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Generative AI

Brad Rathgeber

We're One Schoolhouse.

We partner with independent schools to advance your diverse approaches to education.

We partner with you.

We meet independent schools where you are and build intentional, collaborative partnerships with Academic Leaders.

We're designed for you.

We create programs, products, and services for Academic Leaders in independent schools and support your work with heads of schools, students, teachers, and parents.

Our values underlie all our work.

Build for belonging - Empower learners - Act with integrity - Embrace iteration - Redefine excellence

Academic Program for Students

Engaging and challenging
courses facilitated by expert
teachers to supplement
work on campus.

Association for Academic Leaders

Connecting academic deans,
department leaders, division
heads and others to community,
learning, and resources.

2024 Insight Report

The Association for
Academic Leaders

2024 Insight Report

Technological Change

Pandemic-Accelerated Transformation

Erosion of Social Cohesion and Social Capital



**Workforce
Development
Student
Mental Health
Generative AI
Community
Polarization**

The Larger Forces

The Impact on Independent Schools

Reframing the Work

Workforce
Development
Student
Mental Health
Generative AI
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The Larger Forces

The pace of technological advancement has increased

The Impact on Independent Schools

*Academic Leaders are examining the ways
Generative AI will change the work of education.*

Reframing the Work

Address the forces not the impact

The Larger Forces

The pace of technological advancement makes navigating our everyday world more difficult and complex than ever before.

Larger Force: The pace of technological advancement has increased.

Magic

“Any sufficiently advanced technology is indistinguishable from magic... If technology is distinguishable from magic, it is insufficiently advanced.”

Arthur Clarke, Profiles of the Future: An Inquiry into the Limits of the Possible, 1973



Larger Force: The pace of technological advancement has increased.

