CPS AI Guidance

AI Guidance

"The difficulty lies not so much in developing new ideas as in escaping from old ones."
John Maynard Keynes

The College of Professional Studies' goal is to ethically and responsibly embed Generative AI and Large Language Models (LLMs) in our work: New Product Development, Curriculum Development, Teaching, Assessments, and Workplace Tasks. Whether you are embarking on your journey to implement AI into teaching, curriculum development, assessments, the development of CPS administrative and learning products, or simply in work-related tasks, this document will support you with guiding principles and standards designed to implement the university Policy on the Use of AI Systems ("AI Policy") as well as the Standards and Recommendations for the Use of AI in Teaching and Learning at Northeastern ("AI Teaching Standards & Recommendations").

This document was developed by Joan Giblin, Uwe Hohgrawe, Ilka Kostka, Yvonne Leung, Prashant Mittal, Allison Ruda, Balazs Szelenyi, John Wilder, and Shachi Winton. Please feel free to contact these colleagues while you are exploring your use of AI in the areas outlined here; they will be able to provide guidance and/or put you in the right direction for a successful implementation of AI at the College of Professional Studies. For questions about the university Policy on the Use of AI Systems, please contact AI_Review_Committee@northeastern.edu.

Our Purpose

We are teaching and working in an era of significant disruption due to rapid developments in AI. With this disruption, however, there are tremendous opportunities for enhancing teaching, research, collaboration, and work, allowing the College of Professional Studies (CPS) to serve as innovative thought leaders for the University. The guidance in this document – which supplements the requirements and recommendations set forth in the AI

Teaching Standards & Recommendations – aims to support faculty, administrators, and staff as they integrate AI into educational endeavors in the College. This living document serves as a reference and recommendation (i.e., guideline) and is not set forth as a policy or rules to be implemented.

Who Should Use These Guidelines?

As Ethan Mollick aptly noted, "The only bad way to react to AI is to pretend it doesn't change anything." Whether you are a power user of AI, early experimenter, curious beginner, or anywhere in between, you are taking important steps to understand the impact of AI on teaching, learning, and work. This living document offers guidance and support to ensure that CPS colleagues with a range of AI experience have the knowledge they need on their journey into AI integration. Each use case and question are built around creating an AI supported environment that promotes efficiency, innovation, and accountability. In addition to the AI Teaching Standards and Recommendations, you are encouraged to refer to these guidelines as you teach and work with AI and regularly share insights, questions, and concerns with colleagues.

Playground or Sandbox Approach. Embracing a playground or sandbox approach fosters a culture of innovation where experimentation with new technologies is encouraged and valued. Creating an environment that welcomes trying out new AI applications through pilot programs and projects of small scale allows us to test viability and impact without significant risk.

Safety First/Human in the Loop. This principle emphasizes the ethical and responsible use of AI to ensure that AI systems are designed to mitigate biases, protect privacy, and promote transparency. We all maintain oversight and accountability by keeping humans involved in critical decision-making processes such as admissions, grading, and credentialing. Regular monitoring of AI outputs is required by the AI Policy, and helps to ensure accuracy, prevent unlawful discrimination, and uphold quality standards.

Smart Resource Allocation. Adopting a rational and practical stance on the economics of AI use is crucial. Conducting thorough cost and benefit analyses for CPS at large and for AI projects allows us to make informed decisions about investing in AI technologies that align with institutional goals. Resources should be allocated to AI solutions that offer clear benefits, considering factors like scalability and integration with existing systems to maximize utility. CPS' commitment to ongoing professional training also enhances our ability to effectively use and manage AI tools, facilitating smoother transitions to AI enhanced workflows and ensuring effective applications of AI to professional endeavors at CPS.

Continuous Improvement and Measurement. Quality assessment and performance metrics are vital to ensuring the long-term success of all AI implementations. This involves establishing clear benchmarks and KPIs (Key Performance Indicators) to measure the performance and effectiveness of AI systems. By continuously monitoring metrics such as accuracy, efficiency, non-discrimination, and user satisfaction, we can assess whether AI applications meet desired outcomes and adhere to institutional standards. Ongoing evaluation also helps to identify areas for improvement and optimize AI performance, ensuring that we not only meet immediate needs but also anticipate future demands. Quality assessment ensures that AI tools provide consistent value, both operationally and academically, in the long term.

Learning About and Engaging with AI

Where can I begin to learn the basics of AI? How do I get started?

Experimenting with AI to complete one simple task is an excellent way to begin exploring its affordances. As always, all AI users must look carefully at the output and ensure appropriateness, accuracy, non-discrimination and ethical and responsible use. They must also seek review by the AI Review Committee when required by the AI Policy. From there, they can adapt the output and tailor it to their needs.

