

Report and Recommendations of the Artificial Intelligence Task Force¹

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¹ Appendices removed for web publication. A copy of the complete report is available upon request.

Section 1: Introduction

The University of Northern Colorado (UNC) established a task force in spring 2025 charged with guiding the university community in understanding and responsibly leveraging the capabilities of generative artificial intelligence (AI). Members of the task force were assigned to subcommittees focused on a single aspect of our charge. The report is organized to include an introduction, a description of the work performed by the task force, recommendations, the proposed UNC Statement of Ethical Practice on the Use of Generative AI, and appendices (committee reports and supplemental documents).

Charge to the Task Force

1. Develop a Statement of Ethical Practice
 - Draft a guiding document that articulates principles for the ethical use of generative AI by UNC's faculty, staff, administration, and students. This statement should align with the university's mission, values, and commitment to academic integrity, equity, and student success.
2. Inventory Current Use of Generative AI
 - Conduct a comprehensive review of how generative AI is currently being used in teaching, learning, research, and business operations at UNC.
 - Identify both formal and informal practices, along with examples of innovative and effective use.
 - Estimate the financial costs of current generative AI use at UNC.
3. Identify Policy Gaps
 - Assess existing university policies to identify areas where generative AI use is not adequately addressed, such as academic integrity, intellectual property, privacy, and equity concerns.
 - Highlight areas where new or revised policies may be necessary to ensure responsible AI use in alignment with the university's mission, strategic priorities, and resources.
4. Develop Recommendations for Professional Development
 - Identify existing internal and external professional development resources on the use of generative AI in higher education settings.
 - Propose strategies and resources that address the need for AI literacy and to help faculty, staff, and students engage with generative AI ethically and effectively.
5. Provide Actionable Recommendations
 - Based on the findings of the inventory and policy review, recommend actionable steps to promote ethical generative AI use. These may include policy updates, professional development, resource development, and guidelines for implementation.

Section 2: Description of Work

The task force met from February through May 2025. Task force members were assigned to serve on one or more committees focused on each of the four specific components of the charge. The task force chair also chaired each of these committees to facilitate coordination between the four groups. We used the WCET AI Policies and Practices Toolkit (Sebesta and Davis, 2023) as a foundation for guiding our work. During the first meeting of each committee, we reviewed the toolkit, considering ethical implications and best practices related to the charge. While there are specific guidelines applicable to each committee, the overarching ethical considerations include the following:

- Avoiding causing harm
- Responsibility and accountability
- Transparency and explainability
- Justice and fairness
- Respect for human rights, such as privacy and security

Each committee took a different approach to its work, with a summary of main activities provided in the table below.

Task Force Committee Activities

Committee	Major Activities
Statement of Ethical Practice	• Identified, reviewed, and evaluated existing statements from other universities and colleges • Determined major categories to be included in UNC's statement • Drafted statement and shared with entire task force for feedback
Use Inventory	• Developed, administered, and analyzed responses from three surveys (faculty, staff, students) in partnership with Professional Development Committee • Examined purchasing records to collect information about generative AI purchases in FY2025
Policy Gaps	• Identified major policy categories and assigned members to collect existing policies • Organized findings into a spreadsheet to identify those needing revision • Discussed gaps requiring new policies
Professional Development	• Developed a Generative AI Skills Taxonomy • Created an inventory of existing professional development resources available to UNC employees • Partnered with the Use Inventory Committee on employee and student surveys

Section 3: Recommendations

We are presenting the recommendations in two formats: a summary of all recommendations organized by major themes and the complete recommendations from each committee.

Summary of Recommendations

After reviewing the final recommendations from each committee, we discovered that there was some overlap. We are presenting a summary of all recommendations organized by theme in this section.

Ethical Use and Awareness

- Solicit community feedback on the proposed Statement of Ethical Practice before formal adoption.
- Publish the final statement on a public-facing webpage with FAQs and resources.
- Develop a UNC-specific training module on ethical AI use, to be included in orientations and made available via Canvas and Cornerstone.
- Foster open dialogue about generative AI's benefits and limitations to address skepticism and misinformation.
- Encourage departments to host regular discussions about generative AI's role in work performed by faculty and staff.

Faculty, Staff, and Student Readiness

- Promote the use of trusted providers such as LinkedIn Learning and Coursera for generative AI training.
- Expand in-house training and resources for faculty and staff to address knowledge gaps in the use of generative AI in research, assessment, and business practices.
- Implement low-cost, exploratory professional development models for faculty and staff to innovate with generative AI in their work.
- Invest in discipline-specific faculty development related to teaching students about generative AI.
- Expand pilot programs (e.g., Microsoft Copilot) to support structured staff engagement and training.