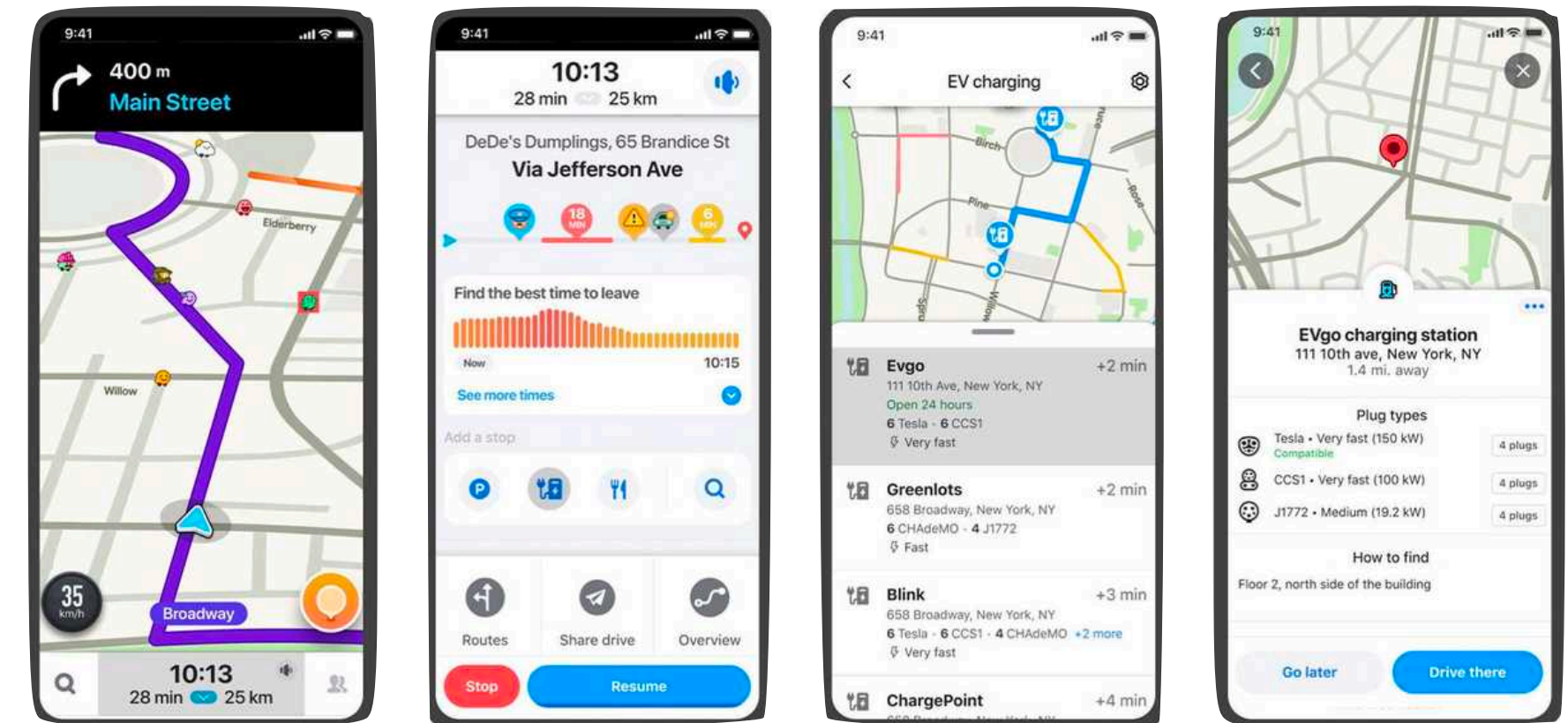
Future Shock

The term “future shock” was coined in the late 1960’s by social scientists alarmed by humanity’s capacity to invent technology that our ethics weren’t prepared to handle.

Larger Force: The pace of technological advancement has increased.

Artificial Intelligence

- Generative AI represents the next stage of machine learning.
- Major difference: patterns and predictions are used to create something new.
- This makes the technology especially well-suited for: creating new content, revising content for a certain audience, and being a “thought partner.”



Larger Force: The pace of technological advancement has increased.

Defining Generative AI

While GenAI can produce new content, it cannot generate new ideas or solutions to real-world challenges...

Most often, the errors will go unnoticed unless the user has a solid knowledge of the topic in question.

UNESCO, 2024



Larger Force: The pace of technological advancement has increased.

It's Not Magic

“Content moderation seems to be a never-ending war between tech companies and bad actors. Tech companies roll out rules to police content; bad actors find out how to evade them.”

*Catching Bad Content in the Age of AI, MIT
Technology Review, May 2023*



Larger Force: The pace of technological advancement has increased.

