MINNESOTA STATE

GENERATIVE ARTIFICIAL INTELLIGENCE

A guidance document on

Policy Intersections, Considerations and Recommendations

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1 | ABOUT THESE GUIDELINES

1.1 | Background

Generative artificial intelligence (AI) services like ChatGPT are changing higher education in unprecedented ways. Faculty, staff, and students are asking important questions regarding the acceptable use of these services and are looking to campus leaders for guidance. Many of these questions are in turn directed to the Minnesota State system office.

In September 2023 system office representatives from Academic and Student Affairs, Information Technology, the Office of General Counsel, Human Resources, and the Office of Equity and Inclusion gathered to discuss the impact of generative AI on higher education and the acceptable use of generative AI services in the system. The group reviewed existing policies and guidelines from institutions outside the Minnesota State system, reviewed existing board policies and system procedures for applicability, and from there, developed an outline of guidance items based on questions from faculty, staff, and administrators in the system. This guidance document is the result of that effort.

1.2 | Statement of Intent

This document provides guidance on the acceptable use of generative AI services. Campuses may use this document to inform the development of local policies and guidelines tailored to their campus community. This document clarifies the applicability of existing board policies, system procedures, and operating instructions, but is not itself a board policy, system procedure, or operating instruction.

This document does not introduce any new directives.

Campuses should use an equity lens to evaluate their existing local policies and practices for applicability and to further clarify the parameters of acceptable generative AI use.

The Minnesota State system office encourages the responsible exploration and ethical use of generative AI services. In situations where this document does not provide guidance to specific questions about generative artificial intelligence, persons are encouraged to contact system office representatives for further guidance through the Minnesota State Service Portal.

1.3 | Document Updates

This document will be updated periodically in response to future events that impact the accuracy of the information herein.

The most recent version of this document is available on the Educational Development and Technology webpage at minnstate.edu.

1.4 | Definitions

Artificial Intelligence (AI)

A branch of computer science devoted to developing data processing systems that perform functions normally associated with human intelligence, such as reasoning, learning, and self-improvement.[1]

Examples: auto-captioning in Zoom, predictive text in Microsoft Word, auto-correct in text messaging, content recommendations on YouTube or Facebook

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[1] *CSRC Topics | artificial intelligence*. (2023, July 20). National Institute for Standards and Technology. Retrieved Nov. 20, 2023

from https://csrc.nist.gov/topics/technologies/artificial-intelligence

Generative Artificial Intelligence (AI)

Artificial intelligence models that can generate high-quality text, images, and other content based on the data they were trained on.[2]

Examples: chatbots, image generators, video generators

Large Language Models

Large language models (LLMs) are deep learning algorithms that can recognize, summarize, translate, predict, and generate content using very large datasets.[3] These models underpin generative artificial intelligence services.

Examples: GPT-4, PaLM 2, Claude 2

Generative Artificial Intelligence (AI) Service

Any cloud-based or client-side artificial intelligence software, tool, or access point that generates text, images, and other content from user prompts.

Examples: ChatGPT, Google Gemini, Claude AI, Midjourney, Microsoft Copilot

Users

Any employee or student of Minnesota State Colleges and Universities using computers or information technology services for academic or business activities.

Sensitive Data

Data that is classified as highly restricted or restricted in accordance with Operating Instruction 5.23.2.1 Data Security Classification.

Bias (in generative AI)

Bias is a disproportionate weigh in favor of or against an idea or thing, usually in a way that is closed-minded, prejudicial, or unfair.[4] Bias often appears in generative AI outputs due to the perpetuation of bias reflected in a model's training data or the bias reflected in a user's prompt.

1: "A Distinguished Business Person." An example of bias in generative AI image generation. Microsoft. (2024) Copilot with DALL-E 3 [Large language model]. https://copilot.microsoft.com.

