**Humanities Department Meeting**

| **Date:** | **March 14, 2025** |
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| **Time:** | **2:00 - 4:00** |
| **Location:** | **Zoom:** [**https://fsw.zoom.us/j/82804330966**](https://fsw.zoom.us/j/82804330966) |

| **Faculty Member** | **Present** | **Absent** | **Excused** |
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| Anna Ciamparella | **X** |  |  |
| Michael DeMoran | **X** |  |  |
| Monique Harrington | **X** |  |  |
| Monica Krupinski | **X** |  |  |
| David Luther | **X** |  |  |
| Mike McGowan | **X** |  |  |
| Myriam Mompoint | **X** |  |  |
| Elijah Pritchett | **X** |  |  |
| Henry Rownd | **X** |  |  |
| Les Sutter |  | **X** |  |

**Highlights:**

The faculty discussed strategies for addressing AI use in their classes, particularly in humanities and arts, and debated whether unified guidelines are necessary or if individual approaches based on discipline and course goals are more appropriate. They also discussed the need for administrative support and tools to help implement best practices, and expressed concerns about the pervasive use of AI, particularly in relation to student assignments. The team agreed that AI could be a useful tool, but it should be used responsibly and with caution, and discussed the impact of new tools on students' learning habits.

| **Next steps**  • Monica to remind faculty about attendance/participation policy during fall duty days when making syllabi.  • Faculty to check textbook information in their Simple Syllabi courses and notify Monica of any needed changes.  • Faculty to consider including more specific, numerical attendance/participation policies in their syllabi for summer and fall courses.  • Monica to follow up with the Dean regarding faculty office access in O building during summer and weekends.  • Faculty to complete module assessments and discussion questions for 2210 online course revision before commencement if possible.  • Michael to take notes on AI scenario suggestions from the chat for potential use in future discussions or surveys.  • Monique to compile questions for a potential AI survey based on faculty input and distribute for review.  **Summary**  The faculty debate whether unified guidelines are necessary or if individual approaches based on discipline and course goals are more appropriate. They also discuss the need for administrative support and tools to help implement best practices.  Faculty highlighted the challenges of distinguishing between AI-generated and human-written work. They proposed collecting data from students to gain insights into their views on AI, emphasizing the importance of reserving judgment until more information is available. The conversation ended with a suggestion to explore the use of scenarios in discussing AI ethics. The team agreed that AI could be a useful tool, but it should be used responsibly and with caution.  Other topics included student engagement opportunities, the focus on more quantifiable attendance policies, the ongoing revisions to HUM 2210 online course, and the expectations for renovations to the L Building. | |
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| **Summary**  **AI Use in Humanities Classes**  The group discusses strategies for addressing AI use in their classes, particularly in humanities and arts. Henry shares his approach of focusing on tasks AI struggles with, like detailed description of artworks. Monica mentions using AI-generated content as a starting point for students to refine and develop their own ideas. The faculty debate whether unified guidelines are necessary or if individual approaches based on discipline and course goals are more appropriate. They also discuss the need for administrative support and tools to help implement best practices. Some express concern about the administration's apparent enthusiasm for AI, while others suggest that student peer pressure in critiques can naturally discourage overreliance on AI-generated work.  **AI Usage in Student Assignments**  In the meeting, Anna expressed concerns about the pervasive use of AI, particularly in relation to student assignments. She noted the exhaustion and discouragement this has caused. Michael echoed these sentiments, highlighting the challenges of distinguishing between AI-generated and human-written work. He suggested the need for a clearer understanding of students' AI usage and its implications. Louis proposed collecting data from students to gain insights into their views on AI, emphasizing the importance of reserving judgment until more information is available. The conversation ended with a suggestion to explore the use of scenarios in discussing AI ethics.  **AI in Note-Taking: Benefits and Concerns**  In the meeting, Michael and Monica discussed the use of AI in note-taking and its potential benefits and drawbacks. Monica suggested that AI could be a useful tool for note-taking, but it could also be misleading. Monique proposed the idea of revisiting the topic in the fall and gathering more information. Prof. suggested pairing writing assignments with presentation components to ensure students understand the material. Anna expressed concerns about students using AI to create podcasts, while Michael shared his internal struggle with using AI for a Powerpoint presentation. The team agreed that AI could be a useful tool, but it should be used responsibly and with caution.  **Balancing AI Use in Education**  Michael discussed the impact of new tools on students' learning habits, noting that while they can be helpful for engaged students, they can also lead to shortcuts and a lack of depth in scholarship. Monica and Monique agreed, highlighting the need for clarity in addressing students' use of AI. Anna shared a personal experience with a student who used AI to find information easily, and expressed concerns about the lack of tools to teach students how to use AI effectively in the workforce. The team acknowledged the need for a balanced approach in dealing with students' use of AI.  **Student Engagement and Course Updates**  Monica discussed the importance of student engagement and the need for faculty members to cover events like Field Day and game nights. She also mentioned the need to update syllabi and textbook information, and proposed a more specific attendance/participation policy for future courses. Additionally, she announced that the full intro to philosophy course will now be writing-intensive and that art history courses will be renamed for fall 2026.  **Project Restructuring and Office Access**  Monica discussed the restructuring of a project timeline, which will now be completed over the summer. She plans to finalize module level outcomes and send them to instructional design by the end of the month. The assessments and discussion questions for the modules are expected to be completed before the commencement. Monica also addressed questions about office spaces and building access during the summer. | |
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