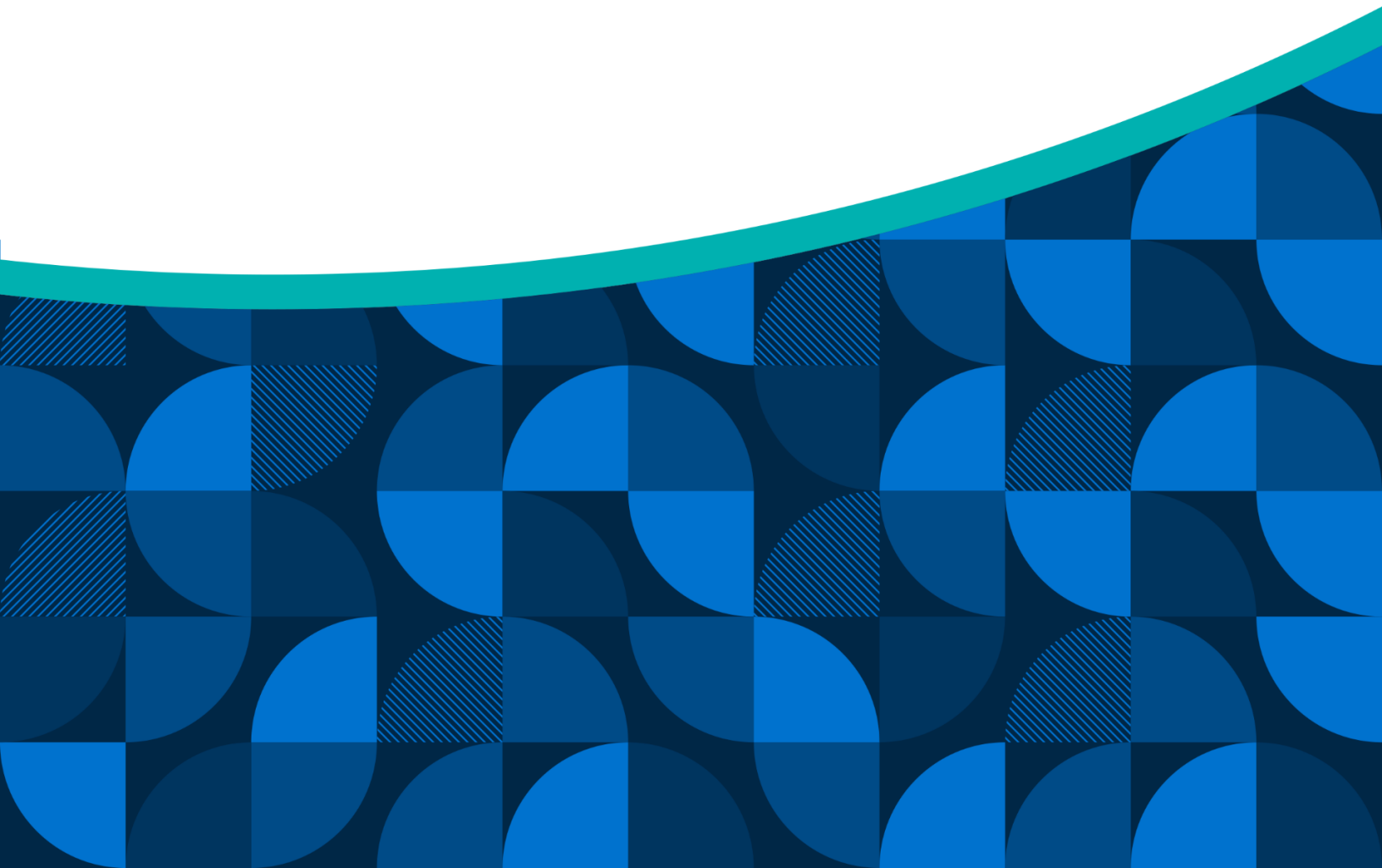
EAB

TOOLKIT

Construction Kit for Faculty AI Resources

Three Tools to Engage Faculty with AI in Their Curricular and Teaching Practice



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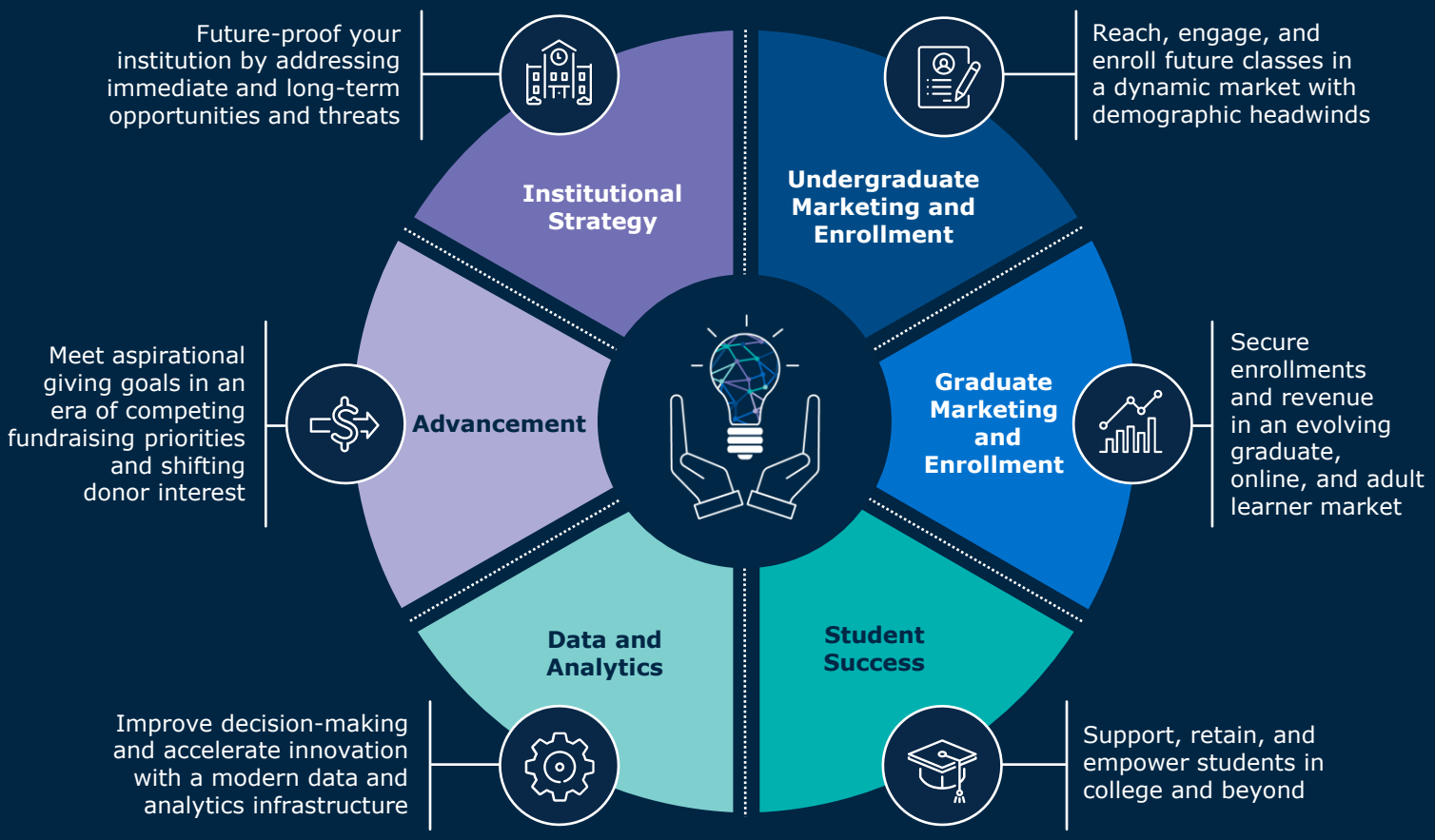

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Executive Summary

Meeting the AI Moment

AI is rapidly changing what students want from their institutions and what employers need from graduates. 81% of the Class of 2027 say their institution should be preparing them with AI skills, and nearly 2 in 3 business leaders say they wouldn't hire someone without AI skills. To remain credible and competitive, institutions must revitalize their pedagogy and curriculum to account for the opportunities and consequences of AI. This includes but it not limited to generative AI (GenAI).

Neither pedagogical nor curricular change can happen without faculty. Institutions need faculty to be AI literate and engage students with AI tools to promote learning. Many institutions have revised their academic integrity policies for students and offered opportunities for faculty to learn about AI. However, despite these efforts, most faculty have made little progress on incorporating AI into their curricular or teaching practice.

From AI Skeptic to AI Educator

Provosts have the responsibility to push (not shove) faculty to make progress on AI and create the conditions for agile and AI-engaged faculty. They can do this by promoting messaging and sharing resources that help faculty get past the most difficult hurdles to move from AI skeptics to AI educators.

This toolkit is designed to help academic leaders jumpstart faculty engagement with AI in teaching with:

- Language to respond to common faculty questions and concerns about AI.
- Checklists for clear guidelines around faculty and students' AI use of AI in teaching and learning.
- Resources for faculty to answer their most pressing questions about AI.

Source: EAB interviews and analysis.

Tool 1: Faculty Conversation Guide

Tool in Brief

This tool helps academic leaders address common faculty misconceptions and frequently asked questions about AI tools. By using this conversation guide, you will share talking points that can help faculty overcome common barriers to incorporating AI into teaching. Use this resource if you have not explicitly told faculty that you support integrating AI into teaching or you are looking to strengthen your existing messaging about AI.

Who should use this tool:

- Primary User: Provost, Dean, Department Leader
- Secondary Users: Academic AI strategy leaders (members of AI working group, special advisor on AI), Director of Center of Teaching and Learning

When to use this tool:

- When responding to faculty concerns and questions about AI during 1-on-1 conversations
- When preparing talking points to encourage faculty to incorporate AI into their teaching

How to use this tool:

- Review this conversation guide for talking points to respond to frequently asked questions and misconceptions about AI

Source: EAB interviews and analysis.

