, any strategic planning, tool adoption, initiative development, guidance, policy, etc., will include a procedure which defines relevant risks and rewards through quantifying what can be quantified, documenting what cannot, and updating this evaluation as the landscape changes.

Because Generative AI is intrinsically risky, due to its tendency to “make things up” (i.e., “hallucinate”), there could be projects that ought to be entirely foregone or prohibited, if the probability and/or magnitude of harm for a project is great enough. This could occur even if a risk/benefit analysis indicates overall benefit of the project. For example, consider a project where the total of a small benefit to a large number of people would be greater than the total of a large risk of significant harm to a few people. In this case, the project likely should not be pursued. Such scenarios may arise in contexts often associated with higher risks (e.g., physical/mental healthcare).

- This is the ***Principle of Non-maleficence and Beneficence***.



## 4. Establish Remedies That Restore

The principle of justice in AI use hinges on ensuring fair and equitable treatment across all groups, especially those historically underrepresented or marginalized. However, today's generative AI systems are only as good as the data they are trained on, which often mirrors real-world power structures and perpetuates injustices by uncritically reifying past representations and marginalization. At IU, we recognize that to truly uphold justice, we must be proactive rather than reactive. We cannot allow ourselves to be driven by emergent problems after problematic AI applications have already been built and implemented.

Instead, we will pursue clarity of understanding about what equity means in each new context of generative AI use. This critical analysis must happen from the outset and be retroactively enacted where we have previously fallen short. To achieve this, IU will foster sustained, regular forums that actively seek input from all community levels, elevating the voices and perspectives of underrepresented groups. Their insights will meaningfully shape the governance, decision-making processes, development, and monitoring of our AI systems.

By embedding this community-driven approach, we can mitigate historical biases propagated through training data. We can thoughtfully construct AI applications aligned with our principles of justice – ensuring equitable access, inclusive design, continuous evaluation of impacts, and clear accountability mechanisms. Only through this proactive, participatory model, can we harness generative AI's potential while upholding justice for all groups in our community.

- This is the ***Principle of Justice***.

## 5. Keep Accountability in Focus

AI should be accountable to humans. Best practices for showing an acceptable level of validation for an output generated by an AI algorithm are a moving target, and we can expect these best practices to be characterized by rapid evolution, divergence, and convergence. At the same time, once we adopt any current generative AI-related integration, the health of that integration requires human oversight. Therefore, we will iterate our ability to audit the technology as it evolves by joining the forefront of the conversation around excellence in generative AI standards for validation, both internally and externally to IU.

- This is the ***Principle of Accountability***.

## Summary

The principles presented are a result of a thorough review of various ethical models and conceptualizations to guide policy development and use of AI at IU. For more information, please see [Generative AI Principles and Ethical Use Proposal for Indiana University](#) in the Appendix C.

The Principle of Relational Autonomy emphasizes strengthening existing communities of practice and fostering interdisciplinary collaboration. The Principle of Respect for Persons underscores the need to respect individual well-being, creative freedom, and personal decision-making while safeguarding against misuse and erosion of liberties. The Principle of Non-maleficence and

Beneficence highlights the importance of evaluating risks and rewards, recognizing that some applications may need to be prohibited due to potential harm. The Principle of Justice calls for proactively seeking input from underrepresented groups and ensuring fair, equitable treatment in the governance and deployment of AI systems. Finally, the Principle of Accountability stresses the need for human oversight, auditing, and continuous improvement of validation standards.

These principles and ethical considerations form the foundation for the following recommendations provided to address the Generative AI Task Force charge and questions regarding the responsible integration and use of generative AI at IU.

# Navigating the AI Landscape: A Comprehensive Guide to Ethical and Effective Use of Generative AI at IU

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***Question # 2: What guidance should faculty, staff, administrators, and students receive regarding the acceptable use of generative AI in the context of IU-related activities and work?***

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## Introduction

As generative AI (GenAI) technologies rapidly advance, Indiana University recognizes the imperative to harness their transformative potential while upholding the institution's core values of academic integrity, equity, and educational excellence. This comprehensive set of recommendations outlines a holistic framework for the responsible integration of GenAI across all university functions, safeguarding IU's mission while equipping students, faculty, and staff to thrive in an AI-driven world.

## Foundational Principles

Transparency, ethical use, academic integrity, and data privacy and security form the foundational principles for GenAI use at IU. GenAI use in academic work, research, or administrative tasks must be disclosed. Efforts should be made to promote fairness, inclusivity, and mitigate potential biases in GenAI. GenAI should not replace original thought or critical analysis in academic work. Sensitive data, proprietary information, and individual privacy must be protected when using GenAI.

## Benefits and Opportunities

GenAI offers several benefits and opportunities, including personalized learning by tailoring experiences and providing real-time feedback. It enhances continuous professional development in research, curriculum development, and teaching methodologies. GenAI elevates teaching and learning by offering high-quality resources and interactive support. Additionally, it drives administrative efficiency by automating tasks, generating documents, and analyzing data.

## Guidance for All IU Audiences

All IU community members should use GenAI tools ethically and responsibly while learning about policies that guide their appropriate use. For personal learning and development, individuals should familiarize themselves with basic GenAI tools — their functions, capabilities, and limitations — by reading about GenAI and practicing with it. They should learn about potential applications to their discipline and emerging needs students will experience in their careers. Constructing effective prompts to use GenAI productively is also crucial. It is important to recognize that GenAI is continually evolving, requiring continuous learning, flexibility, and adaptability. Efforts should be made to understand the capabilities and limitations of GenAI tools and ask questions if unclear about capabilities, utility, or issues associated with various tools.

## Guidance for Faculty and Academic Leaders

Faculty and academic leaders play a vital role in shaping the learning experience with GenAI. The following recommendations aim to equip them with the knowledge and resources needed to leverage GenAI effectively while promoting responsible use among students.

### Course Design and Assessments

Assignments should be designed to encourage critical thinking and minimize opportunities for misuse. Acceptable GenAI usage should be clearly defined in syllabi, engaging students on both the benefits and drawbacks of using it for learning purposes in the course. GenAI can be explored as a tool for enhancing student engagement and personalized instruction. Where appropriate, learning outcomes associated with AI should be incorporated into courses.