It's Challenged

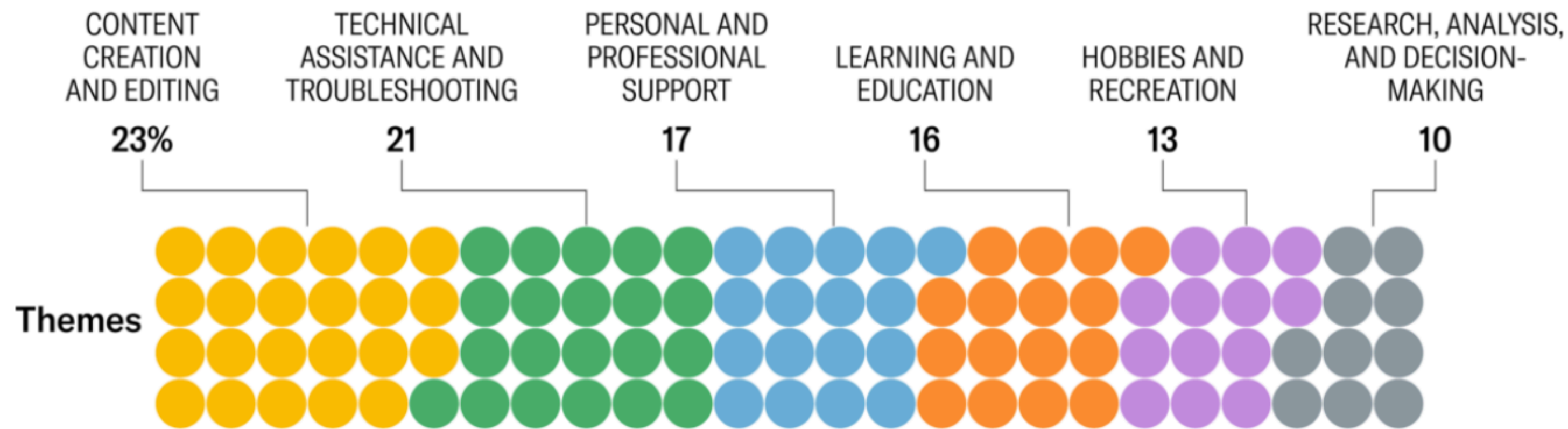
Deepfakes

Larger Force: The pace of technological advancement has increased.

It's Super-Powerful and Useful

How People Are Using GenAI

Have people found ways for generative AI to help lighten their workloads, increase their productivity, or think through problems in new ways? To understand how individuals are using the technology, researchers mined web forums like Quora and Reddit, filtering through tens of thousands of posts to identify 100 different use-case categories, which they then organized into six themes.



Harvard Business Review: How People Are Really Using GenAI, March 2024

Pair and Share

What did you already know? What surprised you?

The Impact

*Academic Leaders are examining the ways
Generative AI will change the work of education.*

The Impact: Academic Leaders are examining the ways Generative AI will change the work of education.