Tool 1: Faculty Conversation Guide

Instructions: Use this resource to prepare for pushback when announcing an AI-related initiative or when you want to model a progressive orientation toward AI. Proactively address the questions below to clarify common misconceptions about AI and build trust among faculty that responsibly engaging with AI is an opportunity to promote, not undermine, student learning.

Conversation Guide for Common Questions and Pushback

Faculty Response	Recommended Academic Leader Response
Do I have to teach students about AI or use AI in my classroom?	There is no requirement to use AI as a teaching and learning tool or teach students about AI. However, there are two positive benefits to teaching students about AI. First, students will gain knowledge about how AI advancements are (or are not) affecting their discipline and related industries. Second, AI tools can be used to engage students and promote learning (e.g., simulations, personalized tutoring, creative projects) sometimes more effectively than traditional assignments such as essays or problem sets.
Won't letting our students use AI tools undermine their learning?	Like any tool (e.g., calculators, the Internet), if students use AI tools indiscriminately without guidance on responsible use or evaluating outputs, it could undermine their learning. Faculty today can provide students with structured guidance on how to use AI tools to advance their learning (e.g., via using AI as a tutor, AI-integrated assignments) and appropriately collaborate with AI to enhance - not replace - their own critical thinking and creativity.
How can you ask us to use or teach generative AI given the ethical or societal implications (e.g., environmental impact, labor impact, biased output)?	We strongly encourage faculty to educate and engage students with these important conversations. If faculty have a moral or ethical objection to the use of AI tools, we recommend that they explain and share the related research, information, and arguments with their students.
Isn't generative AI inaccurate and unreliable?	Sometimes generative AI is designed to produce the most probable (but novel) text or image in response to a prompt based on its training data, not accurately recite facts. Faculty should always consider whether they have selected the right tool for the task at hand (e.g., general use generative AI tools such as ChatGPT are not designed to generate accurate citations or recite facts). Students and faculty should always evaluate GenAI outputs for accuracy and bias. We encourage faculty and students to take advantage of institutional resources to learn more about the limitations, capabilities, and strategies for evaluation of AI tools.
Why can't we just ban student use of AI?	Higher education institutions have an obligation to educate students and prepare them to be critical thinkers and engaged citizens. Regardless of whether we ban AI tools, students will use and likely will have to use AI tools in their lives, so instead of banning these tools, we should prepare students to collaborate with AI in a responsible and ethical way.

Source: EAB interviews and analysis.

Tool 1: Faculty Conversation Guide (Cont.)

Instructions: Use this resource to prepare for pushback when announcing an AI-related initiative or when you want to model a progressive orientation toward AI. Proactively address the questions below to clarify common misconceptions about AI and build trust among faculty that responsibly engaging with AI is an opportunity to promote, not undermine, student learning.

Conversation Guide for Common Questions and Pushback

Faculty Response	Recommended Academic Leader Response
Can you teach me how to detect student use of AI?	As with all types of academic dishonesty, faculty should have conversations with students when they suspect students have used AI tools inappropriately to discuss their assignment to determine if the student can explain their own learning and process. While some faculty may wish to use AI detection software, there are no sufficiently reliable AI detection software programs, and currently available programs often incorrectly label human-written text as AI-generated.
I already have so much on my plate. How can you ask me to add anything else?	We understand the time commitment needed to learn a new tool. We will support you in finding ways that AI tools can reduce your existing workload, assist you with designing curriculum and assignments, and free up your time for higher-level tasks. *Consider using EAB's Faculty AI Resource Repository Builder (page 15) for a collection of these resources and formatting recommendations.*
AI isn't relevant to my discipline. Why do I have to do anything with it?	While the impacts on each discipline vary, AI presents opportunities for every discipline. We encourage faculty to explore how these tools can advance their research, improve student engagement, and/or update existing assignments/assessments (e.g., essays and take-home problem sets).
I'm just going to go back to blue books and handwritten exams!	If faculty conclude that student use of AI tools for current assignments will inhibit achievement of key learning outcomes, they should consider redesigning assignments to mitigate and/or intentionally incorporate AI. There are a variety of ways faculty can assess student learning or redesign assignments to mitigate inappropriate AI use (e.g., long-term projects, breaking down projects into steps, presentations). Using technology to assist with assignments or exams may also be a legally-required disability accommodation for some students. Faculty must ensure that students have access to any necessary accommodations for assignments (e.g., text-to-speech software for a student with visual impairments).

Source: EAB interviews and analysis.

Tool 2: Classroom AI Guidelines Checklist

Tool in Brief

This tool helps academic leaders develop academic affairs recommendations to guide faculty and students use of AI tools. By using this checklist, leaders can encourage responsible and appropriate use of AI tools (for themselves and their students) in teaching and learning contexts.