### Academic Integrity

Assignments and course structures need to be built in a way that fosters academic integrity and student engagement, such as scaffolded assignments, authentic assessments, and reflections on processes. Approaches should be developed for recognizing students' work and identifying potential variations from it, like requiring multiple drafts or diagnostic writing assignments. Students should be actively engaged in discussions about academic integrity based on the course's learning outcomes and career preparation goals. Non-IU-approved AI detectors should be avoided due to their current limitations (false positives, bias) and data privacy policies prohibiting uploading student work to third-party sites (see [DM-02: Disclosing Institutional Information to Third Parties](#)). Faculty should understand the evidentiary standards for suspected academic misconduct cases, as well as productive and educational approaches to discussing potential GenAI misuse with students.

### Curricular Opportunities

The potential benefits and applications of GenAI within each discipline should be examined by engaging with employers, disciplinary organizations, students, and other relevant stakeholders to identify needs and opportunities. Faculty councils should work to explore potential campus-level learning outcomes around GenAI, as well as mechanisms for embedding those outcomes within the curriculum. Each academic unit (departments and/or schools) should implement a curricular review to identify GenAI-related programmatic learning outcomes and places where such outcomes can be embedded and scaffolded throughout the curriculum. Courses should be developed to teach GenAI literacy — fundamental skills, ethical considerations, and responsible use in personal and academic contexts (please see Appendix C for a list of [GenAI possibilities and developments](#)) — either within or across disciplines, aligning with programmatic or campus-level goals and outcomes.

### Tutoring and Academic Support

*Note: The following may not be the direct responsibility of the faculty, but a point of collaboration with relevant academic affairs units and administrators.*

Efforts should be made to explore and invest in developing personalized tutoring tools that leverage AI's ability to provide feedback, adaptive learning pathways, and on-demand support, particularly

for high-enrollment courses. Teams comprising technologists, learning scientists, and subject matter experts should be assembled to develop pilot e-tutor programs targeting specific high-enrollment courses.

Commercially available "virtual tutor" or "virtual teaching assistant" products should be evaluated to ensure they meet the university's standards for accuracy, lack of bias, and data protection. Additionally, enterprise licensing options or institutional funding models need exploration to minimize financial burdens on students and ensure equitable access to GenAI-powered tutoring and academic support services.

## Organizational Support

A comprehensive approach should be developed to provide faculty training on GenAI tools, including effective integration into course outcomes and learning activities, potential benefits for faculty workflows, effective assignment design to minimize misuse, approaches for addressing suspected misconduct, and the ethical principles of GenAI use in education. Funding and resources are needed to support faculty training initiatives, covering both staffing needs and possible faculty incentives.

To advance effective and ethical use of GenAI within our institution, it is recommended that IU facilitate a review and update of tenure and promotion criteria. By prioritizing modifications that underscore the innovative, ethical, and effective utilization of GenAI technology, we can align faculty accomplishments more closely with the dynamic goals of our institution. This endeavor should entail collaborative engagement across all university, college, and school levels.

The IU Student Code of Rights and Responsibilities should be reviewed to determine if GenAI use needs to be more explicitly addressed. Clarification is required on IU policies and Knowledge Base documents to ensure clarity about whether and how faculty can use various tools for potential GenAI detection, including the potential use of Copilot, which has been approved for use with IU data classified up to and including University-Internal. Policy updates around GenAI should avoid placing undue workload burdens on faculty for ensuring academic integrity and prioritize educating students about ethical GenAI use rather than taking solely punitive approaches.

IU may explore the feasibility of implementing a GenAI detection tool for student work. If IU chooses to adopt or develop an enterprise-level GenAI detection tool, it should ensure that any such tool meets high standards for accuracy, data security, and lack of bias; require pre-use training on responsible and ethical usage, including familiarity with guidelines around academic misconduct evidentiary standards and procedures; and include a review/approval process that incorporates a wide variety of stakeholders, voices, and perspectives. Policy guidelines should be created for appropriate use of AI Agents and LLM (Large Language Model) Fine-Tuning for classroom activities such as grading, testing, or tutoring.

***For more details on recommendations around teaching and learning, please see Appendix C for the [subcommittee's notes on Faculty Professional Development, Pedagogical Use and Teaching and Learning](#).***

## Guidance for Staff and Administrators

Beyond the realm of teaching and learning, GenAI presents significant opportunities to streamline and strengthen administrative functions at IU. However, careful consideration must be given to potential biases, data privacy, and the need for human oversight.

### Administrative Functions

Opportunities to streamline administrative processes through GenAI automation, document generation, data analysis, and workflow optimization should be explored. Clear guidelines must be established for GenAI use in administrative contexts, addressing potential biases, concerns around data privacy and proprietary information, and the need for human oversight and accountability.

Dialogue with colleagues is encouraged to determine ways to leverage GenAI for enhanced performance effectiveness. However, non-IU-approved GenAI tools that upload student records or identifying information to public platforms should not be used (see [DM-02: Disclosing Institutional Information to Third Parties](#)). Only IU-approved note-taking tools should be used in meetings to assure confidentiality and privacy. When GenAI note-taking tools are used to record meeting minutes, meeting participants should be informed, and their approval sought.

### Professional Development

Training programs should be provided for staff and administrators on GenAI tools, covering their capabilities, limitations, ethical considerations, and best practices. Continuous learning should be fostered by offering regular updates and training opportunities.

Information sessions should be conducted to dialogue to understand the present and future integration of AI and specifically generative AI into various administrative tasks. These sessions should be designed to enable conversations about positive aspects of AI integration and potential adverse outcomes. These sessions should enable input on policies and practices that are changing administrative work.

### Organizational Support

Policies addressing GenAI use should not only prioritize the ethical and effective integration of this technology but also ensure that they do not impose unreasonable workload burdens on staff. Clear guidelines should be established to delineate responsibilities and expectations, fostering a balanced and sustainable approach to GenAI implementation within our academic community.

