AI Steering Committee (AISC)

University of Memphis | Elaboration of Membership, Methods, and Objectives

The AISC will primarily serve in an advisory, strategic, and coordinating capacity while maintaining careful regard for the University's ASCEND strategic plan and principles. Correspondingly, across the range of activities described in its mission statement, this committee will examine, evaluate, and make recommendations to university leadership. We will conduct our work critically, with balanced attention to both opportunities and risks.

The AISC recognizes that developing an institutional approach to AI requires sustained participation, experimentation, and revision. Rather than treating AI strategy as a settled set of policies or prescribed practices, the committee will help the University learn from the experiences and expertise of its students, faculty, and staff. We recognize that some questions require immediate guidance while others will benefit from deliberate investigation, disagreement, and experimentation.

The guidelines for committee membership and methods establish a structure for the AISC's work. By contrast, the following list of objectives should be understood as dynamic. It describes the committee's continuing scope of work, rather than expected accomplishments that can be attained in a single academic year. Each year the AISC will work with the administration to review these objectives, establish priorities and timelines, and settle subcommittee responsibilities.

Membership & Methods

I. Members of the AISC will ideally serve for at least two contiguous years.
II. The AISC will strive to be maximally collaborative with existing university initiatives.
III. The AISC will deliver written reports and recommendations at least twice a year, at the end of each semester.
    - Recommendations will articulate goals as well as intermediate milestones. Although these goals and milestones may be qualitatively defined, the AISC will aim at concrete outcomes.
    - Recommendations will weigh benefits, risks, and alternatives, including approaches that do not use AI.
    - Reports will identify data gaps limiting committee effectiveness and propose remedies
IV. The default goal of the AISC is to promote constructive discourse and develop best practices, not to legislate rules.
V. Alongside its primary objectives, the AISC will advise, help coordinate, and support existing university efforts related to AI while respecting faculty and departmental responsibility for academic programs.

Objectives

I. Institutional

A. **Vision and Policy**:

1) **University vision**: Articulate guiding ideals for AI's role in the University's educational, research, and service missions. These ideas will help define long-range aspirations, including the continuing importance of human judgment and the University's role in public discussion of AI's implications for society and the natural environment.
2) **Policy guidance**: Recommend broad university guidance that offers support and dynamic resources to departments, units, and instructors as they strive to develop and disseminate informed, appropriate local policies about the use and nonuse of AI by faculty, students, and staff, including disclosure of AI use.
3) **Policy alignment**: Promote consistency among the University's vision, institutional policies, and local practices.

B. **University Readiness and Coordination**

1) **Assess University AI activities:** Examine existing AI capacities to identify gaps in resources, guide investments, and strengthen coordination.
2) **Coordination**: Identify opportunities for collaboration, improve access to support, and reduce duplication.
3) **Tool assessment and investment:** Collaborate with relevant offices to evaluate educational value, accessibility, cost, privacy, security, and support needs, including whether AI is appropriate and how it compares with alternatives.
4) **Staff and student services**: Provide guidance for new opportunities and help coordinate existing efforts regarding AI's role in administrative workflows and student support, including advising and career services.
5) **Campus Climate and Survey Evidence**: Examine existing faculty, student, and staff survey findings and other available institutional evidence to identify patterns of AI use, experiences, concerns, as well as opportunities for further investigation and data collection to fill gaps in institutional knowledge.

C. **Information Resources and Communication**

1) **AI Hub: (1)** Coordinate with relevant university offices to review periodically the university's AI website for currency, relevance, and consistency with AISC objectives; **(2)** Help inventory existing AI initiatives, programs, expertise, resources, and support services across teaching, research, administration, and outreach, as well as provide guidance for a web-based dashboard of available tools and their current use.
2) **Communication:** Organize and disseminate reliable AI information, practical resources, and research findings through appropriate communication channels, with clear arrangements for review, maintenance, and long-term support.

3) **Instructional repository**: Coordinate with the Center for Teaching and Learning and University Libraries to recommend and support a flexible system for publishing and sharing instructional materials through the University of Memphis AI Instruction Repository**,** including non-Gen AI alternatives.

II. **<u>Research:</u>** Coordinate with the Division of Research and Innovation to encourage interdisciplinary research and collaboration, and to promote evidence-based evaluation of AI adoption, including its benefits, limitations, and risks for teaching, learning, and research.

III. <u>Teaching & Instruction</u>

A. **Responsible Use and Integrity** (*by* students)
   1) Coordinate with the CTL and Dean of Students to develop resources to support student understanding of appropriate AI use and University policies; this includes building awareness of the risks to authorship, learning, and research quality, as well as understanding the need for human validation and verification of AI outputs.

B. **Responsible Use and Integrity** (*by* instructors)
   1) Coordinate with the CTL and Faculty Senate to develop resources to support instructor understanding of appropriate AI use and University policies; this includes risks to assessment and learning, transparency of AI use for evaluation or curriculum design, and understanding the need for human validation and verification of AI outputs.
   2) Coordinate with IT and University Legal Offices to promote best practices for data handling to safeguard student privacy with respect to instructional AI use.
   3) Coordinate with the Provost's office and the CTL to consider the effectiveness, costs, privacy implications, and ethical consequences of monitoring tools.

C. **AI literacy**: Support university efforts, such as the "AI for All" minor, aimed at building student understanding of how AI works, developments in the technology, and debates about its ethical risks and social impact; as well as ensuring practical AI skills related to career readiness.

D. **Curriculum enhancement or redesign**: In consultation departments and the CTL, identify opportunities to support course redesign or workshop new instructional approaches with and without AI.

E. **Support Professional Development and Foster a Community of Practice:** Coordinate with CTL and the Coordinator for AI in Teaching & Learning to identify and develop shared resources and collaborative forums that foster critical inquiry, interdisciplinary dialogue, and informed approaches to AI use and nonuse. These efforts aim to support a campus-wide culture of practice that encourages experimentation, recognizes innovative and responsible practices, builds awareness of research into AI's effects on cognition and learning, and promotes context-sensitive decision-making aligned with institutional values and priorities.