Educators are Optimistic and Hesitant

Teachers Using AI for Administrative Tasks

55%

Teachers Integrating AI into Curriculum

31%

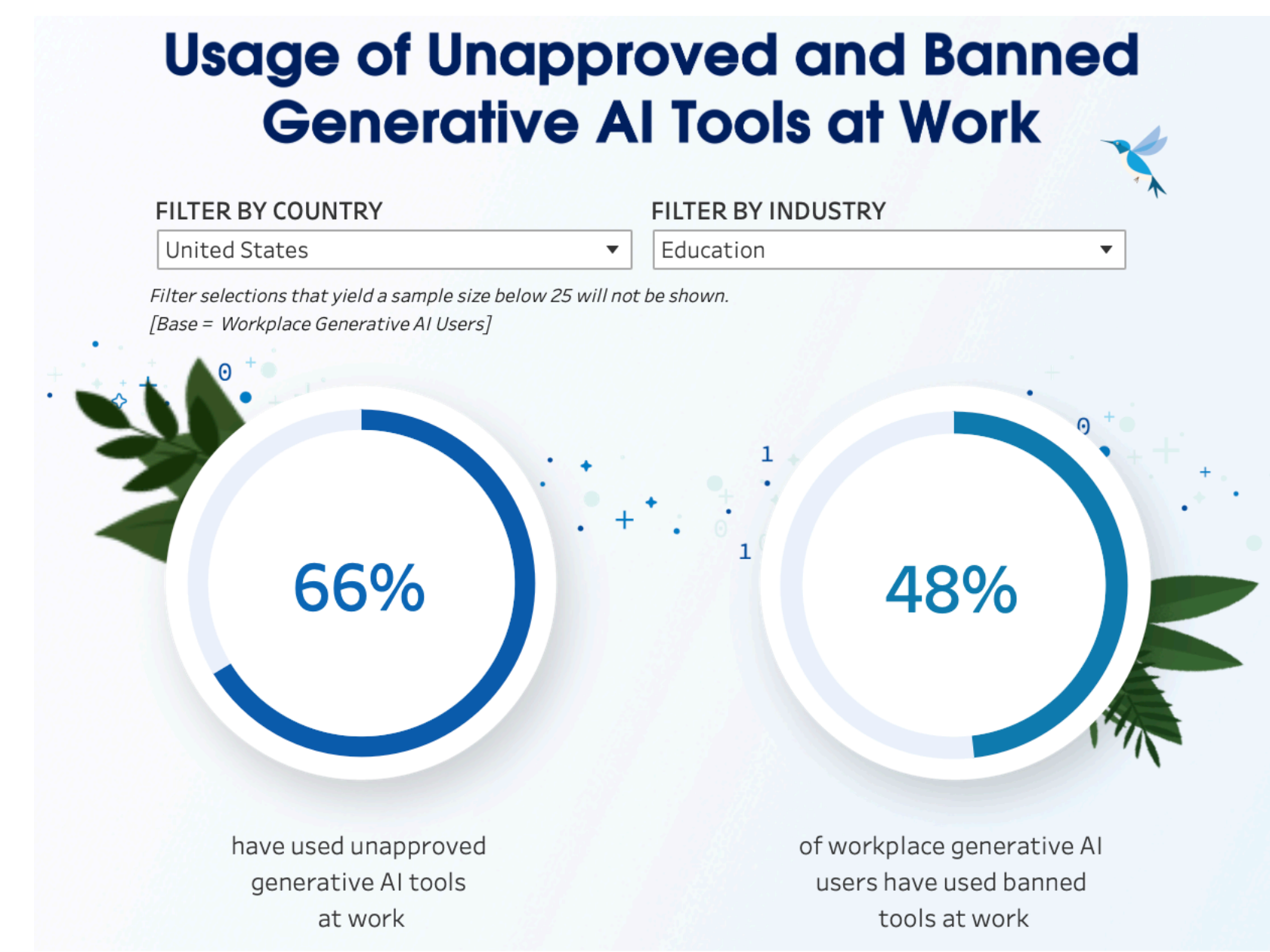
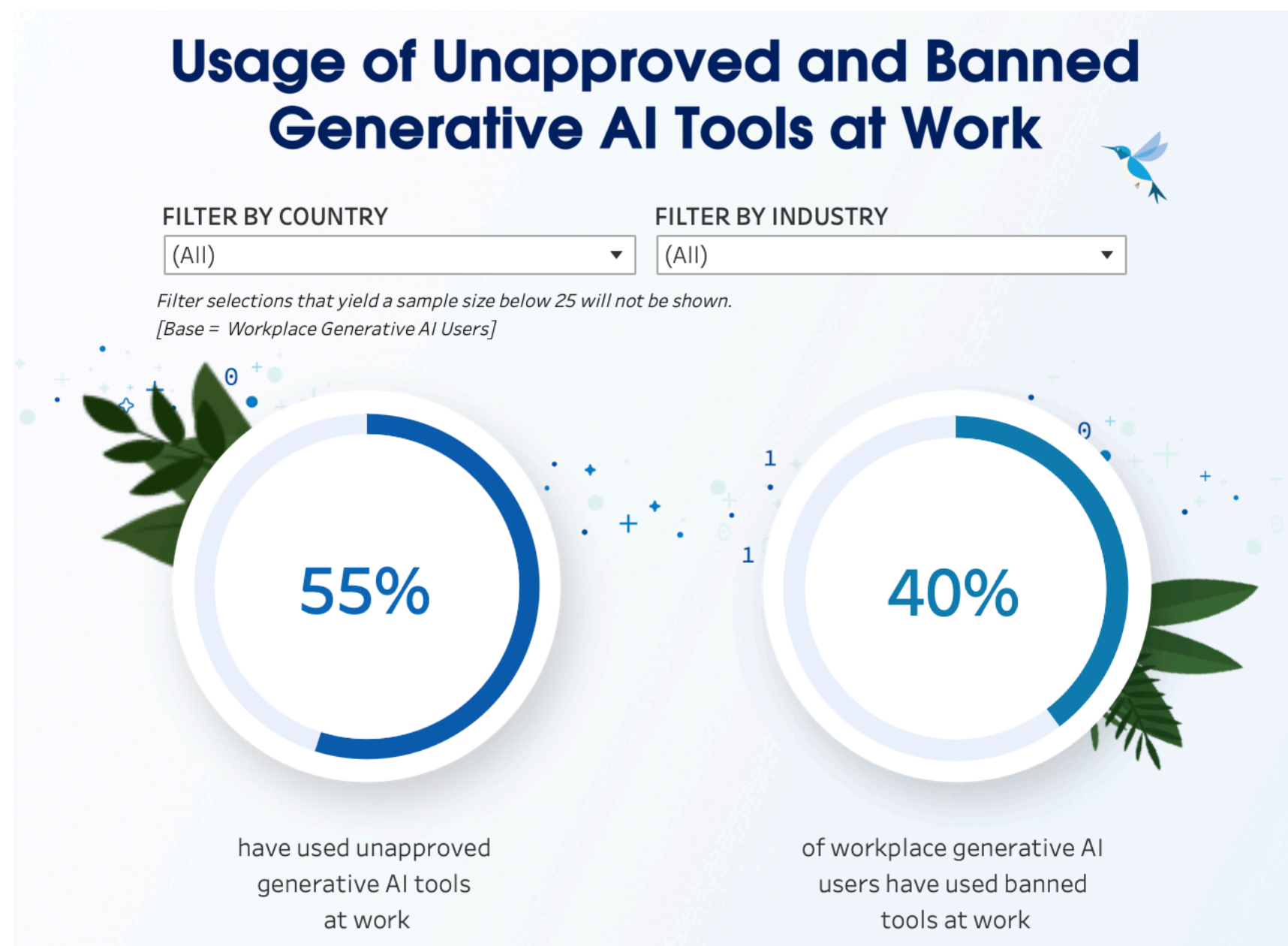
Teachers Uncomfortable with AI Curriculum Integration