As a fundamental aspect of GenAI policy development, it is imperative to ensure that policies regarding GenAI utilization refrain from imposing excessive workload burdens on staff members. Striking a balance between the implementation of GenAI technologies and staff workload is crucial to maintaining productivity, morale, and overall organizational effectiveness. Therefore, policy guidelines should be carefully crafted to safeguard against undue strain on staff while promoting the ethical and effective use of GenAI across the organization.

To ensure the responsible and effective deployment of AI Agents and LLM Fine Tuning within our organization, it is essential to develop comprehensive policy guidelines. These guidelines should

outline the appropriate usage of these technologies, considering the potential impacts on individuals and tasks involved. It is imperative that the policies address not only the technical aspects but also ethical considerations, privacy concerns, and potential biases. Furthermore, the guidelines should include provisions for ongoing monitoring, evaluation, and adjustment as necessary to maintain alignment with evolving organizational needs and ethical standards.

A rigorous procurement process needs to be developed to thoroughly evaluate GenAI technologies for potential biases, data privacy risks, and alignment with IU's ethical principles and strategic objectives. GenAI solutions should be implemented transparently and inclusively, involving diverse stakeholders, and seeking input from subject matter experts and colleagues.

## Guidance for Students

Students are active participants in the GenAI ecosystem at IU. These recommendations aim to equip them with the knowledge and skills to leverage GenAI for academic success while fostering responsible use.

### Academic Integrity and Responsible Use

Students should adhere to guidelines outlining acceptable and unacceptable GenAI uses in academic work. Developing a deep understanding of GenAI capabilities, limitations, and potential biases is crucial. Open dialogue with faculty about GenAI use should be actively engaged in. Students should also dialogue with instructors about the appropriate use of AI agents applied to completing assignments or exams.

Students should serve as ambassadors of responsible GenAI use by sharing insights with faculty and peers. Best practices include clearly citing when GenAI tools are utilized, avoiding simply rephrasing GenAI outputs, and using GenAI as a supplement rather than a replacement for critical thinking and original work.

### Skill Development

Students should make it a priority to actively enroll and participate in courses and academic programs that deliberately integrate GenAI literacy components into the curriculum. These intentionally designed learning experiences provide students with guided, hands-on opportunities to directly engage with GenAI tools and technologies in a supervised educational setting. This low-risk environment is ideally suited for developing foundational skills and competencies related to effective and responsible GenAI utilization.

Crucially, students need practice honing the skill of crafting clear, specific prompts to provide effective inputs to GenAI language models. They must also learn how to critically analyze and evaluate the outputs from these models, identifying potential inaccuracies, biases, hallucinations, and limitations. Building a nuanced understanding of the unique strengths, weaknesses, and appropriate applied use cases for distinct types of GenAI applications across various domains is essential.

In addition to technical skills, developing skills in data literacy (the ability to understand, interpret, critically analyze, and communicate with data) as well as ethical reasoning and AI principles is

extremely valuable for students working with GenAI systems. These tools are trained on vast datasets which can reflect societal biases and skewed perspectives.

The knowledge and skills related to GenAI technologies are rapidly becoming core competency requirements across a vast array of fields and disciplines. Students have a unique opportunity to get ahead of the curve by taking full advantage of the safe, structured learning environment that universities provide to build literacy with these technologies. Hands-on practice appropriately utilizing GenAI as a learning aid to enhance problem-solving abilities, advance critical thinking skills, and facilitate knowledge acquisition allows students to maximize the educational value and benefits of GenAI technologies.

## Support and Resources

Students should take full advantage of the dedicated support services and resources provided by the university to assist with understanding and complying with GenAI-related policies and guidelines. These resources allow students to get clarification on any concerns or questions they may have about appropriate GenAI use. They also provide valuable guidance on following responsible and ethical practices when utilizing these powerful technologies.

Open communication between students and their instructors is highly recommended to ensure a clear, mutual understanding of how GenAI tools can be appropriately leveraged for specific assigned course activities and assessments. Establishing this shared understanding upfront prevents unintentional misuse.

IU should provide information about GenAI on a centralized information source like Learning.IU that students could actively reference to guide their utilization of GenAI tools across different contexts. As GenAI capabilities rapidly evolve, so will policies and best practices. Students should make it a habit to proactively seek clarification from instructors or support resources any time they are unsure about appropriate use cases.

Diligently documenting any approved GenAI incorporation as part of coursework deliverables is a key best practice for maintaining transparency and accountability. Students should also make a point to regularly review official university guidelines to ensure their GenAI literacy knowledge and practices remain current as these technologies continue advancing at a rapid pace.

## Summary

By implementing these recommendations and fostering a culture of responsible GenAI use, IU can harness its transformative potential while upholding its core values. Continuous evaluation, adaptation, and collaboration will be crucial. IU must maintain open communication channels, facilitate ongoing dialogue, and regularly assess and update policies to navigate the evolving GenAI landscape.



# Policy Recommendations for Generative AI

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***Question # 3: What formal policies, if any, may need to be altered or newly adopted to ensure that generative AI is used in connection with IU-related activities and work in a constructive, ethical manner?***

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## Introduction

Generative Artificial Intelligence (GenAI) is impacting the ways in which faculty teach and conduct research and scholarship, how students learn, and how university employees engage in their everyday work. IU will be required to guide faculty, staff, and students on the appropriate use, misuse, and abuse of GenAI in their university-related work and roles.

Indiana University should commit to the development of ethically grounded policies that will support faculty, staff, and students as they navigate through the opportunities and challenges posed by GenAI. This integration demands a comprehensive approach emphasizing the appropriate and ethical use, abuse, or misuse of GenAI. The following are formal policy changes that Indiana University may need to consider adopting or altering given the growth of GenAI. IU policies should address technical limitations, cultural challenges, and social implications of AI use. This may include ensuring the technological resources are available for effective GenAI implementation and acknowledging diverse cultural values and practices.