Northeastern offers opportunities for professional AI learning about the development of new products, curriculum development, teaching, assessments, and workplace use. There is also a listserv in which faculty across the University can share insights and ideas for teaching. Lastly, the Center for Advancing Teaching and Learning through Research (CATLR) periodically offers programming related to AI. A list of resources can also be found at the CATLR website.

Potential inequities may arise if individuals are left to manage AI tools and data practices without adequate resources, training, and support. CPS will, where possible, offer structured professional development and training to help faculty, staff, and students learn how to effectively use AI tools consistent with the requirements set forth in the AI Policy and the AI Teaching Standards & Recommendations. These endeavors can create equitable opportunities for those who are already skilled at using AI and those who can benefit from additional training and support.

What is the best and easiest way to keep up with ongoing developments in AI?

One of the best ways to keep up to date is to use AI and experiment with new features. When we "play" with AI, we can see firsthand what is possible and how tools work, thus increasing our familiarity and confidence in using AI. Additionally, the process of establishing AI use conventions and guidance will be forged through collective decision

making and accountability across the CPS community. Faculty, staff and student voices are all critically important to this work, and policies and guidelines will be regularly updated to keep pace with technological advancements and regulatory changes. Below are other suggestions for engaging in continual professional learning:

- Peruse resources designed specifically for instructors (e.g., EDUCAUSE articles and reports)
- Earn micro credentials focused on AI in teaching and learning
- Subscribe to AI newsletters (e.g., MIT Technology Review)
- Follow prominent AI scholars and thought leaders on LinkedIn (e.g., Ethan Mollick, Fei-Fei Li)
- Join online communities focused on AI (e.g., EDUCAUSE AI Community Group; Women in AI Slack)
- Visit CATLR's AI gallery, which showcases Northeastern faculty's work on AI in teaching.
- Create a resource library within your unit to provide sample assignments, assessments, and readings to share among colleagues.

There are so many AI tools to use. Which one should I use?

Wherever possible, instructors should use Northeastern-supported tools that have been vetted by Information Technology to confirm they meet standards for security and privacy. Instructors can contact Academic Technologies to inquire about approved systems. The AI Review Committee also publishes a list of approved AI Systems that the committee will expand as reviews take place.

The AI Tools Directory provides a useful collection of AI tools that are organized by name (in alphabetical order), category (e.g., coding, education, music, social media), and price (i.e., free, "freemium", and paid). However, these tools may not be used without prior AI Review Committee approval if they involve processing confidential information, personal information, or restricted research data (as defined in the AI Policy) or if use of the tools may impact the rights or safety of an individual. If the tool does not involve this type of data or activity, then faculty use of other AI tools to enhance their work must still meet the AI Policy requirements for appropriateness, accuracy, and non-discrimination. Contact the AI_Review_Committee@northeastern.edu if you have any questions.

Are there University-wide policies about AI use?

The University adopted the AI Policy in April ’25. We encourage you to familiarize yourself with the requirements as it also has helpful information including FAQs (https://northeastern.sharepoint.com/sites/AIReviewCommittee/SitePages/FAQ.aspx), a list of AI Systems approved by the AI Review Committee (AIRC), the AI System Review Form, and Standards implementing the new policy in the contexts of both administration and research.

The University also adopted the AI Teaching Standards & Recommendations in June ’25. This provides more detailed requirements related to your use of AI Systems in the context of teaching and learning. It also provides recommendations on topics such as aligning AI use with course learning goals, building critical AI literacies, designing assessments with AI in mind, requiring attribution and transparency for student AI use and how faculty can model those requirements, and setting expectations on AI use.

What guidance does Northeastern provide to students about AI use?

Similar to University guidance for faculty, there is a document for students titled “An Insider’s Guide to Learning with AI.” This document is available at CATLR’s site about AI in higher education.

AI for Curriculum and Product Development

How can AI help identify gaps or emerging needs in new or existing programs?

AI tools can analyze industry trends, job market demands, and student performance data. AI can suggest new courses or updates to existing ones to keep programs relevant. However, always review the AI’s suggestions with faculty and CPS administration to ensure alignment with institutional goals and expertise. Most importantly, always approach AI suggestions with caution and verify their accuracy before relying on them, and any use of student data must receive prior review and approval by the AI Review Committee.

How do I use AI for curriculum development?

Begin with your idea – however big or small. Always discuss your idea with your area dean, and how you plan to test new AI tools or approaches in conjunction with a specific context and users. Gather feedback from faculty and staff to refine the tools and approaches and measure impact, based on users’ experiences. Discuss how best to scale the solutions that demonstrate the greatest impact. Obtain AI Review Committee approval if required by the AI Policy.

AI for Teaching

CPS encourages the integration and use of AI, and all technologies, into teaching and learning. Below are considerations for students and faculty.