Who should use this tool:

- Cabinet Sponsor: Provost/Chief Academic Officer
- Primary Users: Academic AI strategy leaders (members of AI working group, special advisor on AI), Director of Center of Teaching and Learning

When to use this tool:

- AI working groups and/or teaching and learning leaders should use this resource if they have not yet created guidelines for faculty related to AI in teaching and learning or they are looking to strengthen their existing guidelines.
- When faculty express a desire for more policy and clarity on use of AI tools
- When faculty misunderstand or misinterpret existing academic integrity policy as it relates to AI tools
- When students report confusion about instructor preferences for generative AI use and acknowledgement in coursework

How to use this tool:

- Use the checklist to create or update a resource that outlines guidance for AI tool use in teaching and learning
- Guidelines can address common faculty questions and concerns about generative AI tools without the rigidity and laborious approval processes required of academic policy.

Source: EAB interviews and analysis.

Tool 2: Classroom AI Guidelines Checklist

Instructions: Use this checklist with an AI working group to develop guidelines that define faculty and student responsibilities for appropriate use of AI tools in teaching and learning. We encourage you to incorporate a variety of perspectives (e.g. academic leadership, faculty, teaching and learning staff, students, IT leadership and staff) in guidelines development either throughout the process as a part of the working group or by requesting feedback.

Below, each element highlights an area that you should address within your guidelines to foster appropriate and responsible use of AI tools in teaching and learning. Please ensure that guideline statements are consistent with any existing institution-wide AI policies, guidelines, and principles, including IT acceptable or expected use policies. For information on how IT leaders can craft an AI acceptable use policy for GenAI tools, see our blog post.

To improve readability, design the guidelines so readers can view one section at time and easily navigate to their section of interest (see McMaster's guidelines).

Once you have finalized your guidelines, share and publish them on a prominent institutional website (e.g., the Office of the Provost's) and have the Provost and other senior academic leadership (e.g., deans, department chairs) share your guidelines with faculty via email and/or newsletter.

AI in Teaching and Learning Guideline or Resource Examples Referenced:

- McMaster University's Guidelines on the Use of Generative AI in Teaching and Learning
- University of Miami's Teaching and Learning with AI
- University of Maine's Generative AI Teaching and Learning Guidelines
- University of Texas at San Antonio's Using Generative AI in Teaching, Learning, and Research
- Metropolitan State University of Denver's Generative AI Taskforce – Recommendations and Syllabus Suggestions
- University College London's Using AI Tools in Assessment

AI in Teaching and Learning Guidelines Checklist

Key Elements of Guidelines that Empower Faculty and Students To Responsibly Engage with AI

Element #1: Institutional Context

Problems Addressed:

- Faculty perceive AI tools as threatening the mission of their institution (e.g., by undermining student learning, offloading research, and creativity, promoting biased outputs) versus opportunities for advancing institutional priorities.
- Faculty avoid using or publicly admitting to using AI tools because they do not know what types of use are allowable.

Recommendation:	Example:
❑ Describe how faculty and students responsibly using AI tools connects to core institutional mission and values.	"The use of AI technologies in our school aligns with our mission to provide a high-quality education that prepares our students for success in the 21st century." (University of Maine)
❑ Assert that academic leadership is open to the use of AI tools for teaching and learning when it advances the goals of a program or course.	"At McMaster, we remain open to generative AI use for teaching and learning, as well as experimentation with new tools and techniques when they advance a course or program's goals." (McMaster University)

Source: EAB interviews and analysis.

Tool 2: Classroom AI Guidelines Checklist (Cont.)

Element #2: Background on Generative AI

Problems Addressed:

- Faculty do not understand how generative AI works
- Faculty do not fully understand what AI-enhanced tools they already use or are available to them through their institution
- Faculty want institutional leaders to acknowledge the possible negative implications of AI tool use

Recommendation:	Example:
❑ Provide a brief explanation of how generative AI works.	"They can be used to create text, code, images, video, sounds, and more. These models use datasets and algorithms to discern patterns and structure to create new content that has a statistically similar structure." (University of Maine)
❑ Highlight institutionally supported tools which incorporate AI (e.g., Microsoft Copilot, Grammarly, Adobe Acrobat, Blackboard).	"In December 2023, a protected version of Microsoft Copilot (formerly Bing AI) became available to all U of T faculty, librarians, and staff. This protected version is now also available to U of T students." (University of Toronto)
❑ Acknowledge common concerns about AI (e.g., environmental impact, questions of intellectual property ownership, biased outputs) and encourage faculty and students to learn more about the limitations and implications of AI tools.	"Beyond learning, generative AI introduces a range of concerns, including environmental impacts, disinformation, impacts on labour, questions of copyright and ownership, lack of transparency in model design and function, privacy and data collection and use. Educators and students can learn more about these issues and should discuss them in courses where appropriate." (McMaster University)
❑ Link to free resources to learn more about AI.	"Educators and students can learn more about these issues and should discuss them in courses where appropriate." (McMaster University)

Element #3: Context for Guidelines

Problems Addressed:

- Faculty do not know whether their peers had any input into guidelines
- Faculty feel excluded from the conversation about AI tools

Recommendation:	Example:
❑ List groups who contributed to the development of the guidelines.	"These revisions were informed by feedback from faculty, students and staff and were written and endorsed by the Expert Panel on AI in Teaching and Learning and the AI Advisory Committee." (McMaster University)
❑ Provide channel(s) for faculty and students to share feedback on the guidelines.	"Questions, comments or suggestions about these Guidelines may be directed to the Vice-Provost, Teaching and Learning or to the Special Advisor to the Provost on Generative AI at macgenai@mcmaster.ca" (McMaster University)

Source: EAB interviews and analysis.

