

Library Faculty Feedback for the Senate AI Taskforce Recommendations (Fall 2024)

The Library Department reviewed the [Senate Taskforce on Generative AI Report Out](#) from the Academic Senate Meeting on December 4, 2024. In response to the taskforce's report, the Library Department Faculty developed the following unified response for the Academic Senate to consider. The document also serves to share our perspective as academic librarians with expertise in information-seeking software and technologies regarding our use of Generative Artificial Intelligence (GenAI) in the academic setting of Santa Rosa Junior College.

Taskforce Recommendation 1.

Original language: (#1 Creation of a Permanent GenAI Committee, p.1) *We Recommend that SRJC establish a permanent subcommittee under the Academic Senate to continuously create, review, and refine resources and ethical guidelines for GenAI use, ensuring alignment with SRJC's values on equity, inclusion, sustainability, innovation, and student success. This subcommittee must address the use of GenAI tools in administrative, instructional, and learning contexts, and it should consist of all affected parties, including faculty from the most impacted disciplines, and representatives such as SGA, Student Services, and Distance Education.*

- **Library Department Request:** The Library Faculty requests one appointee to any potential future committee task force addressing AI policy and procedure.
- **Rationale:** As part of our discipline expertise, Library Faculty monitor and evaluate emerging tools and evolving resources for community college students. We encourage any AI committee or task force formed to develop policy acknowledge potential impact on the Library Department's need and autonomy to configure, implement and utilize GenAI tools in our discipline. The Library Department is concerned about committees or the Academic Senate specifying a department role without representation or consultation of the Library Department Chair or designee.

Taskforce Recommendation 2.

Original language: (2. Institutional Policies and Instructor Autonomy /Resolution, p.2) *"Be it Resolved the Santa Rosa Junior College Academic Senate affirms that the decision to accept or reject the integration of GenAI tools within a classroom setting remains at the discretion of individual instructors."*

- **Proposed language:** “Be it Resolved the Santa Rosa Junior College Academic Senate affirms that the decision to accept or reject the integration of GenAI tools ~~within a classroom setting~~ remains at the discretion of individual ~~instructors~~ faculty.”
- **Rationale:** The decision – and the right – to accept or reject integration of GenAI tools should extend to all faculty and should be inclusive of all non-traditional teaching environments.

Taskforce Recommendation 2.

Original language: (2. Institutional Policies and Instructor Autonomy / Sample Policies - Departmental Policy, p.3) *“The use of GenAI tools (e.g., ChatGPT, DALL-E, Grammarly) in coursework is permitted only when explicitly allowed by the instructor.”*

- **Proposed language:** “The use of GenAI tools (e.g., ChatGPT, DALL-E, Grammarly) in coursework is not permitted ~~only~~ when explicitly ~~allowed~~ banned by the instructor for specific use cases.”
- **Rationale:** No individual faculty can reasonably be expected to be aware of and/or enforce the varying AI policies of individual instructors and disciplines. The existing Senate Taskforce on GenAI Recommendations language takes an opt-in approach to AI use; we propose an opt-out approach to AI use. The integration of GenAI tools is rapidly evolving and becoming normalized, such as the ChatGPT-Siri iPhone integration. Instructor and department policies should clearly outline specific use cases where AI is banned, so that students and other faculty are not burdened with making that determination.

Taskforce Recommendation 2.

Original language: (2. Institutional Policies and Instructor Autonomy, p.3) *We Also Recommend that the created institutional, departmental, and instructor level policies should explicitly outline potential dangers and proscribed uses, as well as acceptable uses of AI, and address potential impacts on student learning, student assessments, privacy, and academic integrity. Such policies must be asset minded, emphasize a growth mindset, and ensure that faculty retain discretion over GenAI use in their courses, allowing instructors to adapt policies to fit the unique needs of their subject areas.*

- **Proposed Language:** “We Also Recommend that the created institutional, departmental, and instructor level policies ~~should explicitly outline potential~~

~~dangers and proscribed uses, as well as acceptable uses of AI, and address potential impacts on student learning, student assessments, privacy, and academic integrity. Such policies must be asset minded, emphasize a growth mindset, and ensure that faculty retain discretion over GenAI use in their courses, allowing instructors to adapt policies to fit the unique needs of their subject areas.”~~

- **Rationale:** We caution against prescriptive policy requirements that will become outdated and challenging to enforce in the rapidly evolving technological landscape. The Library Faculty maintains autonomy in determining, configuring, and implementing features for research databases and offering instructional guidance on GenAI in the research process. For example, GenAI tools are already integrated into some research databases, such as the AI Research Assistant in SRJC Libraries’ Smart Search. Discipline expertise is crucial as it allows Library Faculty to tailor resources and guidance to the specific needs of students and faculty, ensuring the most effective use of GenAI in academic research.

Taskforce Recommendation 6.

2. **Original Language** (Section 6: DEIAA and Student Support, p. 6): *There are potential partnerships with several campus departments to consider, including, but not limited to, Student Services, Tutorial Center, Library and Information Resources, Writing Center, and Distance Education. Consulting with the heads or chairs of these departments is critical in planning support.*

- **Proposed language:** ~~There are~~ To support student learning, we encourage potential partnerships ~~with several campus departments to consider, including, but not limited to, Student Services, Tutorial Center, Library and Information Resources, Writing Center, and Distance Education~~ across SRJC. Consulting with the heads or chairs of ~~these~~ departments is critical in planning student learning support services.
- **Rationale:** The Library Department has experienced and is concerned about individuals, committees or the Academic Senate specifying a department role without representation or consultation of the Library Department Chair or designee. We support partnership collaborations through a unified approach such as a formalized multi-constituent committee or taskforce where the Library Department is represented.