## New Policy Recommendations

### University Ethics Policy Framework

Indiana University might consider establishing a University Ethics Policy Framework for the use of GenAI by faculty, staff, and students. This policy framework would define the acceptable use of GenAI tools for academic work, detailing when and how these tools can be used by students and faculty to maintain academic integrity. This framework would set the foundational principles for ethical use of GenAI, such as transparency, ethical use, and respect for intellectual property (as outlined in response to Question 1). This university ethics framework might outline the acceptable use of GenAI in teaching and learning, in research, scholarship, and creative activity, and in use in general university operation, acknowledging the potential of GenAI while also considering the possibility of GenAI perpetuating biases or inaccuracies.

### Research Data Policy

Indiana University might consider adopting a Research Data Policy to address the rapid proliferation of research data being generated and shared today, which is also being used to train generative AI models of the future. Unlike many peer institutions ([University of Michigan](#), [The Ohio State University](#), [University of Minnesota](#), [Washington University](#)), IU does not have a research data policy. Many IU policies overlap with research data issues, but nowhere is research data formally defined. The IU [data classification matrix](#) does not assign a classification to research data.

Institutional data policy rests on [DM-01](#), which was adopted in 1991, long before the current data-intensive research landscape existed. Subsequent policy additions ([DM-01S](#), [DM-02](#)) have left significant gaps in guiding how research data should be managed at IU (see Appendix C for a [Research Data Policy Gap Analysis](#)). Most significant to the generative AI conversation, who owns research data and storage and sharing requirements during the research lifecycle are implied without being defined, which intensifies risks related to research data mismanagement among Principal Investigators (PI's), research administration, compliance, and external collaborators. There is not a policy which directs researchers when or if research data may be entered into a generative AI prompt, nor one that considers how potential generative AI reidentification of data influences what research data can be shared, nor one that directs how research data may be used in AI models trained using IU resources or external ones.

A research data policy which enhances institutional integrity while maximizing the benefits of open science through creating common definitions, quality control protocols, and other institution-wide standards for research data management is one of the keys to minimizing present risks of GenAI misuse and abuse while maximizing the future health of the research enterprise at IU. Creating this new policy will be labor intensive, but not more labor intensive than establishing consistency across many other existing policies related to GenAI's implications for research, scholarship, and creative activity without a central reference point (see Appendix C for a [IU Policies Addressing Research](#)). The strategic benefit of a research data policy grows alongside the university's research data's exposure to new GenAI models seeking out troves of rich, accessible, machine-readable data for training.

## Recommended Revision to Existing Policies

### Student Code of Conduct

The language currently present regarding the use of AI in the [Indiana University Code of Student Rights, Responsibilities, & Conduct](#) should be reviewed to determine if further clarification on the potential misuse or abuse of GenAI is needed, especially as it relates to cheating (Section 4. a. 1.) and collaboration on group projects (Section 4.2). Section B (Part II) currently articulates that “Students are expected to uphold and maintain academic and professional honesty and integrity.” Cheating, fabrication, plagiarism, and violation of course rules are examples of academic misconduct. This section might be revised to clearly articulate that the restrictive or permissive use of GenAI is at the discretion of the course instructor, and the use of GenAI may be a form of academic misconduct if restricted by the instructor of the course.

### Course Syllabi

While not a formal university policy, course syllabi regularly contain instructors' course policies. Therefore, course syllabi should clearly articulate how AI-generated content should be used and cited in academic work to maintain integrity. This includes providing guidelines on citing AI in various learning situations and outlining the kinds of tasks where AI use is prohibited, conditional, or encouraged. (Please see the Appendix C for [an example from the Kelley School of Business](#).)

## Promotion and Tenure

Faculty promotion and tenure guidelines might include criteria requiring the disclosure of GenAI in preparation of the dossier and recognize innovative and ethical use of GenAI in their teaching, research, and service.

## Research, Scholarship, and Data Management

Per existing guidelines for the [Responsible Conduct of Research](#), ethical practices require researchers to promote beneficence and minimize the risk of harm. Faculty and staff professional development programs should include training on how to ethically integrate GenAI into their research and scholarship. Several policies related to research, scholarship, and data management should be examined and potentially revised to incorporate the ethical use of GenAI. These policies include [Research Misconduct \(ACA-30\)](#) and [Research with Human Subjects \(RP-11-04\)](#).

The university might update existing data management policies to address the collection, storage, and usage of data by GenAI tools, ensuring compliance with data privacy laws and university regulations. These include the [Indiana University Public Art and Cultural Heritage Collection \(RP-11-010\)](#), [Cyber Risk Mitigation Responsibilities \(IT-28\)](#), [Disclosing Institutional Information to Third Parties \(DM-02\)](#), [Dual Use Research of Concern \(DURC\) \(RP-11-007\)](#), [Intellectual Property Policy \(UA-05\)](#), [IU Data Management \(DM-01s\)](#), [IU Human Research Protection Program Research Data Management](#), [Management of Institutional Data \(DM-01\)](#).

## Technology Review and Approval Process

Indiana University might create a process through which new GenAI tools being considered for use at IU must be vetted for compliance with university policies and its potential impacts on equity and teaching practices, research, creative, and scholarly activity, as well as university administration. IU might also catalog when and how our vendor partners are using GenAI, which is integrated into many tools, in small and large ways. This would ensure that university data is not being used inappropriately within GenAI platforms.

## Summary

The growing presence of GenAI across academics and operations at IU necessitates a proactive approach to ensure its ethical and responsible integration. To achieve this, a comprehensive policy framework must be established. This framework should encompass a university-wide Ethics Policy that defines acceptable GenAI use in teaching, research, and administration, while safeguarding against potential biases and inaccuracies.

Additionally, a robust Research Data Policy should be implemented to mitigate misuse risks and uphold the integrity of open science practices in the face of rapidly expanding data used for AI model training. Furthermore, existing university policies like the Student Code of Conduct, course syllabi requirements, promotion and tenure criteria, research ethics protocols, and data management regulations should be reviewed and revised to explicitly address the implications of GenAI. Finally, IU should implement a rigorous technology review process to ensure all prospective GenAI tools comply with university policies, address equity considerations, and prioritize data privacy before being deployed within the institution.