General Considerations – Students

How do I support students using AI-driven support tools?

While AI can provide quick answers and feedback, it is essential to engage with tutoring systems that encourage problem solving and critical thinking. AI tools can be programmed to ask open-ended questions, provide scenarios that require deeper analysis, or give hints instead of direct answers. Human tutors can supplement this process by reviewing AI driven activities to ensure students are not just memorizing solutions but developing strong analytical and reasoning skills.

What can AI do that students should still know how to do?

Each discipline has essential skills that students must learn, even if AI can perform those tasks. Identify these tasks and skills and explain to students why it is important for them to know. Highlight the learning opportunities they will miss if they rely solely on AI.

It is also helpful to identify processes in your discipline that AI can enhance. Faculty should guide students in using AI to enhance their work while avoiding its pitfalls, and they are encouraged to make students experts in leveraging AI effectively in their field. When they are empowered to be co-creators of knowledge with their instructors, there are endless possibilities for teaching and learning with AI.

Are there general-purpose AI topics that are important for students regardless of discipline?

Yes, one essential skill across disciplines is learning how to ask generative AI good questions. Your curriculum should include “prompt engineering” or how to engage with AI meaningfully to achieve the learning outcomes of an assignment. Often, the first response from AI is not the best. Teach students to refine their questions and have a conversation with AI to improve the answers.

What are some of the risks of teaching students to use AI?

In each field there are different risks. When using AI models, the text input can be used to train the model, potentially making the information available in future responses to system users globally. Make sure students are aware of this. Teach them the regulatory requirements and legal issues that apply to AI and what is considered ethical and acceptable use in their field of study and related industries.

Some AI models also do not incorporate user information for training. If your discipline has important regulatory requirements regarding privacy and security concerns, such as HIPPA regulations, teach students which AI models use their data in future interactions with the model and which do not. Faculty and students are also encouraged to use Claude and Copilot. See Appendix II for more information about approved AI tools at Northeastern for faculty, staff, and students.

Should students be able to use AI on their assignments?

As an instructor, the choice is yours, but consider the following: How can you support and guide students in their AI use in your course? How can you ensure that students are prepared to safely and ethically use AI in your class? What are the learning goals of the assignment, and will using AI undermine those goals? See the AI Teaching Standards & Recommendations for further guidance.

What if students rely on AI too much? How can I make sure they build critical thinking skills?

Students often rely on specific and explicit faculty guidance about AI use and want to know what appropriate AI use entails. Including AI in course assignment descriptions and inclass activities, as well as examining AI-generated output *with* students, can foster transparency and build trust between faculty and students. One way is to generate output and critically analyze it with students either in class or in out-of-class assignments, discussing questions such as:

- Is AI-generated content accurate? Why or why not?
- What misinformation and/or biases may be present in this output?
- How could this output be misleading or incorrect?
- What other credible sources would support this output?
- Is there any important information missing from the output? Why or why not?
- How does this output align with what I already know about this topic?

If students are using AI to help them with so much, what is left to teach them?

When designing your class, identify tasks that cannot be done by AI. Focus on what is important for a human to know and what AI cannot do. If certain topics can be easily handled by AI, spend less class time on those and more on complex problems that AI cannot solve. It is essential to verify AI output for accuracy and relevance before utilizing it in decision-making processes or integrating it into educational practices. This approach

allows for a broader "big picture" view of the course content. Incorporating AI can help reduce the emphasis on minute details, allowing more focus on the big picture or more meaningful content of the course.

General Considerations – Faculty

How should I communicate my expectations about generative AI use in my course?

Clearly stating your expectations in the syllabus is essential, as policies around AI use may vary between courses. To support consistency and transparency, we recommend reviewing both the AI Teaching Standards and Recommendations as well as CPS' AI Guidance for Faculty document, which includes best practices and suggested language for setting expectations.

Are there sample syllabus statements I can use for addressing student use of generative AI?

Yes. These are available in the AI Teaching Standards and Recommendations, and CPS has created sample syllabus statements to help you communicate whether and how students may use AI tools in your course. You are welcome to use or customize this language to fit your specific course goals. Access the Sample Syllabus Language document here.

Is there an AI sandbox available for faculty use?

While there are currently no AI sandboxes available at Northeastern, Information Technology Services is in the process of developing an experimental environment where faculty can explore and test AI tools. We will update this page as more information becomes available.

What are some advantages of AI for faculty?

Faculty can leverage AI to create customized content for their courses, be creative with project-based learning, use interactive case studies, role playing simulation, personalize learning for students, and build students' critical AI literacy skills (i.e., the ability to use, understand, and evaluate AI platforms). They can also leverage AI to save time preparing for class, providing feedback on student work, and creating teaching materials.