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[2] *What is Generative AI?*. (2023, April 20). IBM Research Blog. Retrieved Nov. 20, 2023 from https://research.ibm.com/blog/what-is-generative-AI
[3] Nvidia. (n.d.) *What are Large Language Models*. Retrieved Nov. 20, 2023 from https://www.nvidia.com/en-us/glossary/data-science/large-language-models/

[4] Minnesota State Terms of Equity and Inclusion. (2023, October 18). Minnesota State Office of Equity and Inclusion. Retrieved February 5, 2024 from https://www.minnstate.edu/system/equity/docs/Minnesota-State-Terms-of-Equity-and-Inclusion-10.2023.pdf

2 | EXISTING POLICIES AND GENERATIVE ARTIFICIAL INTELLIGENCE

2.1 | Board Policy 3.26 Intellectual Property

Board Policy 3.26 provides guidance related to the ownership and management of intellectual property rights within Minnesota State. Ownership of content created using generative AI is presently unsettled at the federal level; however, the U.S. Copyright Office is currently gathering information from stakeholders and the public related to, among other things, the intersection of intellectual property ownership and the outputs of generative AI services.[5]

The outputs of generative AI services are presently not subject to Board Policy 3.26 since the U.S. Copyright Office has designated all outputs from generative AI services as public domain.[6]

Collections of generative AI content that include components of human authorship may be subject to limited intellectual property protections.[7] Employees and student are encouraged to connect with the System Director for Policy, Procedure, and Intellectual Property with questions regarding potential ownership of collections.

2.2 | Board Policy 3.27 Copyrights

Board Policy 3.27 provides guidance related to the use of copyrighted works to further

teaching, research, and public service at Minnesota State colleges and universities.

Employees and students should refrain from using copyrighted works as prompts (in whole or in part) when using generative AI services, except in circumstances where express permission is provided from the copyright holder, or alternatively, a clear application of fair use or the TEACH Act is present.

2.3 | System Procedure 3.27.1 Copyright Clearance

Employees and students who intend to use copyrighted (or potentially copyrighted) materials in conjunction with generative AI services should clear the copyright of said materials in accordance with System Procedure 3.27.1.

2.4 | System Procedure 5.22.1 Acceptable Use of Computers and Information Technology Resources

System Procedure 5.22.1 applies to all users of system information technology, which may include generative AI services. The procedure requires users to comply with all applicable board policies, system procedures, laws and regulations including the Minnesota Government Data Practices Act (MGDPA) and the Family Educational Rights and Privacy Act (FERPA). As the title implies, Acceptable Use of Computers and Information Technology Resources addresses proper and improper use of information technology that is used for academic or business activities.

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[5] *Copyright Office Issues Notice of Inquiry on Copyright and Artificial Intelligence*. (2023, August 30). U.S. Copyright Office. Retrieved November 20, 2023 from https://www.copyright.gov/newsnet/2023/1017.html
[6] *Copyright Registration Guidance: Works Containing Material Generated by Artificial Intelligence*. (2023, March 16). U.S.

Copyright Office. Retrieved November 20, 2023 from https://copyright.gov/ai/ai_policy_guidance.pdf
[7] Re: Zarya of the Dawn (Registration # VAu001480196). (2023, February 21). U.S. Copyright Office. Retrieved November 20, 2023 from https://www.copyright.gov/docs/zarya-of-the-dawn.pdf

2.5 | Operating Instruction 5.23.2.1 Data Security Classification

Minnesota State has established three (3) data classification levels consistent with the MGDPA. The classification levels are *highly restricted*, *restricted,* and *low*. Classifying Minnesota State data elements, including student and academic records, provides the foundation to identify and apply security controls commensurate with the classification level. Some examples of highly restricted, restricted and low data elements found in the Operating Instruction 5.23.2.1 Data Security List include:

- **Highly Restricted** – Social Security Numbers, personal health/medical information, banking, or credit card information, etc.
- **Restricted** – Student grades, transcripts, class schedule, employee personal contact information, individual demographics including age, race, ethnicity, gender, etc.
- **Low** – Data that by law is available to the public upon request.

Providing or using highly restricted or restricted data in any third-party application or service, including generative AI services, requires a contractual agreement with the third party that ensures adherence to data security and data sharing protocols. These agreements are subject to review by the Minnesota State Office of General Counsel (or alternatively, the Attorney General's Office) to ensure terms and conditions adhere to applicable system policies and state/federal statutes.