Tool 2: Classroom AI Guidelines Checklist (Cont.)

Element #4: Guidelines for Student Use of AI

Problems Addressed:

- Students do not know the policy for AI use.
- Faculty do not know how to set and explain their expectations for AI use in their courses.

Recommendation:	Example:
❑ Hold instructors accountable for including a statement in their syllabi outlining the course-specific acceptable use(s) of AI tools for completing assessments and studying, including how to document and cite AI.	"Undergraduate and graduate course outlines should include a statement on the acceptable and unacceptable use of generative artificial intelligence in the course, with attention to the use of generative artificial intelligence for studying/learning and/or assessment." (McMaster University)
❑ Emphasize that instructors should proactively review and explain their expectations for AI use.	"Educators should review expectations on the use of generative AI with their students in class." (McMaster University)
❑ Link to resources instructors can use to set guidelines and make decisions about acceptable AI use.	"To find template syllabus statements and considerations for your syllabus regarding Generative AI, review the Generative AI Syllabus Language and Considerations document provided by GAIT and the Provost." (Metropolitan State University of Denver)
❑ Highlight the student's responsibility to ask the instructor for clarification if no statement is provided.	"If no syllabus statement is included, students should ask the educator for clarification on expectations, and if generative AI use is permitted, receive written confirmation before using generative AI in the course." (McMaster University)

Element #5: Application of Academic Integrity Policy to AI Tool Use

Problems Addressed:

- Faculty do not understand what student uses of AI constitute academic misconduct.
- Faculty do not know how to determine whether a student has inappropriately used generative AI tools.
- Faculty rely on faulty and biased AI detector tools to flag when a student has used AI inappropriately.

Recommendation:	Example:
❑ Explain what types of student AI use constitute a violation of academic integrity policy.	"Use of generative artificial intelligence by students in ways not described in the course outline may be cause for a violation of the academic integrity policy." (McMaster University)
❑ Clarify that AI tools specifically approved as accommodations for disability (e.g., Grammarly for students with dyslexia) should not be banned by instructors.	"Students with a Summary of Reasonable Adjustments (SORA) may still be permitted to use other assistive technology required. Staff should clarify if there are AI tools that are exempt." (University College London)
❑ Emphasize that automatic AI detection systems are a biased and unreliable means to detect student use of AI.	"Automatic AI detection systems are not reliable and are therefore not recommended for separating student- from AI-produced work." (McMaster University)
❑ Share conversation prompts for instructors to use with students to determine whether students have used AI tools inappropriately.	"This conversation guide may be useful for talking with students." (McMaster University)
❑ Clarify the process instructors should use if they suspect an academic integrity violation.	"Educators who suspect work may have been inappropriately generated by artificial intelligence should follow the academic integrity process." (McMaster University)

Source: EAB interviews and analysis.

Tool 2: Classroom AI Guidelines Checklist (Cont.)

Element #6: Data, Privacy, and Intellectual Property

Problems Addressed:

- Students and faculty do not know how to use AI tools in a way that protects their private data and intellectual property.

Recommendation:	Example:
❑ List institutionally supported and approved generative AI tools.	"If using generative artificial intelligence in courses or for teaching and learning activities, educators and students should use institutionally supported tools that have a completed Privacy and Algorithmic Impact Assessment. McMaster has an enterprise license with Microsoft Copilot. Educators and students who use generative AI should use their McMaster single-sign on credentials to login to Microsoft's Copilot." (McMaster University)
❑ Explain who instructors can contact (e.g. Privacy Office, Legal Services) if they want to use an AI tool that is not pre-approved.	"In selecting third-party technology tools educators must avoid those that sell student data to companies building large language models, as well as companies that use student data to train AI models or to improve services and products; educators should review user agreements and consult with the Office of Legal Services or the Privacy Office if unsure." (McMaster University)
❑ Instruct faculty and students not to enter any proprietary, confidential, personal, sensitive, or identifiable information into non-institutionally-supported AI tools. Remind faculty and students about any required or optional AI-specific data privacy training offered by your institution.	"Use generic or fictional data when generating content to prevent the exposure of personal or sensitive information while still exploring the capabilities of generative AI." (University of Texas at San Antonio)

Element #7: Citation and Acknowledgement of AI Tool Use

Problems Addressed:

- Faculty and students do not know how to or whether to cite and acknowledge their use of AI tools.