By fortifying its policy architecture and governance mechanisms, IU can harness the transformative potential of GenAI while upholding its core values of academic integrity, ethical conduct, and responsible innovation.

# Identifying and Citing Generative AI Appropriately

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***Question #4: When and how should artifacts produced using generative AI, in connection with IU-related activities and work, be clearly identified, and how should such AI-generated artifacts be cited?***

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## Introduction

When considering how and when to cite the use of Generative Artificial Intelligence (GenAI), transparency and accountability are fundamental. Proper attribution is critical to maintain academic integrity as an institution and as a community of scholars. GenAI contributions without proper citation or copyright consent could lead to legal disputes and ethical issues. Therefore, it is imperative for university stakeholders to define clear parameters for properly attributing GenAI contributions to our work: creative, scholarly, or otherwise.

## Clear Documentation and Policy Development

We recommend the clear articulation and documentation of GenAI-use to ensure and maintain accountability for its applications. Any use of GenAI for teaching, research, or service should be clearly documented. GenAI-content should be appropriately cited so students and faculty know when they are interacting with AI versus a human. Furthermore, we recommend a comprehensive policy that defines the acceptable use of GenAI tools for academic work, detailing when and how these tools can be used by students and faculty to maintain academic integrity and to avoid plagiarism. Additionally, the policy should address how to handle potential misconduct involving AI, such as the submission of AI-generated work as one's own without proper citation.

## Transparency and Ethical Use in Research

It is paramount that the scholarly community ensure that GenAI contributions are accurately represented and that AI tools are not used to replace the intellectual contributions of researchers. Clear guidelines and policies are necessary for disclosing the use of GenAI in research, including how GenAI-contributed works are cited and validated, mirroring what is currently done with traditional sources. We need to ensure transparency in how GenAI tools are used within the research lifecycle by providing clear citation guidelines for GenAI artifacts in academic publications and tenure dossiers.

## Developing Citation Methodologies

Honesty, transparency, and accountability outline the ethical framework for identifying and citing GenAI appropriately. There should be a record of when, why, and how GenAI was used to generate artifacts. In academic contexts, such as research papers or scholarly articles, where GenAI is used for content generation, a clear citation methodology should be developed. This could include the version of the AI tool, the date of use, and the nature of the GenAI's contribution.

## Disciplinary Norms and Best Practices

This is an opportunity for faculty/colleagues to develop norms around use of GenAI in their respective disciplines. To this end, we strongly recommend discussing disciplinary cultural norms as well as seeking guidance from disciplinary bodies or associations for proper ways to cite GenAI use and collaboration. Like with traditional sources and methods, researchers must be transparent with their use of GenAI in research, clearly citing when and how it was used per the most current [MLA](#), [APA](#), or other professional writing guidelines, including standards required by publishing outlets. This is critical for ensuring and maintaining the integrity of academic work. This suggestion is applicable for staff as well. Programs and offices should discuss when does it becomes necessary to note the role played by GenAI in developing materials such as websites, workshop materials, and presentations.

## Evolving Norms and Open Dialogue

While transparent disclosure is key when it comes to identifying and citing GenAI, the conversation among academic disciplines and staff employees must consider how cultural norms may evolve and how this may inform how and when disclosure (or the level of disclosure) is required.

## Summary

As GenAI's role continues to evolve as an information reference, a tool, and a digital collaborator, it behooves us to conceptualize what that means for how we identify and cite GenAI-artifacts or contributions in those different capacities. The social and professional norms around the use of GenAI will need to evolve as the different roles it plays in our creative and work life evolve. The rules of past paradigms may not perfectly fit, so there must be explicit conversations within academic disciplines and among staff employees regarding when and how to identify and cite GenAI artifacts and contributions.

# Ensuring Indiana University's Compliance with Public Records Act (APRA) in the Age of Generative AI\*

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***Question #5: To what extent are artifacts produced using generative AI, or the fact that generative AI has been used to produce artifacts, subject to the terms of Public Records Act, and what policies and practices might be required to ensure that Indiana University remains in compliance that act along these lines?***

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## Introduction

The rapid advancement and adoption of Generative AI (GenAI) technologies at Indiana University (IU) have brought forth new challenges and opportunities. As GenAI tools become increasingly integrated into various academic and administrative processes, it is crucial to examine their implications for compliance with the [Indiana Access to Public Records Act \(APRA\)](#). To give guidance to faculty and staff about the potential interplay between APRA and GenAI artifacts produced by IU faculty, staff, and students the following outlines comprehensive recommendations to ensure the university's adherence to public records laws in this evolving technological landscape.

## GenAI Artifacts and the Potential Scope of APRA

APRA grants the public the right to inspect and copy IU's public records, which are broadly defined as any material created, received, retained, maintained, or filed by the university. This definition could potentially encompass a wide range of GenAI artifacts, including assignments, syllabi, reports, analyses, artistic works, and presentations generated or stored using these tools, as well as the data used to produce such artifacts (e.g., prompts used in a chatbot, datasets used to train a model, etc.).

The applicability of APRA to GenAI artifacts may depend on factors such as the content, purpose, and context in which they were created or used. It is important to note that the use of GenAI may increase the sheer amount of data or documents created and maintained by the university and thus available under the APRA. For example, virtual meetings using automated notetaking tools such as Microsoft Copilot may not have full transcripts available.

## Balancing Transparency with Privacy: FERPA Considerations

While APRA promotes transparency and public access to records, it is essential to balance these principles with the protection for privacy and confidentiality as outlined in the statutory exemptions listed in the APRA, including student privacy rights protected by the [Family Education Rights and Privacy Act \(FERPA\)](#). When GenAI artifacts contain student data or are considered part of a student's education record, FERPA may restrict their disclosure under APRA. IU must carefully

evaluate which GenAI artifacts would be exempt from disclosure under existing exemptions to the APRA, including those that qualify as education records.