57%

NAIS, February 2024

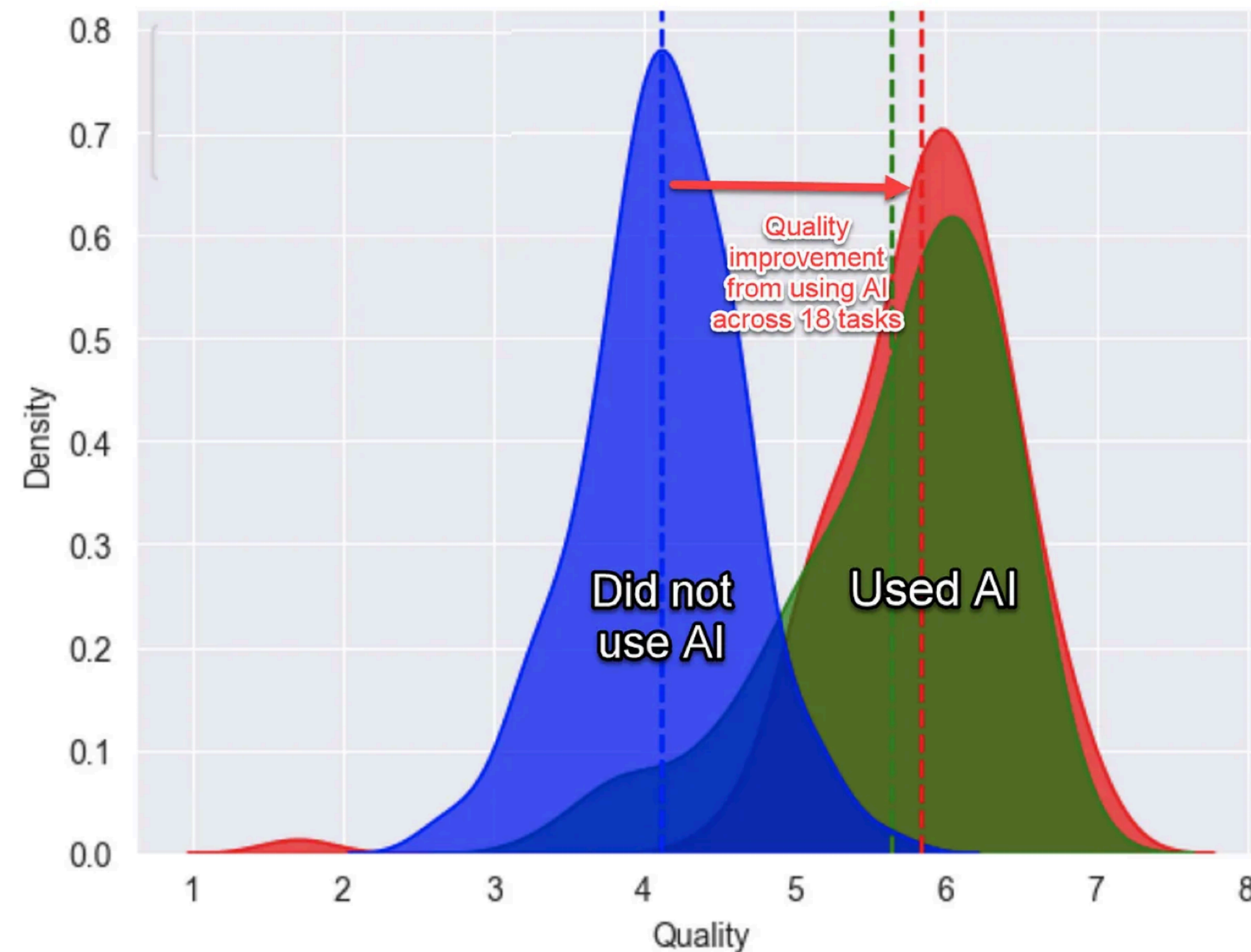
The Impact: Academic Leaders are examining the ways Generative AI will change the work of education.