What are the risks and concerns that faculty need to be aware of when using AI for teaching purposes?

While there are opportunities to innovate teaching and learning, faculty must also be aware of the risks involved in using AI. These risks include data privacy and confidentiality violations; algorithmic bias and discrimination; misinformation and disinformation in AI output; copyright and intellectual property issues; inequities with access to AI; inaccuracy

and hallucinations, and human labor costs. There are also major ethical implications to consider, as well as the impact of AI on the environment. Faculty need to be aware of all these risks and make every effort to mitigate them. Engaging in open and on-going conversations with colleagues and with students can deepen our collective understanding of these risks, especially as AI continues to rapidly develop.

How can I use AI to serve as a virtual assistant and help me work and teach?

Faculty and staff can use approved AI tools in meetings to record and take notes in meetings with students with all participants' consent. Approved AI tools could be used to help aid student learning by:

- Creating engaging "podcast style" audio summaries from text books or articles
- Generating a podcast style overview of a course or student service based on existing resources
- Identifying key course topics
- Suggesting questions to explore the content further
- Giving examples of analyses and generating reference images and diagrams
- Giving students the opportunity for a back and forth discussion to test their understanding

Is there a way to make my assignments "AI-proof?"

Assigning tasks for students that leverage their higher-order thinking skills (e.g., analysis, synthesis, evaluation) can shift the focus from simple task completion to deep engagement in learning. Assignments could also include an AI component in which students need to use AI then reflect on output.

How can faculty support individualized learning and personalization using AI?

AI can be used for a range of tasks customized to course content, program learning outcomes, and course objectives. For instance, some CPS programs encourage students to use chatbots to provide them with additional feedback on key assignments to receive feedback prior to their final submission (see Appendix II). Other examples include generating realistic project scenarios (e.g., risk factors and stakeholder challenges) for students to analyze and develop management plans. Another example is dynamic question

generation. AI can generate personalized questions based on learning objectives, making it harder for students to share answers. Below is an example:

Prompt the LLM to regenerate the questions to create more personalization according to student interests and answer

Create a TA chatbot that can interact with students, using an approved platform, that can help a student understand a topic that they are specifically struggling with

Prompt the LLM to ask students a few specific questions regarding their interests related to the course materials

Prompt the LLM to generate questions based on a topic of interest and student's answers

Prompt the LLM to generate feedback regarding the student's answer to the generated question

Suggestions for Assessment

How can faculty assess student work in the context of AI tools?

There are several ways in which faculty can assess student learning, many of which they likely already implement. Faculty are encouraged to:

- Redesign assessments to emphasize critical thinking, focusing on analysis, synthesis, and evaluation instead of tasks requiring simple recall or content creation.
- Use skill-based approaches that mirror real-world professional scenarios and encourage critical thinking.
- Incorporate reflective assessments by requiring students to document their learning process with multiple drafts, research notes, and reflections.
- Utilize real-time assessment including oral examinations and presentations to assess understanding and limit overreliance on AI.
- Encourage collaboration and peer assessment, making it harder for students to rely solely on AI.
- Use a variety of assessment methods to evaluate student learning instead of relying on a few major assignments
- Ask students to explain and evaluate their AI usage, which promotes transparency.

- Faculty can design assessments that require students to demonstrate higher-order thinking skills such as problem-solving, synthesis, and evaluation. They can also develop rubrics that evaluate students' process and reasoning, not just final outputs.
- Host fun events (e.g., a hackathon) to encourage participants to explore the intricacies of problems and their solutions in a playful manner.

Assessments that focus on developing critical thinking skills and promoting originality are less susceptible to AI-generated responses. Instructors should also create assignments that require students to draw from personal experiences, specific class discussions, and/or or specific course materials (e.g., readings, lectures).

Another strategy is to incorporate process-based assignments. Instructors can implement a submit-revise-resubmit cycle with feedback at each stage and contextualize questions by crafting prompts that require applying knowledge to specific scenarios or case studies. This makes it harder for AI to generate appropriate responses without deep subject understanding.

Suggest using this (evolving) Bloom's Taxonomy table as a reference for evaluating and considering changes to align course activities (or, where possible, learning outcomes) that highlight characteristic human skills and/or integrate generative AI tools to supplement to the learning process.