Third party agreements are also subject to a data security review from the Information Technology division of the Minnesota State system office. This includes conducting a risk assessment of the third-party service and reviewing contractual clauses with the vendor to ensure Minnesota State data is properly protected from unauthorized exposure and cybersecurity attacks.

Questions related to data security reviews may be directed to your local campus IT department. Questions related to the review of contractual agreements, terms and conditions may be directed to the Office of General Counsel.

2.6 | Operating Instruction 5.23.3.1 Information Security Controls

Operating Instruction 5.23.3.1 defines the security controls that are required to protect Minnesota State data assets. Requirements apply to enterprise systems hosted by Minnesota State, campus-based systems, and systems hosted by third parties, including third parties that provide generative AI services. Users accessing generative AI services should consult their designated campus information security representative to clarify acceptable data use parameters. The Office of General Counsel or the Attorney General's Office can further assist with ensuring proper Terms and Conditions are included in generative AI contracts or end user license agreements, including those agreements that are open-source or zero cost.

3 | CONSIDERATIONS AND RECOMMENDATIONS

3.1 | User Responsibility

Users are responsible for their use of generative AI services when accessing these services using institution or system resources. Acceptable use is in part defined by the terms set forth in Procedure 5.22.1, Part 4 Responsibilities of All Users. Institutions may further define acceptable use of generative AI services in accordance with local policies and procedures. Inappropriate use of generative AI services is subject to applicable system and institutional policies, including but not limited to System Procedure 5.22.1, student codes of conduct, and course syllabus statements.

3.2 | Inappropriate Use of Generative AI

Student Use

In accordance with Board Policy 3.6 Student Conduct, institutions shall establish a student code of conduct. Institutions may choose to further define the acceptable use of generative AI services within their student code of conduct. The student code of conduct may clarify how the institution addresses cases of inappropriate use, academic dishonesty, and their associated resolution processes.

Faculty should also consider including a syllabus statement defining acceptable use of generative AI services in their course. For further guidance on syllabus statements, see section 3.3 Syllabus Statements.

Employee Use

Institutions should communicate expectations and parameters for employee use of generative AI services. These expectations and parameters should be informed by applicable system policies and procedures (as identified in this document) along with campus policies related to employee conduct.

3.2.1 | Academic Dishonesty

Submitting the outputs from generative AI as one's own work in the absence of proper citation is plagiarism. Student use of generative AI that violates the academic expectations set forth in an institution's student code of conduct or a course syllabus may constitute academic dishonesty.

Whether a particular use of generative AI constitutes academic dishonesty is contingent upon the acceptable use parameters established in a course syllabus.

For instance, students using generative AI to complete a multiple-choice examination **may constitute** academic dishonesty in one course, but the same use **may not constitute** academic dishonesty in another course where a faculty member permits the use of generative AI in assessments.

Similarly, a faculty member **may not permit** any use of generative AI for essay writing in one course, but that same faculty member **may permit** the use of generative AI in another course as an ideation or developmental tool for essay writing.

As a final example, a faculty member may **not permit** the inclusion of verbatim outputs from generative AI in assignments for one course, but that same faculty member **may permit** properly cited verbatim outputs from generative AI in another course.

3.2.2 | Harmful Use and Misconduct

Generative AI services allow everyone to create large quantities of images, audio, and videos, and these can be used to create [deep fakes](#) or to impersonate the likeness of others in realistic ways. This increases the potential for inappropriate use appearing in the form of harmful pranks, harassment, disinformation, and misinformation. The Federal Bureau of Investigation has noted a marked increase in the number of reported incidents of explicit content and sextortion using generative AI.[8]

Creating and/or disseminating the above forms of AI generated content can be harmful regardless of intent, and institutions should evaluate every report of harmful use within the scope of current policies, including the Equal Opportunity and Nondiscrimination in Employment and Education ([1B.1](#)) Policy and the Sexual Violence ([1B.3, Title IX Sexual Harassment](#)) Policy. Institutions should consider the information reported, conduct a close analysis of what may be AI generated materials, and weigh the potential impact on campus community members.

Faculty, staff, and students should report the harmful use of generative AI (and any associated misconduct) to the appropriate campus official(s) in charge of addressing misconduct.