Experimentation in a Void



The Impact: Academic Leaders are examining the ways Generative AI will change the work of education.

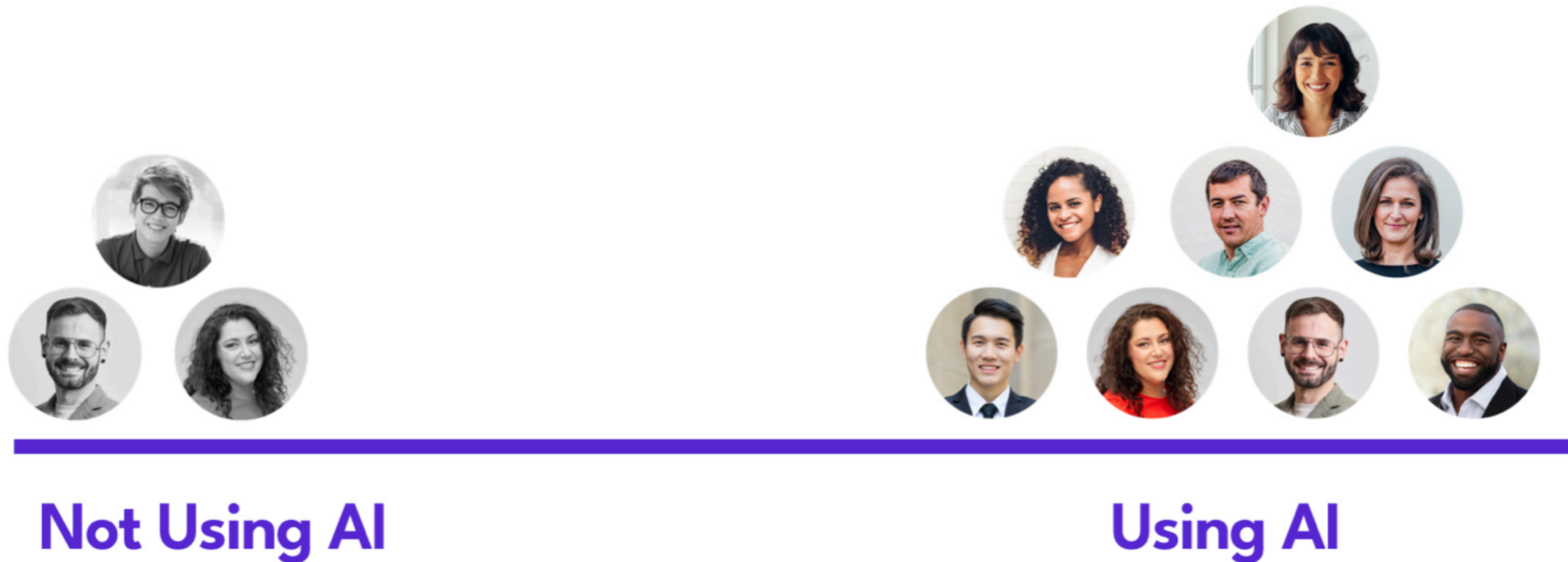
Generative AI Improves Performance



Distribution of output quality across all the tasks. The blue group did not use AI, the green and red groups used AI, the red group got some additional training on how to use AI.

The Impact: Academic Leaders are examining the ways Generative AI will change the work of education.

Generative AI Gap



Pair and Share

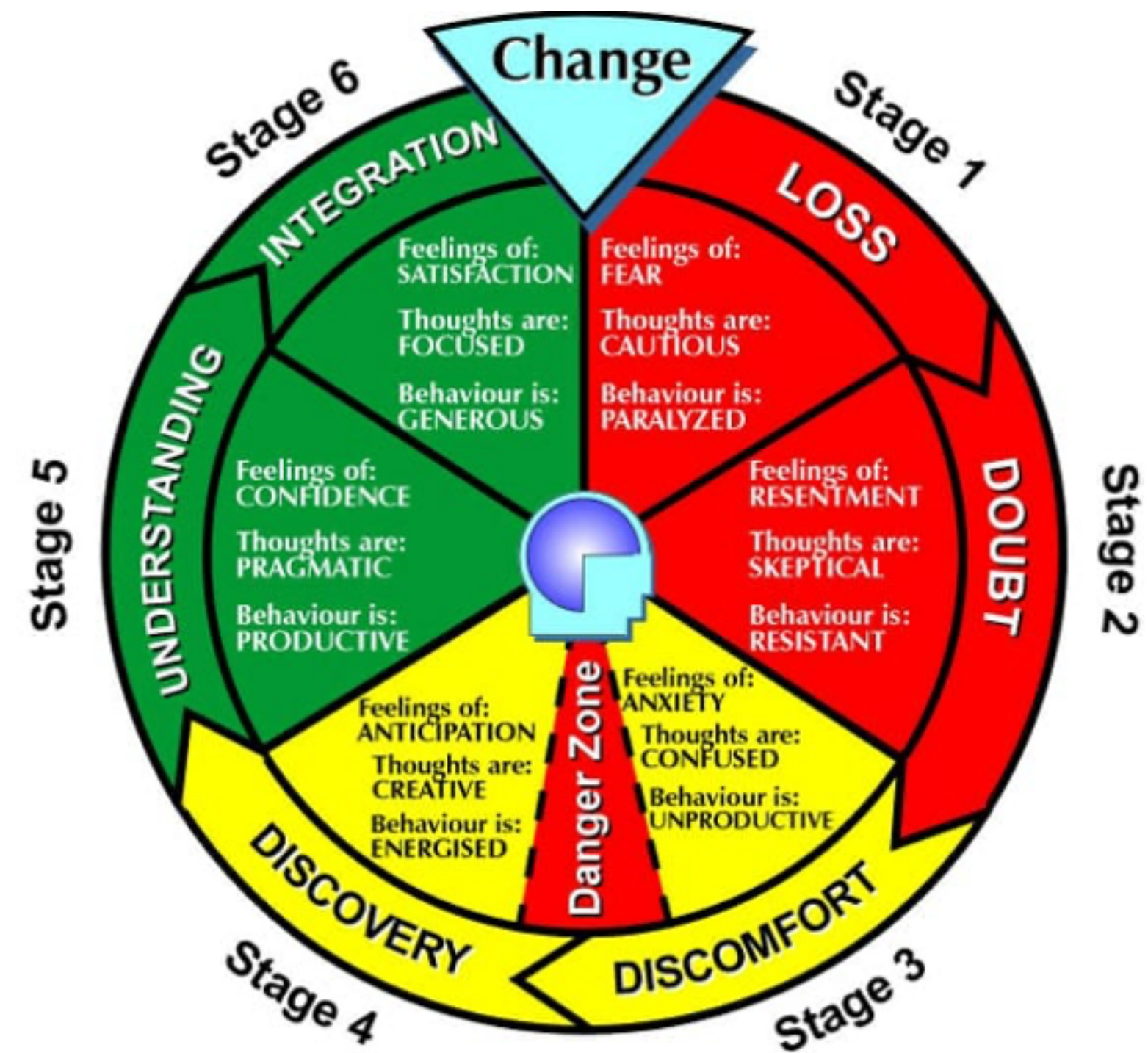
What's the culture at your school now around use of Generative AI?