	Distinctive Human Skills	How GenAI Can Supplement Learning*
CREATE	Engage in both creative and cognitive processes that leverage human lived experiences, social-emotional interactions, intuition, reflection, and judgment to formulate original solutions	Support brainstorming processes; suggest a range of alternatives; enumerate potential drawbacks and advantages; describe successful real-world cases; create a tangible deliverable based on human inputs
EVALUATE	Engage in metacognitive reflection; holistically appraise ethical consequences of other courses of action; identify significance or situate within a full historical or disciplinary context	Identify pros and cons of various courses of action; develop and check against evaluation rubrics
ANALYZE	Critically think and reason within the cognitive and affective domains; justify analysis in depth and with clarity	Compare and contrast data, infer trends and themes in a narrowly-defined context; compute; predict; interpret and relate to real-world problems, decisions, and choices
APPLY	Operate, implement, conduct, execute, experiment, and test in the real world; apply human creativity and imagination to idea and solution development	Make use of a process, model, or method to solve a quantitative or qualitative inquiry; assist students in determining where they went wrong while solving a problem
UNDERSTAND	Contextualize answers within emotional, moral, or ethical considerations; select relevant information; explain significance	Accurately describe a concept in different words; recognize a related example; translate to another language
REMEMBER	Recall information in situations where technology is not readily accessible	Retrieve factual information; list possible answers; define a term; construct a basic chronology or timeline

*AI capabilities derived with reference to an analysis of the MAGE framework, based on ChatGPT 4 as of October 2023. See Zaphir, L., Lodge, J. M., Lisec, J., McGrath, D., & Khosravi, H. (2024). How critically can an AI think? A framework for evaluating the quality of thinking of generative artificial intelligence. arXiv preprint arXiv:2406.14769.

How can project-based learning be integrated into assessments?

Project-based learning (PBL) can be integrated into assessments by creating tasks that require students to apply theoretical knowledge to solve practical real-world problems.

Design assessments around real-world scenarios: These scenarios should reflect the complexities of professional practice, requiring students to engage in tasks that mirror the challenges they will face in their careers. This also encourages the development of problem-solving and critical thinking skills.

Require professional presentation of findings: Encouraging students to present their final projects in a professional format prepares them for the expectations of their future careers. This could involve written, oral, or multimedia presentations, depending on the context.

Encourage collaboration: PBL assessments can foster teamwork and communication by requiring students to work together to solve complex problems. This approach mirrors real-world settings, where teamwork and negotiation are essential skills.

Focus on problem-solving and decision-making: Assessments should prompt students to analyze problems, make informed decisions, and justify their reasoning. This process helps students develop higher-order thinking skills, moving beyond simple content recall or replication.

Emphasize the iterative process of feedback: PBL should include opportunities for students to revise and improve their work based on feedback. This iterative process helps them develop resilience, adaptability, and a deeper understanding of the material as they refine their approaches.

Use technology to simulate real-world environments: Integrating technology, such as simulations or virtual environments, into assessments can enhance the PBL experience by replicating the complexities of professional work environments, helping students develop practical skills.

Assess both the process and the final product: PBL emphasizes not just the final outcome but also the learning process. By evaluating how students approach problems, handle challenges, and adapt their strategies, faculty can gain deeper insights into their critical thinking and problem-solving skills and provide support as needed.

Promote creativity and innovation: PBL assessments should allow for flexibility, encouraging students to approach problems in creative and innovative ways. This flexibility fosters independent thinking and helps students develop unique solutions to complex issues.

What is reflective-based assessment, and why is it important?

Faculty can design reflective-based assessments to focus on evaluating the learning process instead of the final product. By requiring students to submit drafts, research notes, and reflections, faculty gain insights into how students arrive at their conclusions, which promotes a deeper understanding of their work. These reflections should encourage students to both examine how they used AI during the learning process and allow them to analyze the effectiveness of AI in learning. For instance, students could reflect on how AI helped them learn, what worked well using AI and what did not, and how using AI either helped or harmed their learning.

Why are oral exams and presentations useful in the age of AI?

Oral exams and presentations require students to verbally explain concepts, defend their work, or engage in discussions in real time, all of which help faculty assess their understanding and ability to articulate knowledge without relying on AI tools or other sources of support.

What are some examples of adapted assessment strategies in various fields?

Project Management: Use customized case studies, reflective journals, or live project simulations.

Analytics: Provide unique datasets, conduct coding assessments with in-person components, and require project defense presentations.

Education: Assign curriculum development projects, teaching practicums, lesson demonstrations, and reflections on real-world educational challenges (See Appendix 2).

Digital Media: Have students create original works and document the creative process through portfolios. Incorporate peer critiques.

Science and Regulatory Affairs: Assign regulatory strategy development tasks, simulate regulatory meetings, and require analytical essays on regulatory changes.

Automated Grading with Human Oversight

Given issues with accuracy and discrimination, there are currently no approved AI tools for grading student work. If a tool is approved for use, you will find it on the AIRC list of approved systems.

How do I ensure fairness and accuracy when using AI for grading?