2:*"Pope in a Puffer Jacket." An example of deep fake imagery. Midjourney. (2023). Midjourney (version 5). https://midjourney.com.*

3.3 | Syllabus Statements

The degree to which students are permitted to use generative AI services to complete course work may be specified on a course syllabus.

3.3.1 | Types of Syllabus Statements

This section includes statements that faculty are welcome to use in their syllabus. These statements may be used in part or in their entirety. Faculty are encouraged to specify practices in their syllabus that are congruent with their course learning outcomes. The following texts are adapted from the University of Delaware and shared using a Creative Commons license.[9]

Considerations for Using Artificial Intelligence in this Course

You should note that all large language models still tend to make up incorrect facts and fake citations. Artificial intelligence models tend to produce inaccurate outputs, and image generation models can occasionally come up with highly offensive

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[8] Federal Bureau of Investigation. (2023, June 5). *Malicious Actors Manipulating Photos and Videos to Create Explicit Content and Sextortion Schemes.* Public Service Announcement. https://www.ic3.gov/Media/Y2023/PSA230605

[9] Guidry, K. (2023). *Syllabi policies for AI Generative Tools*. Google Docs.

https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/

products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. This syllabus includes the course assignments and the degree to which you may use artificial intelligence to complete the corresponding assignment.

Practice 1: Prohibited
All work submitted during this course must be your own. Contributions from anyone or anything else, including AI sources, must be properly quoted and cited every time they are used. Failure to do so violates the institution's academic misconduct/integrity policy. Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

Practice 2: Prescribed
There are situations and contexts within this course where students will be permitted to use generative AI tools to explore how they can be used to complete course work. Any student work submitted using generative AI tools should clearly indicate what work is the student's work and what part is generated by the AI.

Outside of those instances that are permitted, students are discouraged from using generative AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc.) that is used to assess student learning.

Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

Practice 3: Open

Within this class, you are welcome to use artificial intelligence tools in a totally unrestricted fashion, for any purpose. Any student work submitted using generative AI tools should clearly indicate what work is the student's work and what part is generated by the AI.

3.4 | Detecting the Use of Generative AI

Generative AI services can generate content that is difficult to distinguish from human created content. This can make detecting the use of generative AI services difficult. Educators are searching for a singular solution that will make detecting the use of generative AI in academic work easy. Unfortunately, no singular solution exists, and due to the stochastic nature of generative AI, there is no guarantee one will ever emerge.

There are steps educators can take to better detect the use of uncited generative AI content while continuing to provide a supportive and welcoming learning environment for students. These steps involve engaging students directly in discussions about the acceptable use of AI and the importance of referencing sources in their work. The triangulation of multiple indicators of generative AI use is recommended. Educators are encouraged to consider and explore the following approaches to generative AI detection alongside any methods or approaches already in place.

3.4.1 | AI Detection Software

Since the release of generative AI services like ChatGPT, individual developers and companies have rushed to create tools to detect the outputs of generative AI. The makers of these tools boast accuracy levels

of up to 99% when used to detect writing created by artificial intelligence.[10] A selection of these service providers include TurnItIn, Copyleaks, GPTZero, and Originality AI.

Performance testing of AI detection tools demonstrates a propensity for false positive outcomes across the industry.[11] [12] AI detection tools have also exhibited biased performance when analyzing text written by non-native English writers, with one noteworthy study demonstrating a false positive rate of 61.3%.[13] For these reasons, educators should carefully consider use of these tools in the analysis of student work. The Minnesota State system office does not recommend the use of AI detection tools as singular indicators of plagiarism.

3.4.2 | Benchmark Writing Samples

Obtaining a benchmark writing sample from a student can be a helpful comparative tool when attempting to detect the use of generative AI in academic writing. There are a variety of ways to attain a benchmark writing sample.

For example, one approach is to provide a short essay question in the first weeks of a course focused on a topic of great personal interest to a student. This essay should encourage a student to pull from their personal experience and tap into their interests, hobbies, and ambitions. This essay question may reference course topics, but it can also stand alone. If the class meets in person, students can be asked to write the essay while in class to add an additional layer of ensured authenticity.