## Recommendations for Maintaining APRA Compliance

To navigate APRA compliance in the context of GenAI, IU should implement the following recommendations:

### Data Classification and Safeguards

- Ensure all users of GenAI understand the applicability of IU [IT Policy DM-01: Management of Institutional Data](#) to ensure proper handling and sharing of data based on sensitivity and criticality of the information.
- Prohibit the submission of institutional data classified as University-Internal or higher, as well as any data that may be considered student, faculty, or staff intellectual property, to public versions of GenAI tools without proper review and approval.
- Encourage the use of approved and vetted GenAI tools, such as Microsoft Copilot, which has been reviewed and approved for use with data classified up to and including University-Internal data.
- Supplement existing policies pertaining to APRA and FERPA including language that addresses GenAI use guidelines.

### Transparency and Training

- Implement training and awareness programs to educate faculty, staff, and students about the proper use of GenAI tools, the management of artifacts, applicable regulations, and policies (including APRA and FERPA), and the potential risks and ethical considerations associated with GenAI.
- Provide guidance to instructors on discussing the proper use of GenAI tools with their students, ensuring alignment with academic integrity policies and responsible innovation practices.

### Record Retention and Access Procedures

- Develop clear guidelines and procedures for retaining GenAI artifacts that may qualify as public records under APRA, including details about their purpose, individuals involved in their creation or use, and the data classification level of any information submitted to the GenAI tool.
- Establish efficient procedures for responding to APRA requests involving GenAI-produced artifacts, including processes for redacting, or withholding information that may be exempt.
- Maintain accurate and comprehensive records of GenAI tool usage to facilitate efficient responses to APRA requests or legal proceedings.

## Receipt of a Records Act Request

If you receive a request pursuant to the open records law, it is important to handle it appropriately to ensure compliance with APRA. Do not send any documents to the requesting party without proper review and approval. Instead, direct the individual to the University's Public Records



Request form, available on the OVPGC website. If you believe the request may conflict with FERPA or other applicable laws, do not hesitate to seek guidance from the appropriate university offices. You can contact either [ferpa@iu.edu](mailto:ferpa@iu.edu) or the Office of Vice President & General Counsel at [vpgc@iu.edu](mailto:vpgc@iu.edu) for assistance. By following these procedures, you can help ensure that the university follows its obligations under APRA while protecting the privacy rights of its students and faculty.

## Summary

As GenAI technologies continue to advance and their applications become more widespread, IU must remain proactive in addressing potential challenges and ensuring compliance with public records laws. By implementing these comprehensive recommendations, the university can leverage the benefits of GenAI for teaching, research, and creativity while upholding its obligations under APRA. Fostering a culture of responsible GenAI use, data management, and ethical practices is essential for navigating this dynamic technological environment and keeping the trust of the public, stakeholders, and the academic community.

**\*At the time of this report, this section is awaiting review by the IU Office of Vice President & General Council.**

# Opportunities to Use GenAI to Advance the Mission of Indiana University

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***Question #6: What opportunities exist to use generative AI in constructive and ethical ways to advance the teaching, research, and service missions of the institution? How might generative AI be used to improve the conditions of work at Indiana University?***

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With the proliferation of GenAI, Indiana University finds itself at critical crossroads: how can our institution leverage GenAI, as well as similar technologies yet identified, to advance the teaching, research, and service missions of the university, and emerge as a leader within this space? In answering this question, the task force has identified three opportunity buckets that align with Indiana University's 2030 strategic plan: Student Success and Opportunity, Transformative Research and Creativity, and Service to Our State and Beyond.

As home to over 89,000 degree-seeking undergraduate and graduate students, over 21,000 faculty and staff, and as 930 academic programs university-wide, Indiana University is in a unique position to advance IU's mission of applying knowledge and discovery to advance the quality of life and economy of the state, the region, and the world. Specifically, GenAI holds significant potential to advance the teaching, research, and service missions outlined in IU's 2030 strategic plans in several constructive and ethical ways.

## Student Success and Opportunity

### Building Digital Competencies

To meet the demands of a GenAI-driven world, Indiana University has a unique opportunity and responsibility to equip students with the necessary AI competencies and skills that fosters curiosity, resiliency, empathy, and the ability to reflect and adapt to change. Regardless of discipline, Indiana University students should emerge with a baseline GenAI digital literacy that emphasizes ethical and responsible use, the necessary creativity, critical thinking, and problem-solving skills that cannot be replicated by technology, and an enthusiasm for adapting to and leveraging GenAI tools, as well as technologies yet identified. Faculty, staff, and administrators need to reconsider how we prepare students in curricular and cocurricular experiences so they can build digital competencies around generative AI.

### Personalized Learning

GenAI has the potential to facilitate personalized and dynamic learning experiences that meet individual student needs, address knowledge gaps, and maximize student outcomes. GenAI could create adaptive assessment tools that adjust the difficulty of questions based on students' performance. These assessments could provide real-time feedback and adaptively generate follow-up questions to reinforce learning where needed. While GenAI will not replace human

interaction, it does provide a unique opportunity to enhance individual student engagement within and beyond the classroom, increase accessibility, equity, and adaptivity of the higher education experience to a variety of students, and provide frequent individualized feedback and media that supplements the traditional education experience.

## High-Quality and Affordable Resources

By generating educational content such as textbooks, lecture materials, and study guides, GenAI can help reduce costs for students, aligning with the commitment to affordability. Faculty, staff and administrators need to ensure that they do not exacerbate the digital divide by ensuring equitable access to these technologies. Students may face financial barriers in accessing these GenAI tools. If faculty encourage the use of GenAI in their classrooms, the university should strive to make these technologies available to students without cost barriers or constraints.

## Career Readiness

There is no question the world today is changing at a rapid pace. To meet the demands of the workforce, students must leave Indiana University prepared to not only adapt to foreseen, and unforeseen technologies, but also be equipped to take a leadership role within it. Indiana University has long been a trailblazer in student career and postgraduate outcomes. Yet to further cement its role as a leader in this space, Indiana University must institute interdisciplinary programs, craft strategic partnerships, and integrate real-world GenAI applications into the student experience. GenAI-powered career guidance systems can provide personalized advice, suggesting pathways and resources to help students prepare for the workforce effectively.