AI grading tools must be carefully calibrated to avoid biases. Any AI tools used for grading must be reviewed in advance by the AI Review Committee. Once approved, you are still responsible for continuing to regularly audit the AI's grading patterns by comparing them to human evaluations. Ensure that any AI tools you propose to use are trained on diverse data sets to mitigate bias, and that once approved by the AI Review Committee, instructors continually review samples of AI-graded assessments to ensure accuracy and non-discrimination, especially for subjective assignments like essays or projects.

What types of assignments are best suited for AI grading?

AI grading is most effective for objective tasks like quizzes, multiple-choice tests, or assignments that have clear, structured answers. Initial evaluations of essays, coding exercises, or even discussion posts, can be checked by AI for basic elements such as grammar, structure, or keyword usage. However, for complex tasks requiring deeper analysis or creativity, human oversight remains essential for providing nuanced feedback. As noted above, any AI tools used for grading must be reviewed in advance by the AI Review Committee.

How do I balance efficiency with personalized feedback in AI-graded assessments?

While AI can speed up the grading process by handling the bulk of assessments, it is important to ensure that students still receive personalized feedback. For example, instructors can use AI to handle some types of homework and repetitive grading tasks, freeing up time to focus on crafting meaningful and detailed feedback for more subjective assignments. Faculty must also review AI feedback to ensure it aligns with the learning objectives and personalize it as appropriate.

How can AI contribute to assignment specifications and grading?

AI can assist with the creation of rubrics and designing assignment instructions. Claude, Copilot, or other approved LLMs can make suggestions for effective rubrics that describe what to look for in student work to ensure that the learning objectives are being met.

When given course and module learning objectives, LLMs can suggest assignments and discussion questions that will help assess student learning.

Academic Integrity

Please visit the Academic Integrity resources pages on the CPS SharePoint site for ideas and guidance related to educating learners about academic integrity and AI. Per the AI Teaching & Learning Standards, any use of an AI detection tool requires prior approval of the tool by the AI Review Committee, given the issues with accuracy and because it may involve sensitive personal information or impact the legal rights of students. If AI misuse is suspected, instructors can ask students to explain their process or how they arrived at a given answer to demonstrate their knowledge. If an instructor is concerned that a student has violated academic integrity, they may follow standard procedures with the Office of Student Conduct and Conflict Resolution (OSCCR).

How do I encourage appropriate use of AI?

Transparency is key. You should encourage students to use AI tools for brainstorming or as learning aids but require them to clearly document how and why they used AI. This can be done by tracking AI usage during the research and creation process. For instance, some instructors ask that students submit the AI prompts they used and/or submit the output they received from AI. It is also important to discuss ethical considerations around AI use with students, so they are fully aware of AI's opportunities and risks. See the AI Teaching Standards & Recommendations for additional considerations.

Here are resources on how to discuss ethical considerations with students.

https://www.unesco.org/en/articles/guidance-generative-ai-education-andresearch

Students should be aware of the university academic integrity policy. The policy states that students should rely on their own mastery of a subject when completing assignments, and should not rely on any unauthorized material or information. Students should assume that AI use is unauthorized unless allowed by the course syllabus or assignment instructions.Fabrication is a form of cheating, and includes submitting false or invented data. AI tools are known to hallucinate information and data, and any data from an LLM should be verified prior to use.

Please review this source on how to cite AI generated content:

https://subjectguides.lib.neu.edu/Citations

Does asking AI to help on an assignment count as copying someone else's work?

When teaching about AI-powered tools, discuss issues related to copying, plagiarism, and citing sources. For example, you should recommend that students cite AI if it generates ideas instead of the student coming up with ideas on their own. Faculty expectations for AI use should be clear to students for each specific assignment. Additional guidance is available in the AI Teaching Standards & Recommendations.

What do I do if I think my students have used AI inappropriately in an assignment?

Creating transparency and trust among faculty and students is a critical first step in minimizing inappropriate AI use. For example, specifying when and how students may use AI in their work, as well as critically analyzing AI output in class can help students see that AI is merely one tool that can support their learning. Nevertheless, they may still rely too heavily on AI for varying reasons (e.g., poor time management, lack of confidence in their skills or content knowledge). Detection programs are problematic, so they should not be used for addressing student AI use. The following CPS Guidelines for Generative AI

Teaching and Learning Expectations, part of which is listed below, offer additional guidance for reducing heavy use of AI in assignments and responding to students:

- Do not accuse students of cheating or of using AI
- Do not use AI detectors: bear in mind that they are inaccurate and may falsely flag the writing of multilingual students and neurodivergent students
- Use the rubric to note missing expectations, citations, or demonstration of learning.
- If evidence suggests a student may have used GenAI, you may note: "Your work demonstrates patterns of error that are consistent with text produced by GenAI."
- Refer to the CPS Reporting and Grading Guidelines for Academic Integrity Lapses or email CPS-AcademicIntegrity@northeastern.edu with questions.