Institutional Policy and Governance

- Revise existing university policies to incorporate language about generative AI, targeting completion by the end of FY 2026.
- Avoid a single overarching generative AI policy; instead, integrate AI considerations within relevant domain-specific policies.
- Develop a rights-based statement for students and employees regarding the use of generative AI.
- Establish consistent syllabus guidelines related to AI use to reduce student confusion and risk of misconduct sanctions.
- Create a campus-wide strategy for generative AI tool adoption, balancing access, cost, and ethical considerations.

Complete Recommendations

This section provides the full recommendations organized by each committee's focus area, including strategies where applicable.

Statement of Ethical Practice

1. We recommend that the proposed statement of ethical practice be shared with the campus community for feedback prior to its formal adoption.
2. Once formally adopted, UNC should publicize the Statement of Ethical Practice on the Use of Generative Artificial Intelligence on the public website.

Current Use of Generative AI

3. UNC should foster ongoing dialogue about generative AI, including both its potential benefits as well as its limitations.
 - Senior administrators should encourage department leaders to include discussions about generative AI in regular departmental meetings and other gatherings of employees. A guide for leading discussions about generative AI could be developed and provided as a resource.
 - IMT should host one or more generative AI summits, modeled on the cyber security summits hosted in 2024.
4. UNC should invest in developing faculty expertise in the discipline-specific use of generative AI to ensure they are equipped to teach students about the technology's applications to their fields of study.
 - Include teaching about generative AI and its applications to specific disciplines in UNC's existing career readiness efforts, such as the AAC&U and Lumina funded Career Readiness Fellows program.
 - Support a team that includes UNC faculty to participate in the [AAC&U 2025-26 Institute on AI, Pedagogy, and the Curriculum](#) (cost - \$6,325 for five-member team, with the option of adding members for an additional fee).
 - Establish a generative AI faculty community of practice program (with a structure and funding similar to the Career Readiness Fellows) to develop and share knowledge and skills with UNC colleagues.
 - Allocate financial resources to recruit and support individual faculty interested in developing discipline-specific knowledge and skills related to generative AI.
5. Develop and adopt a clear set of syllabus guidelines regarding student use of generative AI.
6. Provide opportunities for staff to receive formal support for learning about and applying generative AI tools to support their work.
 - Establish communities of practice for staff, similar to those offered by CETL for faculty, that provide opportunities to come together and share knowledge, brainstorm potential applications, and explore innovative advancements made possible by the technology. These could be supported at the Division levels and/or centrally through Human Resources.
 - IMT is currently piloting Microsoft's Copilot generative AI tool. We recommend expanding this pilot to staff across different operational units and divisions. The expanded pilot should use a semi-structured approach that includes introductory training on Copilot, regular meetings to discuss issues and implications, and the expectation that participants develop individual projects focused on testing use cases relevant to their operational areas. This pilot could be modeled on the Equity Advocates program with reassigned time and small stipends for participants.

7. UNC should develop a strategy for determining what generative AI tool or tools the university will support, including identifying guidelines for adopting free tools as well as those requiring subscription or enterprise licenses.

Policy Gaps

8. We DO NOT recommend developing a single overarching generative AI policy.
9. Existing policies identified by the task force should be reviewed and revised by the appropriate university department(s) and/or governing group(s) by the end of fiscal year 2026. (See Appendix ___ for list of specific policies.)
10. UNC should engage its faculty, staff, and governance groups in developing a statement of individual rights regarding the use of generative AI.

Professional Development

11. We DO NOT recommend that UNC attempt to maintain a list of external professional development resources on generative AI.
12. Rather than maintaining a list of specific professional development resources, UNC SHOULD promote the use of trusted providers such as LinkedIn Learning and Coursera.
13. UNC SHOULD develop a basic course that addresses the ethical use of generative AI at the university, with specific details about relevant UNC policies and practices.
14. UNC SHOULD expand in-house resources to support faculty and staff use of generative AI.
 - CETL should expand current offerings to include teaching conversations or faculty learning communities on using generative AI to support research/scholarly activity and grading/assessment. CETL could partner with the Office of Research on the former and the Office of Assessment on the latter.
 - Supervisors should discuss professional development related to generative AI during performance planning and assist staff in identifying appropriate resources such as LinkedIn Learning and Coursera courses.
 - Encourage non-college departments to adopt a professional development model piloted by the Office of Academic Effectiveness in 2024-2025. This model provides a low-cost, high gain opportunity for individual staff or small teams to explore and test novel uses of generative AI that are applicable to their work (see Appendix ___ for description).
 - CETL hosts teaching conversations for faculty to share how they are using generative AI, discuss challenges, and suggest solutions. These informal cross-disciplinary discussions could serve as a model for similar cross-departmental opportunities for staff to share and learn with others on campus. Ideally, these would be supported by Human Resources in the future; however, they could also be sponsored by the vice presidents of each division for employees in their areas.