3.4.3 | Presence of Inaccuracies and/or Inconsistencies

Generative AI services such as ChatGPT can "hallucinate" in circumstances where the user does not provide specific operating instructions. These hallucinations typically appear as outputs containing inaccurate information or nonsense. The presence of this information can be an indicator of generative AI use, but educators should take care not to confuse generative AI hallucinations with a student's authentic (but uninformed) response.

3.4.4 | Artificial Intelligence Humanizers

Artificial intelligence humanizers are AI services used to alter AI generated text. The altered text will have characteristics not found in AI text created using services like ChatGPT, Claude AI, or Google Gemini. The altered text has a high probability of evading AI detection. Many AI humanizers are free to use while others provide advanced features for a monthly fee.

The presence of AI humanizers further complicates the use of AI detection services.

3.5 | Proofreading Generative AI Outputs

Generative AI services can produce inaccurate, misleading, or nonsensical content. These are commonly referred to as "hallucinations." The developers of these

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[10] Desaire, H., Chua, A.E., Isom, M. et. al. (2023). Distinguishing academic science writing from humans or ChatGPT with over 99% accuracy using off-the-shelf machine learning tools. *Cell Reports Physical Science 4, 6.* https://doi.org/10.1016/j.xcrp.2023.101426
[11] Elkhatat, A.M., Elsaid, K. & Almeer, S. (2023). Evaluating the efficacy of AI content detection tools in differentiating between human and AI-generated text. *Int J Educ Integr 19, 17.* https://doi.org/10.1007/s40979-023-00140-5

[12] Sadasivan, V.S., Kumar, A., Balasubramanian, S., et. al. (2023). Can AI-Generated Text be Reliably Detected?. *Arxiv.org.* Retrieved November 22, 2023, from https://arxiv.org/pdf/2303.11156.pdf
[13] Liang, W., Yuksekgonul, M., Mao, Y., et. al. (2023). GPT detectors are biased against non-native English writers. *Patterns 4, 7.* https://doi.org/10.1016/j.patter.2023.100779

services are actively taking steps to mitigate the generation of inaccurate content, however, there is no indication that developers will be able to eliminate the generation of inaccurate content anytime soon.

To mitigate the impact of inaccurate outputs, users of generative AI services may consider the following approaches:

1. Manually review and verify the veracity of all outputs. Do not assume accuracy.
2. Use generative AI services that provide citations to the information provided in outputs (e.g., Copilot from Microsoft). Validate these citations.
3. When using generative AI services for reasoning tasks (such as arithmetic), try approaches like "chain-of-thought" prompting to encourage more accurate outputs.
4. Apply an equity lens when crafting inputs (prompts) to reduce the probability of inappropriate outputs. Apply the same lens to the analysis of outputs.

You
I have a 12 liter jug and a 6 liter jug. I want to measure 6 liters. How do I do it?

ChatGPT
You can measure 6 liters using the 12-liter and 6-liter jugs with the following steps:

1. Fill the 6-liter jug completely.
2. Pour the contents of the 6-liter jug into the 12-liter jug.
3. Fill the 6-liter jug again.
4. Carefully pour the contents of the 6-liter jug into the 12-liter jug until the 12-liter jug is full.
5. At this point, there will be exactly 6 liters remaining in the 6-liter jug.

By following these steps, you'll have successfully measured out 6 liters of liquid using the two jugs.

3 An example of a hallucination. OpenAI. (February 2024). ChatGPT (version 3.5). [Large language model]. https://chat.openai.com. Inspired by "Why AI Is Incredibly Smart and Shockingly Stupid." A presentation by computer scientist Dr. Yejin Choi.

3.6 | Recognizing Bias and Inappropriate Content Generation

Large Language Models (the foundation of generative AI services) are informed by training data. This training data comes in the form of text, and this text is pulled from a variety of sources including books, journals, newspapers, and much more. The largest amount of text comes from internet websites like Wikipedia and Reddit, as well as data sets like Common Crawl. Because generative AI services from American

companies are trained on text that is representative of western cultural values, norms, beliefs, and customs, the outputs produced by the services are often reflective of western-centric viewpoints. Furthermore, these services may produce outputs reflective of deeper societal biases related to concepts of gender, race, ethnicity, and other aspects of diversity.