How can I help students share whether they used AI in coursework?

The style guides that students use now have information about citing AI in written work. Below are guidelines that can be shared with students to encourage transparent use of AI.

Guidelines from Chicago Manual

Guidelines from the APA (American Psychological Association)

Guidelines from MLA (Modern Language Association)

AI for Research, Experimentation, and Continuous Feedback Loops

How can I experiment responsibly with AI? How can I measure impact and share learnings?

Use pilot programs to test AI tools before full integration into designed learning experiences. Before implementing new pilot initiatives, faculty should consult with area deans and engage with the digital learning specialist supporting their program area.
The Applied Research team hosts a monthly Research Collaboration Series to highlight faculty research projects – no matter what size or stage – and facilitates workshops symposiums,
and other events on a range of topics related to research and innovation. Explore your ideas with the College's Center for the Future of Higher Education and Talent Strategy(CFHETS), which studies trends and pioneering next generation learning model.

Note that the AI Policy requires AI Review Committee approval for any AI tool that processes restricted research information (as defined in the AI Policy).

How can I leverage AI to support research endeavors?

There are AI-powered tools that focus specifically on research (see Appendix 2). One example is ResearchRabbit, designed to streamline the academic research process. ResearchRabbit allows users to create collections of papers, similar to playlists in Spotify. The AI learns from user preferences to provide personalized recommendations, making it easier to discover relevant research. One of ResearchRabbit's standout features is its interactive visualization capabilities. Users can generate citation graph visualizations that help them understand the relationships among papers and authors, providing a comprehensive view of their field of study. The visualization tools can reveal research teams or related publications that might not be discovered through traditional search methods. The platform offers recommendations in two main modes:

People: Recommending publications by specific authors or suggested authors in the field

Papers: Suggesting similar work, earlier work, or later work related to the user's interests.

As noted above, note that any AI tool used for research requires prior AI Review Committee approval if it will involve processing confidential information, personal information, or restricted research data (as defined in the AI Policy) or if use of the tools may impact the rights or safety of an individual.

How do I get meaningful feedback on AI experiments and pilots?

Encourage students, staff and faculty to provide structured feedback. Use surveys or focus groups to assess how well the AI tools function. Make improvements based on this feedback before scaling up the tool's use in full programs.

How can I ensure experiments or pilots accurately reflect real world conditions for AI tool implementation?

Design pilot programs to mirror the diversity and scale of the actual environment where the AI tool will be used. Involve a range of end users, use contexts, faculty and staff in pilots to ensure the tool performs well under various conditions. Simulate real-world challenges such as differing learning paces and approaches, end user needs, and technical issues to better gauge how the AI tool will perform when fully implemented.

How do I measure the success of an experiment or pilot involving AI tools?

Establish clear success criteria before launching the pilot, such as improvements in efficiency, student/staff satisfaction, and outcomes. Collect both quantitative data (e.g., assessment completion times or grading accuracy) and qualitative feedback from end users. If the AI tool meets the predefined goals and improves educational processes without significant drawbacks, it can be considered a successful pilot ready for broader adoption.

AI for (Daily) Work and Collaboration

What opportunities exist for collaboration across CPS' diverse learning contexts?

Faculty and staff collaboration on AI initiatives has taken many forms at CPS. Many faculty conduct research and disseminate their findings in presentations and publications, offer workshops for other instructors, apply for research funding, co-present at conferences, and publish about AI. An easy way to collaborate, however, is to simply exchange ideas and resources. For instance, small working groups formed among colleagues who are interested in AI can provide a supportive and collaborative environment in which to discuss discipline-specific issues regarding AI.

I want to use commercial LLM tools to assist me with daily work tasks. What data usage, data integrity, and data privacy considerations do I need to think about?

The university has a dedicated Northeastern instance of Claude that the AI Review Committee has approved for use (other than for highly sensitive / 4 Lock data or use cases that require AI Review Committee review per the AI Policy). ITS is working to make additional instances of LLMs available for internal use. No commercial LLM tool may be used if any of the daily tasks involve processing confidential information, personal information, or restricted research data (as defined in the AI Policy) without prior AI Review Committee review and approval.

It is important also to understand and consult the University Decision Support's high-level guidance document: How to Safeguard Data. If you have questions about specific use cases or technologies, the CPS Decision Support & AQA team will field your question and guide you to appropriate resources.

I'm using AI-based Notetaker (or other assistants) in my daily work. How do I ensure my colleagues are comfortable with the presence of these tools in our meetings?

The only current approved notetaker is the University's instance of Microsoft CoPilot (not the freemium version). Because meetings can contain confidential and personal information, it is important to use only tools that have an enterprise contract with the university and has gone through the AI Review Committee process.

