

Academic Affairs Emerging Technologies Guidelines

Purpose and Scope of Guidelines

These guidelines describe shared principles and expected behavior within the Division of Academic Affairs for responsible use of emerging technologies that have the potential to significantly impact the university community, functions, and processes. These guidelines will be reviewed periodically to ensure they remain current with technological advancements and regulatory changes.

Though the guidelines outlined here use generative AI tools (gAI) in teaching, learning and research as a case in point, other examples of emerging technologies that are at the forefront of innovation and have the potential to transform teaching, learning and research at universities, and also various industries and aspects of daily life include but are not limited to: Artificial Intelligence (AI), Machine Learning (ML, a subset of AI), Virtual Reality (VR) and Augmented Reality (AR).

Guidelines apply to:

- All members of Academic Affairs engaged in teaching, learning, scholarship, and the support of these activities.
- Emerging Technologies accessed through sources that are open, proprietary, licensed, free, provided by the university or procured privately.

Principles

Emerging technologies have the potential to enhance teaching, learning, and scholarship by providing new ways to engage with content, generate ideas, and assist in problem-solving. Academic Affairs acknowledges and is committed to ensuring that use of such technologies promotes creativity, innovation, and learning, while safeguarding Cal Poly Pomona's core values.

Use of such technologies should reflect the following principles as aligned with the university's values:

- **Academic Excellence** – Academic Affairs is committed to using powerful technologies in a manner consistent with its commitment to demonstrating academic excellence through work that is high quality, evidence-informed, and produced with integrity.
- **Experiential Learning and Innovation** – Academic Affairs is committed to exploring and engaging with emerging technologies ambitiously, collaboratively, and responsibly.
- **Student Learning and Success** – Academic Affairs will adopt powerful emerging technologies in ways that maximize academic and professional opportunities, enhance personal well-being and growth, and foster ethical citizenship.
- **Inclusivity and Fairness** – Academic Affairs will strive to make powerful emerging technologies as accessible as possible across the Division, and work to make sure the benefits of these systems are fairly and evenly distributed to everyone who chooses to use them.

- **Community Engagement and Respect** – Academic Affairs will adopt and engage with powerful emerging technologies with thoughtful consideration for how it impacts the university’s relationship with and influence on local and global communities, including other universities, academics, artists and content creators, and other potential stakeholders.
- **Social Responsibility** – Academic Affairs will continually assess and work to improve the way that our engagement with powerful emerging technologies systems impacts social processes and institutions.

Alignment with Existing Policies

All use of emerging technologies must comply with existing CSU and Cal Poly Pomona policies, standards, and guidelines, as well as relevant state and federal laws. Relevant Cal Poly Pomona policies must be updated as needed to address issues raised by emerging technologies.

Case in Point: Specific Guidelines for Use of Generative Artificial Intelligence

The following guidelines for the use of gAI in Academic Affairs are intended to provide recommendations for best practices in the Division. Additional guidelines will be regularly reviewed, updated and added to as technology and best practices evolve. Academic Affairs aims to foster an environment where gAI tools are used with [academic freedom](#), academic integrity, ethicality and responsibility.

I. Use of gAI in Teaching and Learning

A. *Enhancing, Not Replacing, Human Instruction*

1. Academic Affairs will work to ensure that gAI is used to support and enhance human instruction, not to replace the essential relationships between students and faculty.
2. No decision or outcome that materially affects a student’s academic career should be made using gAI without thorough review and confirmation by the faculty member involved.

B. *Integrating gAI into Courses*

1. Faculty retain academic freedom to determine how gAI is used in their courses, with consideration of their academic disciplines’ intellectual areas, curriculum requirements, and intended student learning outcomes.
2. Faculty are expected to integrate gAI in a way that aligns with students’ educational outcomes, including career readiness and citizenship.

C. *Grading, Evaluation, and Feedback*

1. Faculty have the academic freedom to use gAI in grading assignments and providing feedback when and in such a way that it enhances the student experience.
2. Faculty should disclose to students when gAI is used in grading or providing feedback.
3. Faculty should ensure transparency, fairness, and minimize bias when using gAI in grading and feedback.

D. Academic Integrity in the Classroom

1. Faculty should define the acceptable use of gAI in their courses, both generally in the syllabus and specifically for assignments. Students should familiarize themselves with policies in their courses.
2. Students and faculty should clearly disclose the use of gAI in their academic work, including the extent and manner of its use.
3. Violations of syllabus guidelines for acceptable use of gAI will be treated as breaches of academic integrity, subject to the same procedures as other academic integrity violations.

II. Curriculum Development

A. Incorporating gAI in Curriculum

1. Faculty are encouraged to thoughtfully incorporate gAI tools into the development and updating of curricula, aligning with disciplinary practices and student learning outcomes.
2. Faculty should collaborate with gAI experts, both internally at CPP and externally, to develop relevant and effective curricula.

B. Review and Approval Process

1. Review committees are encouraged to gain appropriate expertise to evaluate the inclusion of gAI tools in new or updated curricula effectively.

III. Student Success

1. Academic Affairs in collaboration with other divisions should prioritize directing resources for learning-support gAI tools (such as tutoring tools) to courses that are essential for student progress to degree.

IV. Use of gAI in Scholarship, Research, Creative Activities, and Intellectual Property

1. Faculty maintain academic freedom to determine the appropriate use of gAI in their scholarship and creative activities, consistent with university policy on research conduct.
2. Faculty should clearly disclose the manner and extent of gAI use in scholarship and creative activities.
3. Decision-making entities (e.g., RTP committees, grant review committees) should clearly state their guidelines regarding the use of gAI in their area of decision. When applicable, rubrics and criteria should be clearly expressed to guide faculty use of gAI in the fulfillment of the specific application.
4. Decision-making entities have the freedom and the responsibility to request faculty to explain gAI use if declarations are not clear.

V. Use of gAI in Management and Business Processes

A. Enhancing, Not Replacing, Human Relationships

1. Academic Affairs will work to ensure that gAI is used to support and enhance the human community, not to replace the essential relationships among members of the Academic Affairs community

B. Use of gAI in Work Product

1. Managers, leads, and staff should clearly disclose the manner and extent of gAI use in work product that has a creative or relational component (e.g. generating verbiage for personnel evaluations or writing material for public distribution)

VI. Learning and Professional Development

Academic Affairs should provide ongoing professional development through appropriate departments and cross-divisional collaborations (e.g., CAFE, IT&IP, EODA), to ensure that faculty, staff, and managers have knowledge and skills necessary to use gAI tools.

A. Faculty, Staff, and Management Development

1. Faculty, staff, and management should develop relevant expertise in the use of gAI as part of their professional competence.

B. Student Learning

1. Students should gain an appropriate level of expertise in the use of gAI to achieve the learning outcomes of their classes, programs, and other academic activities, and to be competitive in an evolving workforce
2. Academic Affairs should provide effective, continued learning opportunities regarding gAI for student skill development.