Section 4: Proposed Statement of Ethical Practice on the Use of Generative Artificial Intelligence

Introduction

Generative AI is a rapidly advancing technology that can create various content including text, images, audio, and video based on user prompts. Unlike traditional AI, which typically analyzes data or automates specific tasks, generative AI can produce original material and simulate certain aspects of human intelligence.

This technology is reshaping higher education by offering new ways for faculty, staff, and students to engage with learning, research, and administration. Faculty can use generative AI to design course materials, build assessments, and personalize student support. Staff can streamline administrative work and enhance communication, while students can use it for brainstorming, tutoring, creative problem-solving, and refining their work.

At the same time, generative AI raises important concerns around academic integrity, misinformation, bias, and data privacy. To ensure its ethical and effective use, it is essential to follow clear guidelines that both maximize its benefits and address its risks.

Definitions

Generative artificial intelligence uses algorithms and machine learning to create content such as text, code, images, audio, video, or numerical data by analyzing large datasets and predicting likely outcomes. Algorithms are step-by-step procedures or formulas for solving problems, while machine learning models learn from data to make predictions or decisions. These outputs may be creative, factual, or analytical, and they often resemble human responses. However, generative AI can also produce biased, misleading, incorrect, or entirely fabricated content. It is necessary to verify the accuracy of AI-generated content and ensure it is used appropriately.

Accountability and Transparency

The University of Northern Colorado was founded to enhance human potential, with human intellect and capabilities at the heart of its mission. Our approach to accountability is guided by transparency, fairness, and responsibility, ensuring that systems like generative AI are used ethically and in alignment with the university's core values. Although generative AI can replicate some human abilities, it lacks essential qualities such as reasoning, emotion, creativity, and consciousness. It should be used intentionally to support rather than replace human intelligence and expertise. Its role in decision-making must be transparent, with clear accountability for outcomes.

In academic settings, students, faculty, and staff must disclose their use of generative AI and provide appropriate attribution. This upholds academic integrity and ensures responsible use. Communicating clearly when content has been created or influenced by generative AI helps reduce misinformation, fosters trust, and supports informed engagement. Faculty must disclose their policies about student use of generative AI in their course syllabi, and students must abide by those policies. By following these practices, UNC can use generative AI in ways that benefit the entire community.

Integrity and Equity

Using generative AI responsibly requires a strong commitment to integrity. Human beings, not AI, are accountable for the content they create and the decisions they make, ensuring outcomes are accurate, ethical, and aligned with institutional values. Protecting intellectual property, authorship, and academic

and research integrity is critical. Users should clearly distinguish between original work and AI-generated content, provide appropriate credit, and follow institutional policies and disciplinary standards.

As an emerging tool, generative AI has broad societal implications for education, academic integrity, intellectual property, ethics, environmental sustainability, the future of work, and human-machine interaction. Ethical use of generative AI requires fundamental awareness not only of the advantages and limitations of these tools, but also the cultural, economic, and environmental impacts.

Equitable access is also essential. All members of the UNC community should have fair access to generative AI tools and the support needed to use them effectively, regardless of their background, resources, or level of technical experience. In addition, all members of the UNC community should have access to current and accurate information about generative AI's broader implications for society. By embracing these principles, UNC can support ethical, inclusive, and responsible use of generative AI.

Privacy and Security

Protecting data privacy and security when using generative AI is essential to prevent misuse of personal or sensitive information and to maintain trust in how data is managed. Most generative AI tools do not guarantee privacy or data security. People using publicly available generative AI tools need to remember that information they enter could be stored, used for future training, or even appear in outputs shared with other users. Entering certain types of information into a public generative AI tool could be a violation of UNC's data protection policies.

UNC faculty, staff, and students must follow the university's [Guidelines for Data Protection](#) and applicable laws such as the [Family Educational Rights and Privacy Act \(FERPA\)](#). Personally identifiable information must be anonymized to protect individuals' privacy. Unless a generative AI tool has been formally approved for use with restricted or sensitive data, such information should never be entered. When in doubt, contact Information Management & Technology for guidance. Being mindful of data privacy and security when using generative AI ensures that UNC maintains our legal and ethical obligations.

References

Sebesta, J., and Davis, V. L. (2023, December). AI Policies & Practices Toolkit
<https://wcet.wiche.edu/resources/ai-practices-and-policies-toolkit/>