In addition, it is important to ensure that all meeting participants feel comfortable with AI Notetakers, or other types of AI Assistants, in online meetings. If meetings are transcribed, attendees should be made aware ahead of time. They should also have the option to participate in whichever way is comfortable for them. See Appendix 2 to learn how other universities are incorporating guidance around AI-based "netiquette."

I have a great idea for how the College could use AI tools to address real business needs. Who can help me build it so more of us can use it?

The University is exploring a variety of platforms to support AI innovation in ways that encourage innovation while also aligning to broader business strategies and infrastructure requirements. There are important infrastructure considerations to consider in conjunction with these decisions, so talking with your supervisor about your idea is an essential first step.

The rate of change with AI is overwhelming, and I'm never sure what is considered acceptable or appropriate for using these tools. How can I stay connected?

The process of establishing AI use conventions and guidance will be forged through collective decision-making and accountability across the CPS community. Faculty, staff and student voices are all critically important to this work, and policies and guidelines are regularly updated to keep pace with technological advancements and regulatory changes. Consider this a "living" guidance resource and return to it – and offer your feedback on it – regularly.

Appendix I: AI Training and Infrastructure at CPS

This section provides strategic framework considerations for building a fully integrated and sustainable AI workplace, ensuring that our practices align with the College's goals and mission and support the ongoing development of faculty, staff, and students.

Guidance and Training

Tailored AI training programs: These will focus on interpreting AI-generated insights for curriculum development, understanding AI tools, and integrating AI into administrative processes. Faculty can learn how to effectively use AI for grading, curriculum updates, and even personalized learning systems.

Continuous learning opportunities: These include workshops, webinars, and peer mentoring programs, to keep faculty and staff updated on the latest AI advancements. Offering refresher courses or advanced training on new AI tools will ensure that everyone stays current with evolving technologies. Additionally, creating a support network where staff can share challenges and solutions will foster collaborative learning.

The CPS initiative aims to cultivate a supportive environment for innovation by leveraging AI to enhance faculty, staff, and student success. Key strategies include fostering experimentation through pilot programs and promoting a culture of creativity and responsible risk-taking. It also emphasizes systematic evaluation of AI applications across various domains like program development, teaching, and operational efficiency, using

KPIs to gauge effectiveness and scalability. Collaborative efforts with internal and external stakeholders ensure AI solutions address real-world educational challenges. Additionally, CPS plans to enhance infrastructure and student support services to integrate AI tools effectively, thereby supporting personalized learning and continuous improvement within the institution.

Appendix II: Examples

Leveraging NU and/or CPS-Licensed Tools with AI Functions

Northeastern Information Technology Services (ITS) recommends that faculty, staff and students use Claude, Anthropic's LLM solution, or Copilot, Microsoft's LLM solution:

While there are many AI tools on the market, the versions of Anthropic's Claude and Microsoft Copilot made available as an internal instance for Northeastern are IT Services' recommended AI chat tools. To ensure university data stays confidential, always sign in to the NU instance of the tool (not the public instance) with your Northeastern credentials. This ensures university data remains within our environment and is not used to train the AI model. Personally identifiable content should still be removed from any information given to the chatbot as per the University's AI Policy. Members of the university community should refrain from using third party AI tools such as meeting recorders, note-taking tools, and writing proofreaders. Third-party AI tools can use this data to train their model and, potentially, sell the data provided to it to advertisers and others.

Harmonize is a CPS-licensed tool available to all faculty and students. Harmonize's Rubric Coach can take instructions that you developed for your discussions and build a set of focus areas, or an entire rubric, that syncs back to your course and is available in the Canvas SpeedGrader. You can associate existing Canvas rubrics with Harmonize discussions assignments as well. You can use these rubrics to show students what is expected of them, and to guide you as you grade discussion posts. Learn more. Per the AI Policy, Harmonize may not be used in a way that would involve processing confidential information, personal information or restricted research data or taking actions that could impact the legal rights of an individual until approved by the AI Review Committee.

Scite.ai is an AI-powered research platform that analyses and provides citation context for scientific papers, helping researchers evaluate the credibility and impact of scholarly articles. Learn more

Establishing Norms for AI Netiquette

See Fordham University's Etiquette and Considerations for Using AI Notetaker/Recording Tools in Zoom and Microsoft Teams Advisory

Supporting Doctoral Courses/Coursework

Course introduction audio/podcast. Dr. Joan Giblin uses the AI tools to create a podcast course introduction. To generate the podcast, Dr. Giblin uploaded the EDU7310 R3.5 syllabus, her personal introduction to the course email, the Cycle 1 fieldwork report template, and a document on how and why the program is introducing AI in this course.