## Support for Faculty to Enhance Teaching and Learning

GenAI-powered tools can assist in content creation, personalization, and assessment, enabling faculty to deliver more engaging and effective instruction. Furthermore, AI-driven chatbots and virtual assistants can provide timely feedback, answer students' questions, and facilitate discussions, freeing up faculty time for more interactive and high-value teaching activities. Additionally, GenAI can streamline administrative tasks such as lesson planning, developing assignments, creating rubrics, and general course management, allowing faculty to focus on delivering high-quality instruction and fostering student success. This might include offering more experiential and applied learning opportunities to students, such as project-based learning, service-learning and civic engagement, and collaborative assignments. These high-impact educational practices often require students to work in small groups, developing innovative solutions to real-world problems. Faculty can also use GenAI tools to generate innovative ideas and content, inspiring students to think creatively and explore new possibilities. Overall, by leveraging GenAI technologies, faculty can optimize their teaching practices, improve student outcomes, and adapt to the evolving needs of higher education and our society.

## Equitable Opportunities

GenAI holds the potential to empower historically underrepresented populations to access and thrive in higher education. Students who may not be proficient in standard English practices can (and indeed are) utilizing GenAI for immediate feedback, assignment preparation, tutoring, and refinement of their writing skills to produce college-level work. Similarly, students in need of

accommodations can consider GenAI solutions to enhance accessibility, such as AI voice generators and speech-to-text software. Dismissing GenAI tools would disregard opportunities for equitable access to resources that can enhance equitable outcomes for all student demographics. Instructing students on proper use of GenAI can lead to higher persistence and completion rates for all students, especially those who have historically been underserved in higher education.

As noted throughout this report, the use of generative AI also introduces challenges for higher education, such as the need to mitigate biases within algorithms, the need to protect data privacy and security, and addressing ethical concerns regarding academic integrity. The opportunities listed above will only be realized fully when the challenges are also addressed.

## Transformative Research and Creativity

### Efficiency and Productivity

GenAI could assist researchers in drafting academic papers, grant proposals, and research reports by generating outlines, drafting sections, and suggesting revisions. This could help researchers streamline the writing process and improve the clarity and coherence of their work.

### Literature Synthesis and Insight Generation

GenAI could enhance the process of analyzing research literature, by offering the ability to rapidly synthesize and summarize vast amounts of published work, helping researchers to quickly identify relevant studies and extract key findings, provides a broader understanding of a research area, allowing for the generation of new insights, and the identification of emerging trends.

### Data Analysis, Modeling, and Visualization

Assuming steps have been taken to ensure data security (e.g. research data does not become part of the GenAI database or model), GenAI could help researchers in analyzing large, complex datasets, accelerating the pace of discovery in fields such as the life and health sciences, climate science, public health, and the social sciences. GenAI can also be used to create visual representations of data, making it easier for researchers to understand and communicate their findings.

### Creative Assistance

GenAI can serve as a collaborator in creative endeavors, generating music, art, literature, and design concepts that inspire and augment human creativity.

### Interdisciplinary Collaboration

GenAI can facilitate interdisciplinary collaboration by synthesizing insights from diverse fields, fostering innovation and breakthroughs that address complex societal challenges. GenAI could assist interdisciplinary teams with generating prompts, research questions, and hypotheses based on input from researchers. These AI-generated ideas could stimulate creativity and innovation in the research process.

## Service to Our State and Beyond

### Workforce Development

Developing talent around the use of artificial intelligence and machine learning is specifically articulated under the Service pillar of the IU 2030 Strategic Plan.

### Needs Assessment

GenAI could be used to help Indiana University identify critical issues facing the community, such as public health concerns, social justice issues, or educational opportunities. The university could then leverage expertise among the faculty, staff, and students to address these concerns, even using GenAI to create content and resources that could be disseminated through various channels, including social media, workshops, and community events.

### Community Engagement

GenAI can assist in community outreach efforts, providing information and resources to residents and fostering stronger connections between IU and surrounding communities. This might include the development of programs and materials to engage local communities and promote opportunities and potential collaborations with IU and beyond.

### Economic Development

GenAI can analyze economic data, market trends and consumer preferences to support economic development initiatives across the State of Indiana, identifying opportunities for innovation and entrepreneurship within the state and beyond. Graduates of Indiana University will need to possess digital competencies in the area of GenAI, and know how to use these technologies appropriately and ethically so they can contribute to the State of Indiana's workforce needs and priorities.

### Enhancing P-12 Connections

IU can be a leader in preparing P-12 educators to use GenAI responsibly, ethically, and effectively in their classrooms and with their students. Cultivating the appropriate and ethical use of GenAI in P-12 education will ensure that future students and graduates of IU can meaningfully and powerfully contribute to the State of Indiana using these emerging AI-tools.

### Multilingual Communication

GenAI translation tools can facilitate communication with diverse populations, breaking down language barriers and enabling IU to better serve global and multicultural audiences.

### Supporting Our Service Work Internal to IU

GenAI affords numerous opportunities for IU faculty, staff and students to do their day-to-day work more efficiently. GenAI tools may be used as a personal collaborator, helping employees take notes, draft summaries, and generate content.

## Summary

Overall, the ethical and responsible use of generative AI has the potential to enhance IU's ability to fulfill its strategic goals, promoting student success, driving transformative research, and strengthening engagement with communities locally, nationally, and internationally.

The rapid advancement of generative AI (GenAI) has placed Indiana University at a pivotal juncture, presenting transformative opportunities to propel our institution's strategic missions of student success, groundbreaking research, and impactful service to our state and beyond. Recognizing GenAI's profound implications, a university-wide task force has identified three critical opportunity areas tightly aligned with IU's 2030 strategic plan.

GenAI holds immense potential for enriching the student experience. It can foster digital literacy, enable personalized learning pathways, generate affordable educational resources, bolster career preparedness, and empower faculty with powerful teaching augmentation tools - all while championing equitable access. Alongside student success, these innovative technologies can revolutionize research and creativity. GenAI offers avenues to enhance productivity, accelerate data-driven discovery through advanced modeling capabilities, spark interdisciplinary collaboration, and catalyze novel ideation across diverse domains.

