These outcomes from our Gen AI session in December 2023 highlight the complexities and challenges associated with integrating responsible Gen AI use into the Graduate School of Education and give us a kind or roadmap to continue this work. The outcomes emphasize the importance of consistency, early exposure, and adaptability throughout the curriculum in the master's and doctoral program, as well as the need for addressing diverse student backgrounds and faculty roles i.e. adjunct v. FT and HT.

1. There is a recognition of the need to integrate responsible use of Gen AI into both doctoral and master's programs' curricula.

   The importance of introducing Gen AI in coursework to ensure equal access to tools and understanding was emphasized. Faculty in the Master's in Ed program, for instance, have integrated a Snell Reference Librarian module on Gen AI use in their foundation course, ensuring consistency in exposure to Gen AI tools.

2. There is a concern about helping students develop an ethical perspective on when and why it might be inappropriate to use Gen AI.

   Recognizing the significance of early exposure to responsible Gen AI use, discussions focus on designing activities in the curriculum, such as in the EdD program's first foundation and first research courses.

3. There is an emphasis on preparing graduates to become agents of change in a professional landscape that includes AI.

   The integration of responsible Gen AI use is considered essential throughout the curriculum, ensuring that graduates acquire proficiency in this area.

4. There is a recognition of the need for policies related to Gen AI use.

   Recognizing the dynamic Gen AI landscape, discussions explored the possibility of determining a discrete set (e.g., five) of responsible Gen AI use guidelines. Questions are raised about who would determine these guidelines and how they could be integrated into all courses, highlighting the need for adaptability to technological advancements.

5. Students enter programs with varying levels of prior Gen AI expertise.

   The outcome underscores the importance of acknowledging and addressing the PT/FT (part-time/full-time) divide among students. It prompts consideration of how part-time faculty members, whose primary roles may be outside of the GSE, can integrate responsible Gen AI use into their teaching practices.