Recommendation:	Example:
❑ Link to resources instructors can use to set guidelines and make decisions about acceptable AI use, including preferred methods (if any) of citation or acknowledgement.	"To find template syllabus statements and considerations for your syllabus regarding Generative AI, review the Generative AI Syllabus Language and Considerations document." (Metropolitan State University of Denver)
❑ Highlight the student's responsibility to ask the instructor for clarification if no statement is provided or if they require additional information.	"If no syllabus statement is included, students should ask the educator for clarification on expectations, and if generative AI use is permitted, receive written confirmation before using generative AI..." (McMaster University)
❑ Invite students and instructors to cite or acknowledge use of AI tools potentially by using approved citation formats (e.g., APA, MLA, Chicago) or an informal acknowledgement/ summary statement.	"Students and educators who use generative AI in any context within a course should cite or acknowledge its use drawing on McMaster Libraries' LibGuide and follow any course specific instructions." (McMaster University)

Source: EAB interviews and analysis.

Tool 2: Classroom AI Guidelines Checklist (Cont.)

Element #8: Use of AI Tools for Student Feedback and Grading

Problems Addressed:

- Faculty do not understand when AI tools are appropriate for providing feedback on or grading student work.
- Faculty do not provide students with the opportunity to consent to their work being fed into and graded by AI tools.
- Faculty do not properly cite or acknowledge their use of AI tools for providing feedback or grades.

Recommendation:	Example:
❑ Clarify that faculty may only enter student work into institutionally supported tools with data privacy agreements. Link to a list of approved tools and provide contact information for faculty to request approval of additional AI tools.	"The University of Miami will review generative AI systems to see if they can be approved and licensed for use with sensitive data. Those that are approved will be added to it.miami.edu/ai-tools. " (University of Miami)
❑ Clearly state your institution's policy for using AI tools for assigning final grades and which tools are acceptable for this use.	"Generative AI tools should not be used to provide grades (letter or numeric) for student work." (McMaster University)
❑ Clarify that faculty must outline any use of AI tools to provide feedback or assign grades, including steps for students to opt out.	"Instructors should inform students if they use an AI tool to assess students' work, and students should have the ability to opt-out and receive direct feedback from the instructor." (University of Maine)
❑ Assert that faculty and teaching assistants are responsible for checking AI tools for accuracy and bias in feedback and grading.	"AI generated feedback must be checked for accuracy and bias before being returned to the student… Instructors, or teaching assistants when directed, are responsible for feedback, however it is produced, to ensure appropriateness and accuracy." (McMaster University)
❑ Clarify the process instructors should use if they suspect an academic integrity violation.	"Educators who suspect work may have been inappropriately generated by AI should follow the academic integrity process." (McMaster University)

Element #9: Teaching Assistant Use of AI Tools

Problems Addressed:

- Faculty do not clearly provide their expectations for use of AI tools to teaching assistants.

Recommendation:	Example:
❑ Encourage faculty to provide written expectations to teaching assistants about acceptable and unacceptable uses of AI tools.	"Course instructors have three options for directing teaching assistant use of generative AI. These directions should be given to teaching assistants in writing." (McMaster University)
❑ Reiterate that all instructors and teaching assistants must indicate how they use AI in their course syllabi and cite and acknowledge any use of AI in teaching or course materials**.**	"If instructors use generative AI in their teaching materials, they should explain in the course outline the extent to which generative AI has been, or will be, used and should clearly cite or label such uses in their course materials." (McMaster University)
❑ Emphasize that teaching assistants and instructors are responsible for the accuracy, bias, and appropriateness of all course materials.	"Instructors should fact-check any generative AI produced materials and evaluate these materials for bias." (McMaster University)

Source: EAB interviews and analysis.

Tool 3: Faculty AI Resource Repository Builder

Tool in Brief

This tool helps academic leaders connect faculty and instructors with free resources to address questions about AI pedagogy and curriculum that pose common barriers to incorporating AI into teaching.

AI-responsive teaching does not mean that instructors have to use AI tools, but that they should:

- Explicitly explain their expectations about how students may or may not use AI tools,
- Make sure that their assignments align with expected AI use and learning outcomes,
- Acknowledge how AI has impacted current course-related topics, methods, or skills.

Many institutions have spent considerable time in developing faculty resource repositories hosted on their website. By sharing this template with faculty (with your institutional information filled out), you will save time on sourcing resources yourself and make sure that resources shared online are actionable for faculty.

Who should use this tool:

- Cabinet Sponsor: Provost or Dean
- Primary Users: Teaching and Learning Leader

When to use this tool:

- When faculty request guidance on detecting student AI use
- When faculty ask for support to teach with or about AI

How to use this tool:

- Teaching and learning leaders: Fill out this template with your institutional information and share it as a webpage or add it as a PDF to a webpage frequently visited by faculty. Describe and link to your completed repository in a source of regular communication with faculty (e.g., newsletter).
- Provost: In your regular communication with the academic division (e.g., newsletter) link to the resource webpage and ask department heads to share with their faculty.
- Department Leaders: Send an email to your faculty encouraging them to explore this resource and bring any questions or comments to your next department meeting.

Source: EAB interviews and analysis.

[Your Institution's] Faculty AI Resource Repository

Instructions: Please note that many of these resources were not created by [your institution]. If you have additional questions about [your institution], College-specific, or department-specific perspectives, policies, and guidance, we encourage you to reach out to your department leader.