Providers of generative AI services are taking steps to mitigate the potential for harmful outputs, especially those that are offensive or disrespectful to persons belonging to specific groups that have historically been minoritized and are not reflected positively or proportionally in training data. Despite these efforts, generative AI services still hold the potential to produce harmful outputs. It is important for faculty, staff, and students to recognize the bias inherent in training data, and to be aware of the potential for unpredictability in outputs. Users should be prepared to encounter inappropriate outputs and report them to the provider of the generative AI service accordingly.

3.7 | Ethical Considerations

3.7.1 | Referencing / Citing Generative AI

Users should always cite their use of generative AI services in academic and professional work consistent with standards set forth by the American Psychological Association (APA), the Chicago Manual of Style, the Modern Language Association (MLA), and similar guiding organizations.

3.7.2 | Validation of Generated Data

Users should independently validate the outputs of generative AI services for accuracy and fidelity to fact, especially in circumstances where generated material may be presented in a slidedeck, report,

application, or any other format where observers may rely on the information for business, academics, or research.

3.7.3 | Anonymization of Sensitive Data

In circumstances where a contract may provide authorized use of sensitive data, users should consider practices that protect the subject of the data when using generative AI services. This could include practices such as anonymizing data and/or restricting data access to specific roles.

3.7.4 | Accessibility Compliance

Generative AI services like ChatGPT may not be fully accessible for those who utilize assistive technology. Educators should be aware of these limitations and the obstacles they may create, and further be prepared to pursue reasonable accommodations for persons using assistive technology. Users are encouraged to connect with their campus access center for assistance.

3.7.5 | Required Use of Generative AI Services

There may be circumstances where users are asked or required to use generative AI services for academics or business. It is important to remember that generative AI services typically use clickthrough agreements as service gateways.

Educators cannot compel students to enter into a contract, such as terms of use or an end user license agreement. If a student refuses to sign or "clickthrough" such a contract, alternative course materials that allow the objecting student to participate in the course must be provided.

Faculty are encouraged to clearly note any required use of generative AI services in their course descriptions and course syllabus. Students can then make an

informed enrollment decision based on the required use.

Supervisors should consider the perspective of employees in circumstances where the use of a generative AI service is required.

3.8 | Equity Considerations

Equity Lens for Policy Review

Policies developed by Minnesota State institutions to guide the use of generative AI services should apply an equity lens to the policy review process. This includes the formation of a policy review team to:

- assess the purpose of the policy.
- assess who it aims to benefit and who is left out.
- uncover assumptions.
- ensure that equity considerations are intentional.

Policy makers are encouraged to consult with their Campus Diversity Officer (CDO) and/or the Office of Equity and Inclusion at the system office for further guidance.

Equity Lens in Other Contexts

Generative AI services can support assessments that evaluate diversity, equity, and inclusion trends in higher education, but when conducting statistical analyses, researchers should control bias and inaccuracies through the careful validation of outputs.

Artificial intelligence can also be used to generate audio transcriptions. This functionality is available in select enterprise tools in Minnesota State, including Kaltura Mediaspace, Zoom, and Microsoft Teams. The training data used to create these tools typically favors "western" accents and may not perform well in diverse participant

groups. Users are encouraged to test and validate all transcription outputs.

Researchers are exploring the use of generative AI in data collection and data analysis processes. Some common use cases include creating survey questions or using AI to code qualitative data. Researchers should be mindful that these kinds of uses can embed bias into the design of research studies, and appropriate steps to review and validate all training and output data from AI (while using an equity lens) is highly recommended.

Further guidance on applying an equity lens when conducting assessments can be obtained from the Office of Equity and Inclusion at the system office.

4 | PROCUREMENT PROCESS FOR AI SERVICES

Purchasing and use of generative AI services must follow all Minnesota State standard procurement processes including legal, security and contract review. This includes zero cost services that are often obtained via online clickthrough agreements. For many of these 'free' services, the subscriber is required to accept all terms and conditions by clicking on an "Agree" button to gain access to the service. System Procedure 5.14.5 Part 3, Purchasing states:

Purchases must be prepared on forms approved by the system office to assure that they include all state-required contract language. Any modifications of forms approved by the system office or the use of a non-system office form requires the review by system legal counsel.