Reframing the Work

Address the forces, not the impact

Understanding Change

- Change is cyclical, not linear, and humans coping with a change move through predictable cycles.
- Academic Leaders need to give their faculty time and support



The Change Cycle

Create Safeguards

- Schools should select a single, primary Generative AI tool for all faculty and staff to use.
- It's also essential to ensure the chosen system doesn't feed user data back into the Large Language Model (LLM). For most schools, this will mean shifting to a paid service rather than using free tools.

Create Time

- Academic Leaders can address this challenge by guiding teachers in learning to use Generative AI effectively and responsibly.
- When educators have direct instruction and time for safe experimentation, they can learn how to save time on administrative work like lesson planning, rubric creation, and communications.

Future Proof the Faculty

- There is great risk to leaving faculty development in understanding and appropriately leveraging Generative AI to chance.
- While we don't believe teachers will ever be replaced by bots, we do believe that schools that leverage Generative AI technologies to increase the human-centered aspects of teaching and learning will be better equipped to meet the promises made in their missions.

Engage with Moral and Ethical Dimensions

- To be responsible users of Generative AI systems, we must engage with their moral and ethical dimensions: bias and objectivity, intellectual property, privacy, misinformation, worker exploitation, and environmental impact.

Bans and Detection Tools Don't Work

- Imposing a complete ban on Generative AI tools can undermine trust within schools.
- Efforts by school leaders and technology teams to use Generative AI detection tools often prove to be futile. Research indicates that these detectors are inherently flawed—they can be biased and easily circumvented, suggesting that resources would be better allocated elsewhere.

Prepare for Deepfakes

- The ease of creating deepfakes with readily available tools raises concerns about impulsive use by students which can lead to the spread of misinformation or even cyberbullying.
- To stay ahead of these evolving challenges, Academic Leaders need to develop comprehensive policies that address the responsible use of AI-generated content within the school environment.

Generative AI: Scenario

The science department chair approaches you and asks for a meeting. She is concerned that two members of her department have gone “full generative AI” while leaving the rest of the department behind. They are open about the fact that the paid tool that the school’s tech director has provided to the campus is not all they use. They use Generative AI to create assignments, write comments, and generate feedback to students. In addition, both have given students assignments in which students are required to use and assess the results of Generative AI. The results are...uneven. The rest of the department members are beginning to be concerned that their colleagues aren’t being deliberative and are moving too quickly. The chair has tried talking with the two separately and sees it as two issues. One of the faculty members is not necessarily following the school’s guidelines and needs to be guided to change this immediately. The other is truly forging a new path—they are even being sought out to give workshops at other schools. The department chair asks you for help in navigating this complicated set of circumstances.

Questions for Your Team

- How is the role of teachers envisioned to evolve with the increasing adoption of Generative AI? What assumptions about the teaching profession might need to be reconsidered in this context?
- Considering the rapid advancements in AI, how can your school develop a long-term strategy that incorporates and adapts to these changes while staying true to its educational goals?
- How might the increased use of Generative AI in your school impact human interaction and relationships among students and staff? What assumptions about the nature of learning interactions might need to be reevaluated?
- How can your school ensure that the integration of AI into the curriculum enhances rather than stifles student creativity? What assumptions about creativity in the age of AI might need to be challenged?