Never enter sensitive or confidential information, including student work or proprietary information, into an AI tool without confirming with [your institution's privacy/information security office] that the tool aligns with our data security and privacy standards. [If your institution has an online accessible data security/privacy standard or provides access to enterprise AI tools, describe and link here].

Refer to the question(s) which are most pressing for you in your teaching practice, then use the "I need" statements to find the most relevant resource(s):

1. **What is generative AI?**
2. **How do I teach AI?**
3. **How can I detect student use of AI in my assignments?**
4. **How should I set clear expectations with my students about generative AI use?**
5. **How should I change my course and/or assignments?**
6. **How can I use AI tools to enhance my teaching practice?**

1. What is generative AI (GenAI)?

I need...	Resource(s)
To learn what generative AI is	**KI Campus: Generative AI Explained in 2 Minutes (YouTube)** Watch this two-minute video to learn what generative AI tools do and key limitations
To understand what common AI terms like GenAI, Prompt, and GPT mean	**Arizona State University: AI Vocabulary** Review these ten slides for 1-2 sentence definitions of the most common AI terms
To understand AI and its implications for higher education	**Wharton School: Practical AI for Instructors and Students Part 1: Introduction to AI for Teachers and Students (YouTube)** Watch this 10-minute video to learn how large language models work and potential implications for education and work
To understand in greater detail how generative AI works and types of models	**Google Cloud: Introduction to Generative AI (YouTube)** Watch this 22-minute video to learn what AI and generative AI are, how they work, and types of models
To learn more specifically about the limitations and risks of generative AI	**McMaster University: *Generative Artificial Intelligence in Teaching and Learning at McMaster University*, General Limitations and Risks** Explore this collection for brief summaries and <10-minute video explanations to learn the risks and limitations associated with generative AI tools
To know what generative AI tools faculty and students often use in higher education	**Ithaka S+R: Generative AI Product Tracker** Scroll through this resource to learn about the most common GenAI tools marketed toward or used by higher education staff and students.
To learn how to effectively prompt generative AI tools	**Vanderbilt University: Prompt Engineering for ChatGPT (Coursera)** Enroll in this free, six-module course to learn how to effectively prompt large language models. There are video explanations, assignments, and readings.

Source: EAB interviews and analysis.

Faculty AI Resource Repository (Cont.)

2. How do I teach about AI?

I need...	Resource(s)
To teach my students how to responsibly use AI in the context of writing and research	**Elon University & AAC&U: A Student Guide to Navigating College in the Artificial Intelligence Era** Link to this "how-to-manual" on your course page and encourage students to use it to answer their questions about how to responsibly use and evaluate AI in a way aligned with institutional and course-specific policy. **University of Delaware: AI Literacy: Algorithms, Authenticity, and Ethical Considerations in AI Tools** Assign your students to watch this 1-hour tutorial to learn about the limitations of generative AI (particularly in the writing process), basic prompt engineering, citation practices for AI, and emerging issues with AI.
To teach my students about AI and information literacy	**University of Maryland, College Park: Artificial Intelligence and Information Literacy** If you have Canvas, request to embed this 1–2-hour module into your LMS course page and assign it to students. The module can be edited and includes quizzes and activities for students to learn about the benefits and risks of AI-based tools, how to fact-check AI tools, cite AI use, and more.
To help students practice and develop AI literacy	Refer to our resources for AI-integrated assignments in the section on **"How should I change my course and/or assignments?"**

3. How can I detect student use of AI in assignments?

I need...	Resource(s)
To determine whether a student has used AI to complete an assignment	**McMaster University: Question Guide for Suspected Academic Misconduct** There is no reliable way to automatically detect whether a text, video, image, etc. is AI-generated. Use this guide to have a conversation with any students you suspect may have inappropriately used a GenAI tool or another form of plagiarism. Additionally, refer to our resources on in the section on **"How do I set clear expectations for my students about generative AI use?"** [Link: **Your Institution Name: Academic Integrity Procedure**] Review our procedure for faculty to submit academic integrity violations. Reach out to [Your Institution's Academic Integrity Office/Officer] at [Relevant email address] if you have any questions.
To develop AI-proof assignments	Refer to our section on **"How should I change my course and/or assignments?"**

Source: EAB interviews and analysis.

Faculty AI Resource Repository (Cont.)

4. How do I set clear expectations for my students about generative AI use?	
I need...	**Resource(s)**
To write an AI syllabus statement	**Metropolitan State University of Denver: Generative AI Syllabus Language and Considerations** Review this document to explore sample course policy language for a spectrum of allowed AI uses as well as considerations for selecting a policy. **Lance Eaton: Syllabus Policies for AI Generative Tools** Explore this collection of 150+ AI syllabus statements from university courses from across the U.S. **Pepperdine University: AI Syllabus Statement Tool** For more prescriptive guidance, use this interactive step-by-step tool to help you write a clear and comprehensive AI syllabus statement for your course
To write assignment-level AI statements	**Perkins, Furze, Roe, & MacVaugh: The AI Assessment Scale** Consider using one of the five statements from the AI Assessment Scale to describe the ways in which students may or may not use AI tools to complete a specific assignment.
To tell my students how to cite and acknowledge their use of generative AI	**APA Style: How to Cite ChatGPT** Share this advice with students to cite generative AI tool use in APA style documents. **MLA Style Center: How Do I Cite Generative AI in MLA Style?** Share this advice with students to cite generative AI tool use in MLA style documents. **The Chicago Manual of Style (Online): Citation, Documentation of Sources** Share this advice with students to cite generative AI tool use in Chicago style documents. **Monash University: Acknowledging the Use of Generative Artificial Intelligence** Share this guidance with students to help them more informally describe and acknowledge their use of generative AI. They provide a variety of example statements.