GenAI also presents remarkable opportunities for amplifying IU's indispensable service to our communities. It allows for workforce development initiatives, data-informed needs assessments, multilingual outreach efforts, and strategic economic empowerment of our state.

Yet fully capitalizing on GenAI's paradigm-shifting prospects requires a steadfast commitment to ethical governance. Safeguarding data integrity, mitigating algorithmic biases, and upholding academic principles are paramount.

Therefore, institutional leadership must spearhead a comprehensive, unified strategy that responsibly harnesses GenAI's potential while fortifying our core values as a preeminent institution of higher learning. The UFC must serve as a strong collaborative partner in continuing to advance the organization in the era of AI.

## Appendix A: List of Consultations

The task force had information gathering conversations with the following individuals during the research and discovery phase of this final report (listed alphabetically by last name)

- 20 Undergraduates, Focus Groups IU Bloomington
- 10-15 faculty members, GenAI Focus Group, IU South Bend.
- 28 MBA and undergraduate students, conversations on student AI use, IU Columbus
- 9 Faculty and Staff: Advisors, Librarian, Faculty Member English, Faculty Member Math, Adjunct Faculty Member English, CTL Assistant Director, CTL IT Consultant, Division of Business Academic Services Coordinator, Division of Business Head, IU Columbus
- Baumann, John, Associate Vice President for Research Compliance, IU Bloomington.
- Blackwell, Scott, Senior Lecturer in Philosophy, IU Kokomo.
- Coates, Heather, Digital Scholarship and Data Management Librarian, IU Indianapolis
- Cook, Paul, Professor of English, IU Kokomo.
- Ferguson, Margie, Senior Associate Vice Chancellor for Academic Affairs, IU Indianapolis
- Gladden, Jay, Interim Executive Vice Chancellor and Chief Academic Officer, IU Indianapolis
- Link, Matthew. Associate Vice President, Research Technologies, UITS, IU Bloomington
- Mason, Lance, Chair of the IUK Promotion Committee, Associate Professor of Education, IU Kokomo.
- Michael, Scott. System Prog/Analysis Leader, Research Technologies, UITS, IU Bloomington
- Miller, Willie. Assistant Vice Chancellor for Faculty Affairs, IU Indianapolis
- Montalbano, Lori, Assistant Vice Chancellor for Academic and Student Affairs/Dean of Students, Professor of Communication Studies, IU Columbus
- Moore, Stephanie, Lecturer, Kelley School of Business, & CeWIT tech/ law lead, IU Bloomington
- Morgan, Gin, President of IUK Faculty Senate, Assistant Professor of Psychology, IU Kokomo
- Morrone, Michael, Director, FACET, Teaching Professor, Kelley School of Business, IU Bloomington
- Neal, Aaron, Deputy Chief Information Officer, Office of the Vice President for Information Technology & CIO, IU Bloomington
- Nelms, Rashad, Associate Vice President for Strategy and Innovation, Associate Vice Provost for Diversity and Inclusion, IU Bloomington
- Pearson, Jill, Executive Vice Chancellor for Academic Affairs, IU South Bend.
- Percy, Jason, Innovative Technologies Lab Technician, University Library VR Lab, IUPUI
- Ramirez, Mirian. Research Metrics Librarian, Ruth Lilly Medical Library, Indiana University School of Medicine.
- Raymond, Eric (Student) Idea Garden Coordinator for Student Support, IU Indianapolis
- Snyder, Zachary, Idea Garden Team Lead, IU Indianapolis

## Appendix B: 2023-2024 Task Force Members

### Faculty-appointed members:

Kevin J. Jones, Associate Professor of Management & Director of IU Columbus Center for Teaching and Learning - Co-chair, IU Indianapolis/IU Columbus

Fawzi BenMessaoud, Lecturer in AI and Informatics & AI Program Director, IU Indianapolis

Christopher Caruvana, Assistant Professor of Mathematics, IU Kokomo

Levi Dolan, Assistant Librarian, Ruth Lilly Medical Library, IU School of Medicine

Dan Hickey, Professor, Learning Sciences Program, IU Bloomington

Adam Maksl, Professor of Journalism and Media, IU Southeast

Angie Raymond, Professor of Business Law and Ethics & Director of the Program on Data Management and Information Governance at the Ostrom Workshop, IU Bloomington

Michael R. Scheessele, Professor of Computer Science and Psychology, IU South Bend

Stephanie Whitehead, Professor of Criminal Justice & Director of the Center for Faculty Development, IU East

Christopher Young, Professor of History, Assistant Vice Chancellor for Academic Affairs, & Director of the Center for Innovation and Scholarship of Teaching and Learning, IU Northwest

### President-appointed members:

Jerry Daday, Executive Associate Dean, Institute for Engaged Learning at IUPUI & Professor of Sociology, School of Liberal Arts - Co-chair, IU Indianapolis

Kathy Adams Riester, Associate Vice Provost for Student Life & Dean of Students, IU Bloomington

Anne Leftwich, Interim Associate Vice President, UITS Learning Technologies & Professor of Instructional Systems Technology, School of Education IU Bloomington

Greg Siering, Director, Center for Innovative Teaching and Learning, IU Bloomington

### Students:

Undergraduate: Liv DeSantis, IU Bloomington

Graduate: Richard Stettenbenz, IU Southeast



## Appendix C: Linked Documents

The following documents are referenced in the report. Links are provided in the text of the report but are also listed below in the order they appear in the report.

1. [Guiding Principles of Generative AI Developed by IU Generative AI Task Force Subcommittee](#) (linked from page 16)
2. [Comprehensive List of Current GenAI Platforms \(as of 2024\)](#) (linked from page 19)
3. [Subcommittee Notes: Faculty Professional Development, Pedagogical Use, and Teaching and Learning](#) (linked from page 20)
4. [Research Data Policy Gap Analysis](#) (linked from page 21)
5. [List of IU Research Policies for Potential Review and Revision to Address Developments in Generative AI](#) (linked from page 21)
6. [Example of GenAI Syllabus Language Used by Kelley School of Business](#) (linked from page 21)