Users are encouraged to contact their campus IT department for procurement guidance. The system office will provide procurement support to campuses pursuing generative AI services for academic and business use.

4.1 | Authorized Generative AI Services

4.1.1 | Microsoft Copilot
The Minnesota State Microsoft 365 agreement authorizes the use of generative AI services that Microsoft Corporation officially provides.

Microsoft offers a suite of generative AI services all organized under their brand product Copilot. The Copilot ecosystem is built upon foundational models from OpenAI like GPT-4 and DALL-E 3. Microsoft offers a mix of free, individual subscription, and enterprise licensed Copilot solutions across their client-based and cloud-based software systems. For employees and students, this means some Copilot technology may be free to access (e.g. https://copilot.microsoft.com), other Copilot technology may require a subscription (e.g. Microsoft 365 Copilot, Copilot for PowerBI, Copilot Studio, etc.), and others still may be available through the system's Office 365 licensing agreement (e.g. Copilot with commercial data protection).

Contact your campus IT department to learn more about which Copilot services might be available to you through the system office or through your institution.

Copilot (Standard)
Copilot (formerly Bing Chat Enterprise) is available in the Microsoft Edge sidebar, the Windows operating system, and at https://copilot.microsoft.com/. This is a web-based AI chat tool that is built on OpenAI's GPT-4 and DALLE 3 models. The consumer version of this tool is at no cost. The Enterprise version of this tool comes with "commercial data protection" and is accessible by logging in with your school/work-based Microsoft 365 credentials. (starID@minnstate.edu or starID@go.minnstate.edu). This tool is included with existing Microsoft 365 licenses.

Copilot for Microsoft 365
Copilot for Microsoft 365 is an AI-powered productivity service that coordinates large language models, content in Microsoft Graph, and the Microsoft 365 apps to help users accomplish more. The estimated cost of Copilot for Microsoft 365 is $30 per month for each user account.

Other Copilots

Microsoft offers other Copilots, including but not limited to:

- Copilot for PowerBI which requires either a PowerBI Premium Capacity (P1 or higher) or a Fabric Capacity (F64 or higher).
- Copilot for Github to assist with writing code
- Copilot Studio for building AI based chatbots
- Azure AI Studio for building your own large language models
- Microsoft security Copilot, an AI assisted IT security tool
- Dynamics 365 Copilot
- Microsoft Sales Copilot

For technical assistance, please consult your campus IT support staff. They can escalate the issue to the System Office Service Desk if necessary. Campus CIO's can also contact the Director of M365 Services directly for any additional inquiries.

4.1.2 | Zoom AI Companion (aka Assistant)

The Zoom AI Companion specializes at notetaking and creating summaries of meetings hosted in Zoom. This service is available to all employees in Minnesota State and approved for use through the system's enterprise Zoom agreement.

4.1.3 | Adobe Firefly

With simple text prompts, Adobe Firefly allows users to generate images, add or remove objects, transform text, and more. Adobe Firefly is available within Adobe Photoshop or through a web browser and is available to users with Adobe Cloud licenses.

5 | LEARN MORE ABOUT GENERATIVE AI

Generative AI is a rapidly evolving technology. The Minnesota State system office encourages students, faculty, staff, and administrators to learn more about how this technology works and the ways it will continue to impact our lives inside and outside of education. The following resources are shared for information purposes only. Resources and opportunities provided from organizations outside of Minnesota State should not be misconstrued as representing any views, positions, or opinions of the system.

5.1 | More Guidance Information

- State of Minnesota (MNIT) - Public Artificial Intelligence Services Security Standard
- US Department of Education - Artificial Intelligence and the Future of Teaching and Learning
- United Nations Educational, Scientific and Cultural Organization (UNESCO) - Guidance for generative AI in education and research
- National Institute of Standards and Technology (NIST) - Artificial Intelligence Risk Management Framework
- International Organization for Standardization (ISO) - ISO/IEC 42001:2023 Information technology — Artificial intelligence — Management system

5.2 | Minnesota State Resources

- The Network for Educational Development - NED Team - Generative AI Channel

- The Network for Educational Development - NED Events Calendar
- The Network for Educational Development – NED Community - SharePoint Site