Source: EAB interviews and analysis.

Faculty AI Resource Repository (Cont.)

5. How should I change my course and/or assignments?	
I need...	**Resource(s)**
To incorporate tried-and-tested AI-integrated assignments into my existing course	**metaLAB (at) Harvard: AI Pedagogy Project Assignments** Search this curated inventory of assignments across disciplines to find an assignment you would like to incorporate into your course. Each assignment comes with details about relevant learning outcomes, skills, and instructions included. **University of North Dakota: AI Assignment Library** Search this repository for thorough summaries of 50+ peer-reviewed AI assignments across disciplines to use in your course. Use advanced search to explore based on department. **Colorado State University WAC Clearinghouse: TextGenEd: Teaching with Text Generation Technologies** Explore this collection of detailed descriptions of 34 peer-reviewed undergraduate-level assignments you can use to promote AI literacy and help students learn more about rhetoric and textual analysis. Refer to our resources on prompts to support student learning in our section on **"How do I use AI tools to enhance my teaching practice?"**
To broadly understand the pedagogical opportunities of AI tools	**Mollick & Mollick: Assigning AI, Seven Approaches for Students, with Prompts** Consider using one of these seven general strategies to support student learning with AI (example prompts and instructions included)
To learn how to develop and approach AI tools for my course	**University of Maryland, College Park: Harnessing Artificial Intelligence for Teaching** Enroll in this 45-minute course to learn how AI-based technology works and the pros and cons of using AI-based tools in your teaching through videos and activities. You must create a free account to enroll.
To develop AI-proof assignments	**Northern Illinois University: Generative-AI-Resistant Assignments** Review this resource to 1) learn why AI detection is not an effective method to combat inappropriate AI use and 2) how educators should rethink their communication and assignment design to promote and assess student learning. **North Carolina State University: Designing Assignments to Limit AI Usage** Consider implementing one of these 10 strategies to design new or adjust existing assignments to make inappropriate generative AI use more difficult for students.
To learn more about teaching in a way that's responsive to AI	**Stanford University: Artificial Intelligence Teaching Guide** Read this six-module guide to determine AI implications for your course, create a course policy on AI, and integrate AI tools into your assignments
Help evaluating how much I need to alter my course considering widespread use of AI tools	**Oregon State University Ecampus: Course AI Resilience Tracker Tool** Complete this 15-minute diagnostic tool to determine the resiliency of your course based on your learning outcomes, learner characteristics, assignments, and course policy

Source: EAB interviews and analysis.

Faculty AI Resource Repository (Cont.)

6. How can I use AI tools to enhance my teaching practice?	
I need...	**Resource(s)**
To know what limitations [Your institution] puts on AI tool use (particularly for my teaching practice)	[LINK to and describe any AI in teaching and learning guidelines or institutional webpages about institutionally supported tools, guidelines about putting student data into tools, etc.]
Help with my teaching tasks (e.g., assignment design, course material creation)	**AI for Education: GenAI Chatbot Prompt Library for Educators** Navigate this library for prompts you can use to support the design or redesign of assignments as well as lesson planning. Although designed for K-12, most prompts can easily be adjusted to a higher education context. **Mollick & Mollick: Prompts for Instructors** Use these 11 paste-able prompts to elicit chatbot assistance on core faculty teaching responsibilities (e.g., creating quizzes, syllabi, explanations) evaluated for strong performance on specific models (i.e., ChatGPT-4, Claude, Gemini Advanced, Bing) **José Antonio Bowen's Teaching Naked: Workshop Prompts** Peruse this expansive collection of prompts to elicit chatbot support for faculty responsibilities, including course materials generation and course design and AI supported assignment and test generation.
To empower my students to use AI tools to support, not undermine, their learning	**Mollick & Mollick: Student Exercises** Assign one or more of these 21 prompts to students to promote their learning, including using the AI as tutor, having the student evaluate and teach the AI, or reflecting on a course.
To adjust my assignments given the availability of GenAI tools to students	**Furze Smith Consulting: AI Assessment Scale GPT (ChatGPT)** Use this custom GPT to get feedback on how suitable an assignment is for a given level of allowed AI use (AIAS referred to above). Refer to this video for further instructions. **Abram Anders: AI Writing Instructional Designer (ChatGPT)** Use this custom GPT to help you create or revise existing activities for writing-focused courses based on the pedagogical research of Abram Anders.

Source: EAB interviews and analysis.

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ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.