5.3 | Free Learning Resources
Business Users (beginner)

- Microsoft – AI for Beginners
- Google - Introduction to Generative AI Learning Path
- Codecademy – Variety of free AI courses
- Khan Academy – AI for Education
- Coursera – Introduction to Generative AI

IT Professionals (beginner)

- Hugging Face - Hugging Face NLP Course

5.4 | Free Classroom Materials
- Microsoft – Classroom Toolkit (created for ages 13 -15, but applicable to all learners)
- Microsoft – Prompts for EDU

APPENDIX A: FREQUENTLY ASKED QUESTIONS

Can I use ChatGPT for work related tasks?

Like social media and other free web services, institutions should maintain a list of approved generative AI services, and this list may include ChatGPT. If an institution has approved the use of ChatGPT, then users can use it within the parameters set by the institution. Faculty and staff should confirm a service's approval status prior to using it for work-related tasks.

Pursuant to Operating Instruction 5.23.2.1 Data Security Classification, no generative AI service should be used for work involving sensitive data unless a contract is in place. If a contract is in place (e.g. Copilot and Microsoft 365), institutional policy will determine the parameters for use in conjunction with applicable Board Policy and Operating Procedures (Refer to section 2 of this document).

Can students be required to use ChatGPT or similar tools?

Faculty may assign coursework that requires the use of ChatGPT or similar free tools. However, faculty cannot compel students to enter into a contract, such as terms of use or an end user license agreement. If a student refuses to sign or "clickthrough" such a contract, faculty must provide alternative course materials that allow the objecting student to participate in the course.

Faculty are encouraged to clearly note the required use of generative AI services in their course descriptions and course syllabus so students can make an informed enrollment decision based on the required use. If faculty assign a free generative AI service in coursework, they might further consider alternative ways for students to satisfy the learning objectives of the course. This will ensure that students who object to the service provider's terms have an alternative way to successfully learn and complete the course.

Is submitting student work to an AI detection service without a student's permission a violation of student copyright?

In courses where AI detection services may be used, faculty are encouraged to include a statement in their syllabus and the course description that indicates student work may be submitted to an AI or plagiarism detection service.

Is submitting faculty work to a generative AI service a violation of faculty copyright?

Submitting faculty work to a generative AI service without the permission of the author may infringe on copyrights to that work. In instances where faculty wish to allow student use of faculty-authored course materials in generative AI prompts, they are encouraged to include the permission in their course syllabus.

Can my institution or division purchase a license to ChatGPT for my own professional use or use within a unit or department?

Yes. Refer to Section 4 of this document: Procurement Process for AI Services.

When faculty or students create text, images, or other media using generative AI, who owns them?

The U.S. Copyright Office has issued guidance designating all outputs from generative AI as public domain. This means that no person can own the copyright to any output generated by a generative AI service. Persons may be eligible to own the copyright to a collection that incorporates AI generated material.

For further information, see [Copyright Registration Guidance: Works Containing Material Generated by Artificial Intelligence](#).

If employees use free generative AI services in the course of work, are they assuming the liability for any violations of the services terms of use?

The answer to this question is situational. The state is required to defend employees acting under the auspices of state business, but accepting terms of use in a personal capacity may not qualify as state business.

Employees are encouraged to consult their campus IT department with questions related to approved software, including free generative AI services.

If a student is suspected of using a generative AI service to complete academic work in a prohibited way, what can be done?

See sections [3.2 Inappropriate Use of Generative AI](#) and [3.4 Detecting the Use of Generative AI](#) for further guidance.

Version 1.1 Changelog

The transition from version 1.0 to 1.1 of this document included the following changes.

- Section 3.4.4 | Artificial Intelligence Humanizers is added
- References to the legal status of AI generated content at the federal level were removed from FAQ responses pending further information.
- Section 3.2.2 and Appendix B on Complementing a Syllabus Statement are removed. Faculty and staff are encouraged to pursue similar guidance through the Network for Educational Development.
- References to "instructor" are replaced with references to "faculty."
- A reference to ISO/IEC 42001:2023 for AI Security was added to Section 5.1 | More Guidance Information.
- Minor formatting and cosmetic improvements